



BARNFIELD PRIMARY SCHOOL

CHILD PROTECTION POLICY

Date Reviewed : January 2017
Next Review : September 2017

RATIONALE

At Barnfield School we recognise the need to be aware of different forms of abuse the children in our care could suffer, to be vigilant in our observation of our pupils and to ensure that any suspected abuse is reported immediately. Our children have the right to protection and to be safe, regardless of age, gender, race, culture or disability. Any suspected abuse should be reported in confidence to the nominated people in the school who are trained in Child Protection and who will bring concerns to the Head teacher (Dianna Gunn). In the first instance, this would be: The Pastoral Manager (Jane O'Sullivan) followed by the Learning Mentor (Jackie Bramble) or a trained member of Senior Leadership (Gina Fitamant/Fiona Williamson).

This policy refers to all staff, Governors, Visitors and Volunteers at Barnfield Primary School. We fully recognise our responsibility to safeguard children. This policy is reviewed on an annual basis.

AIMS AND OBJECTIVES

There are five main elements to our practice:

- ✓ SAFER RECRUITMENT
Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- ✓ RAISING AWARENESS
Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- ✓ ENSURING SAFE PRACTICE
Following procedures for identifying and reporting cases, or suspected cases, of abuse.
- ✓ WELFARE AND SUPPORT
Supporting pupils who have been abused in accordance with his/her agreed child protection / child in need plan.
- ✓ SAFE ENVIRONMENTS
Establishing a safe environment in which children can learn and develop.

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 abuse.
- Ensure internet safety is taught explicitly to all children to teach them how to stay safe and how to safeguard themselves from dangers.

We will follow the procedures set out by the LSCB (Barnet Safeguarding Children's Board) and take account of guidance issued by the DfE to safeguard children and promote their welfare.

GUIDELINES FOR ACTION:

To ensure that our aims and objectives are met we:

- Have a designated senior person for Child Protection who has received appropriate training and support for this role. The Level 4 trained people in school are currently: Mrs Jane O'Sullivan (lead), Mrs Dianna Gunn, Mrs Gina Fitamant and Mrs Jackie Bramble.
- Have a nominated governor responsible for child protection. This is currently **Mr Alan Turner**. In addition to this, Chair of Governors (Mr Valji Patel) is L3 Child Protection trained.
- Make sure that every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the member of staff responsible for child protection and their role.
- Make sure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and ensure that concerns are referred to those responsible for child protection in school.
- Make sure 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.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Make sure all records are kept securely.
- Follow procedures where an allegation is made against a member of staff or volunteer.
- Make sure safe recruitment practices are always followed.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued (Refer to Safeguarding Policy)
- The school behaviour policy, which aims to support all children (including those who are vulnerable) in the school to behave appropriately. (Refer to the School Behaviour Policy)
- Liaison with other agencies that support the pupil such as social services, Child and Adult Mental Health Service, Education Welfare Service and Educational Psychology Service.
- Ensuring that, where a pupil with a Child Protection Plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

WHAT IS CHILD ABUSE?

- ◆ PHYSICAL ABUSE is where parents or carers or other significant adult deliberately inflict injuries on a child or, knowingly, do not prevent them. Punching, hitting, kicking, burning or biting are some examples of physical abuse. Physical abuse can cause injuries including bruising, burns, fractures, internal injuries and brain damage. In the most extreme cases, physical abuse can cause death.
- ◆ EMOTIONAL ABUSE is when parents or carers continuously fail to show a child love or affection, or when they threaten, degrade and taunt a child. This can result in a child becoming nervous and withdrawn, lacking in confidence and with no self-esteem.
- ◆ NEGLECT occurs when parents or carers fail to meet a child's essential needs, such as adequate food, clothing, warmth and medical care. Children left alone or without proper supervision who are too young to look after themselves, is another example of neglect.
- ◆ SEXUAL ABUSE takes place when a child is forced to take part in a sexual activity. Examples of sexual abuse include fondling, masturbation, or exposing children to pornographic videos, books, magazines or other material. Sexual abuse can have very damaging and long lasting effects.

