

Safeguarding and Child Protection Policy



Wayfield Primary School

THE PRIMARY
FIRST TRUST

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The purpose of this document is to assist all staff to safeguard and protect children who are at risk of abuse or neglect and promote their well-being. This policy and procedures should be read in conjunction with the relevant sections of the **London Safeguarding Children Procedures**. This policy also reflects the requirements of **Keeping Children Safe in Education 2016; Supporting pupils at school with medical conditions December 2015; Working Together to Safeguard Children March 2015; What To Do If You Are Worried A Child Is Being Abused – Advice for Practitioners March 2015; Mandatory Reporting of Female Genital Mutilation – procedural information and Child Sexual Exploitation: Definition and Guide for Practitioners , February 2017. The 2012 Teachers’ Standards also refer to the need to care for children. This policy should be read in conjunction with the Peer to Peer Abuse Policy, the Whistleblowing policy, the E-Safety Policy.**

The safeguarding of children is everyone’s business and schools have a responsibility under Sec 175 of the Education Act 2002 to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. This includes

- Preventing the impairment of children’s health or development
- Protecting children from maltreatment
- Ensuring children grow up in circumstances consistent with the provision of safe and effective care.

The Children Act 1989 defines a child as being up to the age of 18 years; it also defines **significant harm** and the roles and responsibilities of Children’s Social Care and the Police.

Significant Harm

There are no absolute criteria on which to rely when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the degree and the extent of physical harm, the duration and frequency of abuse and neglect, the extent of premeditation, and the presence or degree of threat, coercion, sadism, and bizarre or unusual elements. Each of these elements has been associated with more severe effects on the child, and / or relatively greater difficulty in helping the child overcome the adverse impact of the maltreatment. Sometimes, a single traumatic event may constitute significant harm (e.g. a violent assault, suffocation or poisoning). More often, significant harm is a compilation of significant events, both acute and longstanding, which interrupt, change or damage the child’s physical and psychological development. Some children live in family and social circumstances where their health and development are neglected. For them, it is the corrosiveness of long-term emotional, physical or sexual abuse that causes impairment to the extent of constituting significant harm. In each case, it is necessary to consider any maltreatment alongside the family’s strengths and supports.

The following procedures outline the action to be taken if it is suspected that a child may be being abused, harmed or neglected. There are four categories of abuse:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

It is acknowledged that a child can be abused, harmed or neglected in a family, institution or community setting by someone known to them, or less commonly, by a stranger, this includes someone in a position of trust such as a teacher or other professional.

Safeguarding and the promotion of a child’s welfare covers all aspects of the child’s life and the school is committed to ensuring that all its actions in respect for a child are compatible with this aim. If there are concerns about a child’s welfare that do not meet the thresholds of child abuse the school will consider whether the Common Assessment Framework (CAF) approach should be considered. Remember early identification of concerns and the use of the CAF to develop a multi-agency plan for the child can reduce the



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risk of subsequent abuse.

Scope of the Policy

This policy and the following procedures apply to all staff, volunteers and governors working with or in the school.

Policy Statement

We at Wayfield Primary School are committed to practice, which protects children from harm. Staff and volunteers in this organisation accept and recognise our responsibilities to develop awareness of the issues, which cause children harm. We have due regards to the need to prevent people from being drawn into terrorism. This duty is known as the Prevent duty. Our Prevent Duty Officer is the Head Teacher, Mrs. S H Hamilton.

Aims:

We will aim to safeguard children by:

- **Adopting child protection guidelines through procedures and a code of conduct for staff and volunteers.**
- **Sharing information about child protection and good practice with children, parents and carers, staff and volunteers.**
- **Sharing information about concerns with agencies who need to know, and involving parents and children appropriately.**
- **Carefully following the procedures for recruitment and selection of staff and volunteers.**
- **Providing effective management for staff and volunteers through support, supervision and training.**
- **We are committed to reviewing our policy and good practice regularly.**

We recognise that because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from harm or abuse.



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Procedures

We will follow the procedures set out by London Child Protection Procedures and Local Safeguarding Children Board and take account of guidance issued by the Department for Children, Schools and Families to:

- Ensure we have a Designated Safeguarding Lead (DSL) for child protection who has received appropriate training and support for this role. ***This is the Head Teacher, Mrs S H Hamilton***
- **Ensure we have a nominated governor responsible for child protection - this is Anna Rust.**
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Notify Children's Social Care if there is an unexplained absence of a pupil who has a child protection plan.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences and Core Groups.
- Keep written chronological records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all Child Protection records are kept securely, separate from the main pupil file, and in secure locations.
- Follow Medway procedures where an allegation is made against a member of staff or volunteer.
- Make a referral to DBS if a person in regulated activity is dismissed or removed due to safeguarding concerns.
- Ensure safe recruitment practices are always followed.
- Ensure that children are educated to understand and be aware of how to make risk assessments and keep safe.

1. Definitions of abuse

The following definitions are based on those from **Keeping Children Safe in Education** (p10 September 2016) and '**London Child Protection Procedures**' (2014).

Physical abuse



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Physical abuse may take many forms e.g. hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.

It may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child. This unusual and potentially dangerous form of abuse is now described as fabricated or induced illness in a child

Emotional abuse

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

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

Some level of emotional abuse is involved in most types of ill treatment of children, though emotional abuse may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening and includes penetrative (i.e. vaginal or anal rape or buggery) and non-penetrative acts.

It may also include non-contact activities, such as involving children in looking at, or in the production of pornographic materials, watching sexual activities or encouraging children to behave in sexually inappropriate ways.

Neglect

Neglect involves the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health and development.

This may involve failure to provide adequate food, shelter or clothing, failure to protect from physical harm or danger or failure to ensure access to appropriate medical/physical care or treatment e.g. correct maintenance of wheelchairs, use of body braces etc. Supply of medication needed according to care plans. It may also include neglect of a child's basic emotional needs.

2. Possible Signs & Symptoms of Abuse

The following signs may or may not be indicators that abuse has taken place, but the possibility should be considered. This is not an exclusive list and many of the signs and symptoms could fall into more than one category. Guidance on recognising signs & symptoms of can be found in the London Child Protection Procedures. Also pupils with learning difficulties often exhibit some of these signs (e.g. reluctance to get undressed for P.E., constant tiredness) which are not necessarily signs of abuse but symptoms of their condition. However it must also be remembered that disabled children are 3 times more likely to experience abuse or neglect than non-disabled peers.

Physical Abuse



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- Unexplained and so called “accidental” injuries, burns or bruising
- Improbable excuses or refusal to explain injuries
- Refusal to undress for PE
- Self-destructive tendencies
- Aggression towards others
- Fear of physical contact - shrinking back if touched
- Admitting that they are punished, but the punishment is excessive
- Fear of suspected abuser being contacted

Emotional Abuse

- Physical, mental and emotional development delays
- Sudden speech disorders
- Continual self-depreciation ('I'm stupid, ugly, worthless, etc')
- Overreaction to mistakes
- Extreme fear of any new situation
- Inappropriate response to pain ('I deserve this')
- Unusual attention seeking behaviour
- Extremes of passivity or aggression

Sexual Abuse

- Being overly affectionate or knowledgeable in a sexual way inappropriate to the child's age
- Itchy or pain in the genital area
- Other extreme reactions, such as depression, self-mutilation, suicide attempts, running away, overdoses, anorexia
- Personality changes such as becoming insecure or clinging
- Being isolated or withdrawn
- Inability to concentrate
- Become worried about clothing being removed
- Suddenly drawing sexually explicit pictures
- Trying to be 'ultra-good' or perfect; overreacting to criticism

Neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Untreated medical problems
- No social relationships
- Compulsive scavenging
- Destructive tendencies
- Stealing food/money
- Poor school attendance
- Compulsive attention seeking

Other safeguarding issues



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Child Sexual Exploitation

The definition of Child Sexual Exploitation is:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

What marks out exploitation is an imbalance of power in the relationship with the perpetrator always holding some kind of power over the victim, which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation, and enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber bullying and grooming. However, it is important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

At Wayfield Primary School, all staff and volunteers working in our school are:

- Aware of the guidance that is available in respect of CSE
- Vigilant to the risk of it being practised and
- Alert to the signs of potential or actual abuse.

We regard this abuse as very serious and will take timely and appropriate action in respect of concerns about any child suspected to be at risk or actually being sexually exploited.

Female Genital Mutilation

Female genital mutilation (FGM) is a collective term for all procedures involving the partial or total removal of external female genitalia for cultural or other nontherapeutic reasons. The procedure is typically performed on girls aged between four and thirteen years, but in some cases FGM is performed on newborn infants or young women before marriage or pregnancy. The age at which girls undergo FGM varies according to the community. FGM is illegal in the UK and carries 14 years jail sentence. It is also illegal to take a child abroad to undergo FGM. FGM is considered child abuse in the UK and causes physical, psychological and sexual harm.