PROCEDURES TO FOLLOW IF THERE ARE CONCERNS ABOUT A CHILD:

In school, staff would be right to refer a child to a nominated member of staff for child protection, if they noticed a child who was:-

- ◆ Showing a marked change in any behaviour.
- ◆ Showing a change in personality and attitude (including their approach to schoolwork, playtimes and friends).
- ◆ Bruised and giving questionable reasons for this.
- ◆ Persistently unhappy or depressed.
- ◆ Appearing reluctant to go home.
- ◆ Frequently asking to visit the toilet.
- ◆ Presenting any other behaviours that caused concern.

It is important staff do not keep concerns to themselves but also maintain confidentiality. Therefore when concerns occur the following must happen:

- ✓ Inform a nominated Child Protection person of the nature of the concern, who will then inform the Head Teacher or Deputy Head (in the Head's absence) or the Assistant Head if both of these are absent.
- ✓ The nominated person will ask for a written statement of the facts
- ✓ Confidentiality must be maintained at all times and must not be discussed with other members of staff.

PROCEDURES TO FOLLOW AFTER A CHILD HAS MADE A DISCLOSURE (See also Appendix 1)

- ✓ Refer the details immediately to a nominated person, who will consult with the M.A.S.H team and act on their advice.

- ✓ Make a detailed record as soon as possible and ensure that it is accurate, fact (rather than opinion) based and that it is dated and signed. You may have to justify details and times at a later point if further action is taken in the case.
- ✓ It is very important to use the child's actual words in the report as they may be used in an assessment of the case.

THE ROLE OF THE DESIGNATED CHILD PROTECTION MEMBERS OF STAFF.

INFORMATION

- ✓ To ensure that all staff (including teaching and non-teaching members, caretakers and lunchtime supervisors) know who you are and what your role is.
- ✓ To facilitate and support the development of a Whole School Policy on Child Protection involving all staff.
- ✓ To maintain records of case conferences and other sensitive information in a secure and confidential file.
- ✓ To pass on records when a child who has a Child Protection / Child in Need Plan leaves the school.
- ✓ To raise staff awareness and confidence on child protection procedures.
- ✓ To fully brief members of staff attending a case conference about the case.
- ✓ To participate in training opportunities wherever possible in order to develop skills and expertise in the area of Child Protection.
- ✓ To keep appropriate school staff informed of case developments.

LIASON

- ✓ To liaise with other agencies, especially The MASH Team, Children's Services and the Police.
- ✓ To involve other agencies whenever appropriate
- ✓ To offer support to staff who have suspicions about a child, have handled a disclosure, attended a case conference or given evidence in court.
- ✓ To co-ordinate the support within the school for the child **during** and **after** a referral has been made to Children's Services.

TRANSFER OF RECORDS

When a child transfers from one school to another, whilst still being the subject of a Child Protection / Child in Need Plan, records should be transferred and direct liaison should take place between the Child Protection Co-ordinators involved. The Pastoral Manager will be notified of any child who leaves the school mid year by the Office Manager. The Pastoral Manager liaises with Secondary Schools during the Year 6/Year 7 transfer.

TRAINING ISSUES

We recognise that it is essential that the adults who work in a school are fully aware of the procedures laid down for Child Protection. Designated training takes place every three years, all other staff carry out safeguarding training every two years. Termly safeguarding updates are signed for.

RECORD KEEPING

- ✓ Record as soon as possible
- ✓ Separate fact from opinion
- ✓ Record a child's account factually (using their exact words as much as possible)
- ✓ Record others' comments verbatim
- ✓ Describe injuries very precisely
- ✓ Child Protection records do not have to be available to parents
- ✓ Keep records as an ongoing picture of a child's welfare (and to help hand over to changing staff) and help build up a picture
- ✓ Records should not indicate third party information and should be accurately dated and are:
 - Factual
 - Non-judgemental
 - Clear
 - Balanced
 - Accurate
 - Relevant
 - Written records help give a long-term picture and avoid potential problems when there are staff changes