At Wayfield Primary School, all staff and volunteers working in our school are:

- Aware of the guidance that is available in respect of FGM
- Vigilant to the risk of it being practised and
- Alert to the signs of potential or actual abuse.

We regard this abuse as very serious and will take timely and appropriate action in respect of concerns about any child suspected to be at risk or actually being sexually exploited.

The FGM mandatory reporting duty is a legal duty provided for in the FGM Act 2003 (as amended by the Serious Crime Act 2015). The legislation requires regulated health and social care professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either:

- are informed by a girl under 18 that an act of FGM has been carried out on her; or



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• observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

For the purposes of the duty, the relevant age is the girl's age at the time of the disclosure/identification of FGM (i.e. it does not apply where a woman aged 18 or over discloses she had FGM when she was under 18). Complying with the duty does not breach any confidentiality requirement or other restriction on disclosure which might otherwise apply.

Radicalisation and extremism

Radicalisation is defined as 'the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social institutions or habits of the mind.'

Extremism is defined as the 'holding of extreme political or religious views.'

There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These include:

- Spending increased time in the company of other suspected extremists
- Changing their style of dress or personal appearance to accord with the group
- Their day-to-day behavior becoming increasingly centred on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/ cause
- Communications with others that suggests that identification with a group, cause or ideology
- Using insulting or derogatory names of another group
- Increase in prejudice-related incidents committed by that person- these may include physical or verbal assault, provocative behavior, damage to property, derogatory name calling, possession of prejudice-related materials, prejudice-related materials, prejudice related ridicule or name calling, inappropriate forms of address, refusal to co-operate, attempts to recruit to prejudice-related organisations, condoning or supporting violence towards others.

Should there be any examples of radicalisation or extremism suspected in a school then this should be treated as any other Child Protection issue, where children are deemed to be vulnerable, with an immediate referral to the Designated Safeguarding Lead.

IMPORTANT: staff should be aware that they need to suspend any professional disbelief that "This could not happen here."

At Wayfield Primary School, we regard this abuse as very serious and will take timely and appropriate action in respect of concerns about any child suspected to be at risk.

Peer to Peer Abuse

Keeping Children Safe in Education, 2016 states that '*Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with*' (page 19). The document also states it is most important to ensure opportunities of seeking the voice of the child are heard, '*Governing bodies, proprietors and school or college leaders should ensure the child's wishes and feelings are taken*



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*into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately, any system and processes should operate with the **best interests of the child at their heart.***

At Wayfield Primary School we continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to impact on that individual child's emotional and mental health and well-being. If Peer to Peer Abuse is suspected, please refer to the Peer to Peer Abuse policy.

3. What to do if you suspect that abuse may have occurred

a. You must report the concerns immediately to a DSL **Mrs S Hamilton** or her absence **Mr T Williams**, or in the absence of both, **Miss H Bond**, **Mrs N Mason** or **Miss L Richmond**.

The DSL has been nominated by Wayfield Primary School to refer allegations or suspicions of neglect or abuse to the statutory authorities. In the absence of **Mrs S Hamilton** please report the case to **Mr T Williams**, or in the absence of both, **Miss H Bond**, **Mrs N Mason** or **Miss L Richmond**.

The role of the Designated Safeguarding Lead is to:

- Obtain information from staff, volunteers, children or parents and carers who have child protection concerns and to record this information.
- Assess the information quickly and carefully and ask for further information as appropriate.
- They should also consult with Children's Social Care in the first instance:
 - **Medway Safeguarding Children Safeguarding Board – 01634 336329**
mascb@medway.gov.uk

or Police Child Abuse Investigation Team on 0207 230 3700 (8am – 6pm or calls outside these hours should be made to 999) to clarify any doubts or worries. The NSPCC can also provide advice.

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly without referring to the DSL. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk. Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

- The DSL should make a referral to the Children's Social Care or the police without delay if it is agreed during the consultation or if there is an immediate risk to the child.
- The referral should be made to the Children's Social Care Agency in which the child lives, e.g. if a child lives in another borough, the referral needs to be made to the Children's Social Care Department in that borough.
- A telephone referral should be made and confirmed in writing using an inter-agency referral form within 48 hours. Children's Social Care should acknowledge the referral within one working day and should be contacted if no acknowledgement has been received within 3 working days. Any referrals that are faxed to Children Social Care should be followed up by a telephone call to confirm receipt.



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- Following referral, Children's Social Care should, within one working day, consider the next course of action, record their decision in writing and notify the designated person.

b. Suspicions will not be discussed with anyone other than those nominated above.

c. It is the right of any individual to make direct referrals to the child protection agencies. If for any reason you believe that the nominated designated persons have not responded appropriately to your concerns, it is then your responsibility to consider contacting the child protection agencies directly.

4. Responding to a child making an allegation/disclosure of abuse

- Stay calm, listen carefully to what is being said
- Find an appropriate early opportunity to explain that it is likely that the information will need to be shared with others - do not promise to keep secrets
- Allow the child to continue at his/her own pace
- Ask questions for clarification only, and at all times avoid asking leading questions.
- Reassure the child that they have done the right thing in telling you
- Tell them what you will do next and with whom the information will be shared
- Record in writing what was said using the child's own words as soon as possible, note the date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated.
- Pass this information on immediately to your Designated Person or Deputy Designated Person in his/her absence.

After a child has disclosed abuse the designated person should carefully consider whether or not it is safe for a child to return home to potentially abusive situation. On these rare occasions it may be necessary to take immediate action to contact Children's Social Care to discuss putting safety measures into effect.

5. Responding to Allegations of abuse against a member of staff (including the Head Teacher), other worker or volunteer

Refer to Medway LSCB procedures on allegations against school staff, other workers or volunteers for the detailed actions to be taken. In principle we at Wayfield Primary School will:

- Inform the Director of Education of the Primary First Trust, Mrs Katherine Powell and the Medway LADO.
 - Identify a named Senior Manager responsible for managing allegations. **If the allegation is against the Head Teacher, the Chair of Governors will be responsible for managing the allegation.**
 - Ensure the child's welfare is paramount
 - Ensure all reports or disclosure that indicate that an adult staff member or volunteer has:
 - Behaved in a way that has harmed, or may have harmed a child
 - Possibly committed a criminal offence against or related to a child
- OR
- Behaved towards a child or children in a way that indicates s/he is unsuitable to work with children
- Is fully recorded and is notified to Schools HR and a consultation with the Local Authority Designated Officer (LADO) is undertaken in all cases ensuring that the appropriate action is taken.
 - Ensure that the adult about whom there are concerns is treated fairly and honestly and provided with support
 - Consider the safety & welfare of other children in the class/school



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- Remember that disciplinary action is the responsibility of the school but that any decisions should be made in consultation with the LADO and, if involved, the police.
- Work with the LADO to keep the child and their family fully informed in relation to any investigation and subsequent action.

The LADO for Medway is:

Clare Wilkes

Telephone: 01634 331229

Email: clare.wilkes@medway.gov.uk

6. Recruitment and appointment of workers and volunteers

In accordance with Medway standard recruitment and appointment policy for staff recruitment, we at Wayfield Primary School, will be responsible for the following when appointing teaching, administrative and site staff:

- Identifying the tasks and responsibilities involved and the type of person most suitable for the job.
- Drawing up the selection criteria and putting together a list of essential and desirable qualifications, skills and experience.
- All applicants should apply in writing and their application will cover their personal details, including nationality, previous and current work/volunteering experience and details of whether they have ever lived abroad since the age of sixteen.
- We will send a copy of our child protection policy with the application pack.
- We will make sure that we measure the application against the selection criteria
- All applicants need to sign a declaration stating that there is no reason why they should be considered unsuitable to work with children. The Rehabilitation of Offenders Act (1974) requires that people applying for positions which give them "substantial, unsupervised access on a sustained or regular basis" to children under the age of 18 must declare all previous convictions which are then subject to police checks. They can then only be offered a job subject to a successful police check. This includes potential employees, volunteers and self-employed people used by the school such as sports coaches. They are also required to declare any pending case against them. It is important that your applicant in this particular category understands that all information will be dealt with confidentially and will not be used against them unfairly.
- We will ask for photographic evidence to confirm the identity of the applicant e.g. their passport & proof of address.
- We will request to see documentation of any qualifications detailed by the applicant.
- We will always interview our candidates for a job and keep a record of the interview notes.
- We will have at least two people from our organisation on the interview panel one of whom must have successfully completed safer recruitment training, which has been developed in line with the Department for Education's Keeping children safe in education guidance (2016), and follows the safeguarding framework for England, for example the NSPCC training.
- We will request two written references from different previous employers. We will ask the referee to also comment on their suitability for working with children. We will also try and follow up written references with a telephone call – a record of this will be kept on file.
- We will ensure that we obtain a DBS from the Criminal Records Bureau for all successful applicants. We will need to see the DBS before we confirm them in post.
- When using supply teachers, the school will ensure that the agency has undertaken appropriate checks in the same way as we check for all staff undertaking regulated activity. We will ask the Supply Agency to state clearly in a letter to us what checks have been done and their results, including disclosures on DBS certificates if there have been any. The supply agency will be asked to provide evidence before the teacher starts work in the form of two types of identification such as their photographic ID as well as a letter (from the agency).
- The checks undertaken include List 99,; DBS; Qualification; Teachers prohibited from the Profession; Right to Work in the UK; Overseas Police Checks if required and the Disqualification by Association, S128.