PROCEDURE TO FOLLOW IF THE ALLEGATION NAMES A MEMBER OF STAFF

The head teacher is required to carry out an initial urgent consideration of whether or not there is sufficient substance in the allegation to warrant an investigation. This is done in consultation with the Borough LADO (Local Authority Designated Officer). This will result in one of four possible outcomes:-

1. An immediate referral under the local child protection procedures (if the child is considered to be at risk of significant harm and in need of protection. The member of staff may be suspended).
2. There is a reason to suppose abuse could have occurred and that referral under the local child protection procedure or under internal disciplinary procedures may be necessary.
3. That the allegation is apparently without foundation.
4. That the allegation was prompted by inappropriate behaviour, which needs to be considered under local disciplinary procedures.

All records made as the result of an allegation must be kept separate from other pupil records and stored in a secure filing cabinet. Children's Services and the Police will need access to the file.

PROCEDURE TO FOLLOW IF THE ALLEGATION NAMES THE HEADTEACHER

The Chair of Governors needs to be informed immediately. This will involve a letter addressed to the Chair of Governors being written and put in a sealed envelope and given to the Office Manager. She will ensure it is passed on straight away, unopened. The Chair of Governors will then follow procedures as set out in under the allegation for a member of staff.

PROCEDURE TO FOLLOW IF PARENTS MAKE A DISCLOSURE

Sometimes a parent will come to school to report a disclosure made by their child at home. Whether the alleged abuser is a family member or friend, or a member of the school staff the procedure to follow when responding to the parent is the same.

- ◆ Before asking the person to share their information with you, explain that you will have to pass what they tell you to someone else, and check with them that they still wish to continue.
- ◆ Listen carefully and take notes (dated and signed).
- ◆ Record only events as described and comments verbatim.
- ◆ Do not include any judgemental comments.
- ◆ Thank the person for informing you, acknowledge how difficult this must be to do.
- ◆ Confirm that you will pass this information on to a nominated member of child protection staff, who may pass it on to Children's Services (in line with the above guidance).
- ◆ Reassure the parent that the concerns will be passed on as appropriate and that Children's Services may be in touch with further questions.
- ◆ If the allegation is about a member of the school staff DO NOT deny any allegation or make any judgemental comments about it.

CHILDREN MISSING FROM EDUCATION (for more information, see KCSIE 2016 document)

In line with the 'Keeping Children Safe in Education 2016' document, Barnfield is committed to passing on any information to the borough about children who miss periods of school or whose attendance falls below the borough expectations.

We believe that all children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. We are aware of our duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education.

Our staff are trained to know that a child going missing from education is a potential indicator of abuse or neglect. The law requires all schools to have an admission register and attendance register. All pupils at Barnfield are placed on both registers.

Following DfE's consultation Identifying children who are missing education, new registration regulations came into force on 1 September 2016. The new regulations require all schools, in addition to existing duties to :

1. Include in the admissions register any new address where the pupil will be living and any new school he/she will be attending, when a parent provides such information.
2. Notify the Local Authority each time a pupil is added to the register, giving all the information in the register relating to the pupil
3. Make enquiries jointly with the LA where a pupil is missing from school without explanation. This relates to children who fail to return with ten days of leave of absence or fail to attend for four weeks. The new requirement is to work jointly with the LA to make enquiries is covered by the Children Missing School form, which must be sent to the LA.
4. Notify the LA each time a pupil is removed from the register other than at the end of the final year. Notifications must include any new address and new school. The school will notify the LA of all removals from the school roll using the revised Off-roll Notification Form.

Barnfield school tracks absence constantly. If a child is deemed to have missed too many days of school, the Pastoral Manager and Head Teacher contact and meet with the parents in the first instance, and seek advice from the EWO team if necessary.

FGM – For more information see KCSIE

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Barnfield staff have been trained in identifying the potential

indicators, referral process and that we all have a mandatory reporting duty to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. At Barnfield, we have made it clear to staff that any such referrals should be made to the school's CP trained staff in the first instance. Staff are aware that direct referrals can be made to the MASH team if deemed necessary.

Child Sexual Exploitation (CSE)

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 can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming.