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CONTRACTORS AND REGULAR VISITORS

- If making a one-off unsupervised visit, a DBS will be required.
- If regular and unsupervised, full-checks will be undertaken.

VOLUNTEERS

Any parent or other person/organisation engaged by the School to work in a regular voluntary capacity with pupils will be subjected to full checks, including DBS. Where they are not engaged in regulated activity, eg a one-off help on a trip an enhanced DBS check will not be required but they will be supervised at all times. They will be asked to sign a declaration that they have not been convicted of any criminal or disciplinary offence which could preclude their employment as a worker with children. Volunteers will work under the direct supervision of an established staff member and will be subject to the same code of conduct as paid employees of the School. Volunteers will at no time be given responsibility for the personal care of pupils. Voluntary sector groups that operate within this School, provide off-site services for our pupils or use School facilities will be expected to adhere to this policy .

In recruiting and appointing volunteers Wayfield Primary School will be responsible for the following:

- All volunteers will be asked to provide a brief written application confirming their details, experience, etc.
- All volunteers will be interviewed
- Currently there is discretion in respect of detailing enhanced DBS checks on all volunteers. This decision must be made by the Head Teacher and will be based on the duties that the volunteer will be involved in.
- Whenever possible a volunteer should be asked for references. It is acknowledged that this may not be from an employer but can be a personal reference.
- All volunteers should receive an induction and be given clear written guidance on responsibilities, acceptable behaviour and limits to their role.

7. Supervisory arrangements for the management of out of school hours activities.

We will aim to protect children from abuse and team members from false allegations by adopting the following guidelines:

- All clubs independent of the school must have their own child protection policy & procedure in line with the school's policy and procedures.
- The club will keep a register of all children attending the activities and give a copy to the school.
- The club will keep a register of all team members (both paid staff members and volunteers) and ensure they are DBS checked. The school will ensure that the required checks are completed and that the results are recorded in the SCR.
- Registers will include arrival and departure times.
- The club will keep a record of all sessions including monitoring and evaluation records.
- The team members will record any unusual events on an accident / incident form.
- Written consent from a parent or guardian will be obtained for every child attending the activities.
- Team members should not be alone with a child, although we recognise that there may be times when this may be necessary or helpful, in such circumstances another adult should be told.
- Team members may escort children of the same sex to the toilet in the same way that regular staff members do but are not expected to be involved with toileting, unless the child has a special need that has been brought to our attention by the parent/guardian and a care plan is in place for the child naming them as part of the care plan. See Intimate Care Policy.



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- All team members should treat all children with dignity and respect in both attitude language and actions
 - Premises lettings and loans are subject to acceptance of these requirement.

8. Management of Children subject to Child Protection Investigation or subject to a Child Protection Plan:

- Contribute to the child protection investigation (sec 47) and attend or contribute to the Strategy meetings.
- The DSL will attend the Initial Child Protection Conference to share any relevant information and provide a written report for the conference.
- If the child is placed on the Child Protection Plan, the DSL is responsible for ensuring that the school participates appropriately in the Child Protection Plan and attends all Core Group Meetings and Child Protection Conferences.
- Information will be shared with staff on a need to know basis but key personnel working with child should have sufficient information to support them in their work with that child.
- If a child with a Child Protection Plan has an unexplained absence from school, the DSL will inform the Social Worker.
- The DSL will attend all relevant meetings and conferences for Looked After and fostered children.

9. Support and Training

We are committed to the provision of safeguarding training for all our team members.

In addition to the basic safeguarding training, the DSL undertakes training in inter-agency working and refresher training at 2 yearly intervals to keep his/her knowledge and skill up to date.

All other staff undertake appropriate training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher at least annually.

10. Record Keeping

- DFE guidance says that the DSL should keep detailed, accurate, secure written records of referrals and concerns. These are kept separately from academic records, in a confidential file stored in a secure cabinet, accessible only by appropriate senior staff members. They are exempt from records available for examination by parents or children unless subject to a court order.
- Medway LSCB promotes high quality record keeping in respect of all concerns about children's welfare. The records should be completed in a timely manner and include all relevant information such as dates, times, others involved, witnesses etc. All records should be signed and dated. The child's confidential record should include a front sheet chronology of concerns to support the understanding of the impact of past concerns, patterns and escalation of concerns.
- If a child transfers to another school or other educational establishment, the Designated Person should forward the child protection file to a named person at the receiving school / establishment under separate cover from the academic records. The file should be marked '*confidential, to be opened by addressee only.*'
- The Designated Person should retain a copy of the child protection file, which should be stored in a secure cabinet accessible only by appropriate senior staff members. Child Protection records about a pupil who has ceased to become of compulsory school age should be archived and catalogued. When making a referral, the referrer should keep a written record of:



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- i. Discussions with child
 - ii. Discussions with parent/s
 - iii. Discussions with staff
 - iv. Information provided to Children's Social Care
 - v. Advice given and decisions taken (clearly times, dated and signed)
- The referrer should confirm verbal and telephone referrals in writing within 48 hours, using the interagency referral form.
 - The School will ensure that we keep up-to-date personal data records of all the children by regularly reminding parents to inform us of any change in family circumstances and requesting an annual update.

11. Confidentiality and Information Sharing

We recognise that all matters relating to child protection are confidential.

- The Head Teacher or Designated Person will disclose personal information about a pupil to other members of staff on a need to know basis only.
- However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

When considering sharing information the staff will consider the seven golden rules:

1. Remember that the Data Protection Act is not a barrier to sharing information, it provides the framework
 2. Be open & honest with the person from the outset about how information may be shared
 3. Seek advice, do not fail to share information because you are unsure what to do
 4. Share with consent where appropriate & respect the wishes of those who refuse consent unless you believe that there is a risk of harm to child if the information is not shared
 5. Consider safety and well-being of the child and base information sharing decisions on this
 6. Ensure all information shared is Necessary, Proportionate, Relevant, Accurate, Timely & Secure. Ensure any third party or hearsay information is identified and that you have consent to share it
 7. Keep a record of your decision and reasons for it; record what you have shared, with whom and the purpose.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.
 - We will always undertake to share our intention to refer a child to Children's Social Care with their parents / carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with Children's Social Care or Medway Safeguarding Children Service (01634 336329) on this point.



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12. Whistle Blowing

Staff should be aware that children may feel unable to express concerns in an environment where staff fail to do so. All staff should therefore feel free to voice concerns about the attitude and actions of their colleagues in accordance with the council's whistle blowing policy. (See Appendix 6)

13. Safer working practice for staff

1. Interviewing Pupils

All staff, male or female, should be aware of the potential risks (i.e. false allegations against staff) of interviewing a pupil alone, particularly if the pupil has an experience of sexual/emotional abuse. Interviewing individual pupils is an integral part of our work and therefore staff should exercise their own professional judgement and a degree of caution in these situations. All staff should try to ensure that they are not in a compromising position where allegations can be made against them.

Suggested protective measures to consider:

- ask another person (teacher or pupil's friend – as appropriate to the content) to sit in on the interview:
- sit in a room where it is possible to be observed through a window or glass-panelled door:
- do not close the door of the room, if you are not clearly visible from outside the room.

2. Transporting Pupils

Situations can arise, which require a member of staff to take a pupil home. Children should only be transported in staff cars on extremely rare occasions when there is no other alternative available. A dynamic risk assessment must be carried out by the staff member to ensure that this is the favoured option. In these cases the insurance policy of the driver must be checked to ensure that it has the appropriate coverage relating to use for work and carriage of children not related to the owner. When this occurs two members of staff must be in the car.

3. Use of Technology – please refer to the E-Safety policy.

All staff in our school will use technology to support and promote the learning and welfare of the children. However certain safeguards should be remembered:

- Mobile phones - Staff will NOT give any child their personal mobile phone number and will not contact the child on the child's mobile phone either by voicemail or by texting without the consent of the parent and in line with the school's policy in respect of use of mobiles
- Staff will ensure Bluetooth is disabled when on school premises on all personal mobiles and laptops
- Communication by email should only be through the school's email system and personal emails must not be shared with children
- Use of Internet: Staff will NOT access or expose children or young people to unsuitable material on the internet. Staff will ensure that they follow the School's e-safety policy about access to and use of the internet.

This policy will be given to all new employees and made freely available to all staff and parents / carers.

Note

This policy was adopted on 5th September 2016

This policy was reviewed on 4th August 2016

This policy will be reviewed on 5th September 2017



WAYFIELD PRIMARY SCHOOL

Mrs S Hamilton

DSL- Mrs. S. H. Hamilton

Mr T Williams

Deputy DSL Mr T Williams

Miss H Bond

Deputy DSL Miss H Bond

Mrs N Mason

Deputy DSL Mrs N Mason

Miss L Richmond

Deputy DSL Miss L Richmond

'Named' Governor for Child Protection **Anna Rust**

Chair of Governors **Roger McDonald**



WAYFIELD PRIMARY SCHOOL

Appendix 1: STRICTLY CONFIDENTIAL

SAFEGUARDING AND CHILD PROTECTION

Wayfield Primary School

Concern/Incident Reporting Form

<u>Child's Name:</u>		<u>Date:</u>	
<u>Child's DoB:</u>		<u>Class:</u>	
<u>Reported by:</u>		<u>Position held:</u>	

Person receiving concern: Head Teacher/ Deputy Head Teacher/ Assistant Head Teacher

Concern:

Signed:

Date:

Action Taken:

Parents informed: Yes/ No – if no, give clear reasons:

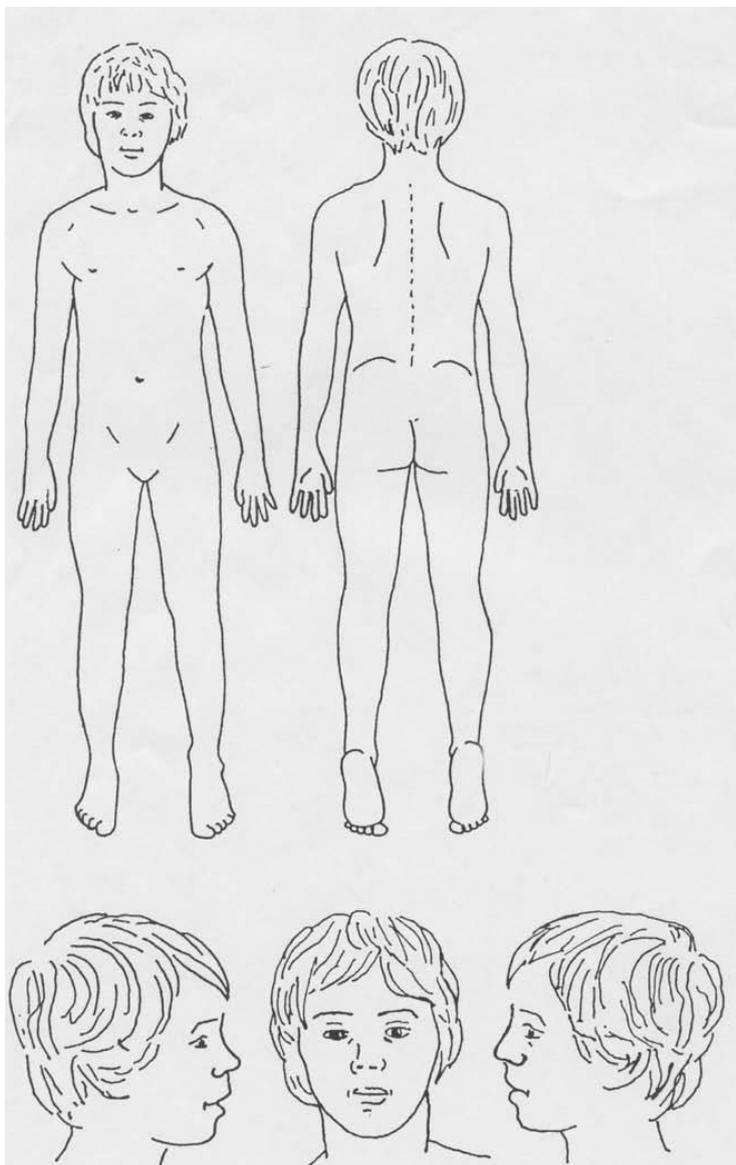
Signed:

Date:

Appendix 2: STRICTLY CONFIDENTIAL

Body Map (to be used in conjunction with a record of concern form)

Name of child: _____ date of birth _____



<p>Signature</p> <p>Print name</p>	<p>Date (dd/mm/y) and time form completed.</p>
---	---

Name of DCPC that has reviewed the Incident report:.....

Date incident report received:



WAYFIELD PRIMARY SCHOOL

Appendix 3: STRICTLY CONFIDENTIAL

Information sheet

Name of child: _____ date of birth: _____

Any other name by which child is known:		
Address:		Telephone numbers:
Family members		
Name	Relationship	Address
Other children associated:		
Professionals involved:		
Name	Agency	Address and telephone number

Form Completed on: _____

(N.B. This form should be updated if a child's circumstance changes e.g. the child becomes Looked After – information should be clear regarding the child's home address, placement address and who to contact.)



WAYFIELD PRIMARY SCHOOL

Appendix 4: STRICTLY CONFIDENTIAL

Chronology

Name of child: _____ date of birth: _____

Date & Time	Event Description	Action taken	Follow up action



WAYFIELD PRIMARY SCHOOL

Appendix 5: References, Procedures, Protocols and Assessment tools

Keeping Children Safe in Education

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/526153/Keeping_children_safe_in_education_guidance_from_5_September_2016.pdf

Radicalisation

To make a referral to the Channel panel, please visit

<http://www.msrb.org.uk/practitionersandvolunteers/radicalisation.aspx>

Once form is completed, email to: channel@kent.pnn.police.uk

Child Sexual Exploitation

Kent and Medway safeguarding procedures

<http://www.msrb.org.uk/pdf/Kent%20and%20Medway%20Sexual%20Exploitation%20procedures%20V2%20MAY%202014.pdf>

Kent and Medway Assessment Toolkit

<http://www.msrb.org.uk/pdf/CSE-Toolkit%20Kent%20and%20Medway%20V4%20August%202015.pdf>

Safeguarding children from Child Sexual Exploitation

http://www.msrb.org.uk/pdf/Safeguarding_children_and_young_people_from_sexual_exploitation.pdf

Trafficked Children

Trafficked Children Assessment Toolkit

<http://www.msrb.org.uk/pdf/AbbreviatedToolkit.pdf>

Domestic Abuse

<http://www.domesticabuseservices.org.uk/>

Gender Based Violence

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf

Forced Marriage

<https://www.gov.uk/government/news/new-video-shows-the-devastating-impact-of-forced-marriage>

“Information Sharing Guidance”



WAYFIELD PRIMARY SCHOOL

<http://www.dcsf.gov.uk/everychildmatters/strategy/deliveringservices1/informationsharing/informationsharing/>

"Integrated Working without Boundaries - Pan London CAF Protocol"

www.younglondonmatters.org/uploads/documents/mobilityandyounglondoncafprotocol.pdf

Children who go Missing from Education

<http://www.medway.gov.uk/schoolsandeducation/childmissingfromeducation.aspx>

Appendix 6

WHISTLEBLOWING – (Confidential Reporting)

This is a summary taken from the Whistleblowing Policy, which shows employees which actions to take, if they are concerned with wrongdoing within the school, multi-academy trust or Local Authority.

Employees are well positioned to know when something wrong is taking place within the school/Local Education Authority and therefore feel concerned.

How to raise concerns

As a first step, employees should normally raise concerns with their immediate manager, Head Teacher, Leading Head Teacher or Director of Education for the Primary First Trust, Mrs Katherine Powell. Preferably concerns must be raised in writing without undue delay setting out the background and history of the concern, giving names, dates and places where possible, and the reason for the employee's particular concern.

If the employee believes that senior management of the school is involved they should approach the Principal Adviser (Staffing and Development). If an employee believes officers of the LEA or of the Central Team of the Trust more generally are involved, the concern may be raised directly with the Chief Executive, the Chief Executive and Director of Corporate Resources, the Director of Law and Administration/Monitoring Officer, or the Head of Internal Audit.

How the governing body / LEA will respond

Within ten working days of a concern being received, the governing body/LEA will write to the employee:

- acknowledging that the concern has been received;
- indicating how it proposes to deal with the matter;
- giving an estimate of how long it will take to provide a final response;
- telling the employee whether any initial enquiries have been made, and
- telling the employee whether further investigations will take place, and if not, why not.

Employees will also be provided with details of support available which will include access to counselling facilities.

The action taken by the governing body/LEA will depend on the nature of the concern. The matters raised may:

- be investigated internally;
- be referred to the Police;
- be referred to the external auditor; or
- form the subject of an independent inquiry



WAYFIELD PRIMARY SCHOOL

Signed:..... S Hamilton, Head Teacher Date:.....

Signed:..... Chair of Governors Date:.....