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

Sexting

Whilst professionals refer to the issue as 'sexting' there is no clear definition of 'sexting'. Many professionals consider sexting to be 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet.' Yet when young people are asked 'What does sexting mean to you?' they are more likely to interpret sexting as 'writing and sharing explicit messages with people they know'. Similarly, many parents think of sexting as flirty or sexual text messages rather than images.

Sharing photos and videos online is part of daily life for many people, enabling them to share their experiences, connect with friends and record their lives. Photos and videos can be shared as text messages, emails, posted on social media or increasingly via mobile messaging apps, such as Snapchat, WhatsApp or Facebook Messenger. 90% of 16-24 year olds and 69% of 12-15 year olds own a smartphone, giving them the ability to quickly and easily create and share photos and videos. This increase in the speed and ease of sharing imagery has brought concerns about young people producing and sharing sexual imagery of themselves. This can expose them to risks, particularly if the imagery is shared further, including embarrassment, bullying and increased vulnerability to sexual exploitation. Producing and sharing sexual images of under 18s is also illegal.

Although the production of such imagery will likely take place outside of school, these issues often manifest in schools, colleges and organisations working with children and young people. Schools, colleges and other organisations need to be able to respond swiftly and confidently to ensure that children are safeguarded, supported and educated. (See Sexting in schools and colleges: responding to incidents and safeguarding young people – UK council for Child internet safety)
If staff members believe any children may be involved in sexting; the Designated Safeguarding Lead must be informed immediately.

PREVENT/ COUNTER-TERRORISM DUTY

From 1 July 2015 all schools are subject to a duty (under section 26 of the Counter-Terrorism and Security Act 2015) to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent Duty for Schools.

As part of Barnfield Primary School's ongoing safeguarding and child protection duties, we are fully behind the government's *Prevent Strategy* and are extremely proud of our balanced curriculum which promotes the spiritual, moral, social and cultural of our pupils. For more information, please refer to our 'Prevent Policy' which highlights many of the ways that we educate our multi-cultural intake about equality, culture, respect and British values. This policy can be found on our school website.

Our staff are aware and have received training on radicalisation and the referral process to take should we suspect that a child is at risk.

Honour Based Abuse (including Forced Marriage)

'Honour Based Violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or community. If staff have a concern regarding a child that might be at risk of HBV they should immediately notify the Pastoral Manager (Jane O'Sullivan) with their concerns.

Whistleblowing

Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (or member of the wider school community) raises a concern about dangers or illegality that affects others, for example pupils in the school or members of the public.

All staff need to be aware that it is their duty to raise concerns about the attitude or actions of colleagues in line with the code of conduct/whistleblowing policy.

CONCLUSION

This policy is to safeguard, as far as possible, the safety and wellbeing of the pupils in our care. If any member of staff has a concern about a child they should always feel free to talk it through confidentially with the Pastoral Manager.

Further guidance and Information can be found via The London Child Protection Procedures site:
<http://www.londonscb.gov.uk/>

Appendix 1: Disclosure Guidelines for Staff

- When a child speaks to you, they have chosen you as the person they trust.
- Children are best at making their own judgement of who they want to speak to, so do not push them into speaking to someone else if they have come to you.
- Find a comfortable, quiet environment to talk
- When a child is talking, your role is to listen and it is very different from the teaching situation as the child is in control. Remember that a child may be silent because they are thinking, so allow time for this. Some reassurance that how the words come out is not important may help a child to verbalise.
- DO NOT make promises you cannot keep. You cannot keep secrets and you need to accept your own limitations, as you may need to talk to someone else. DO NOT promise confidentiality.
- Children believe that by keeping a secret they can avoid further abuse, avoid greater abuse and prevent family break-up, whereas in reality keeping a secret means the child continues to suffer.
- Stay calm and reassuring.
- Believe what you are being told. Spontaneous account is the most reliable form of statement, which must then be formally assessed.
- Listen properly – do not press the child to say more.
- Make sure that the child understands that they are not to blame - say that you are glad they told you.
- Use the words that the child uses, as they understand them. Sometimes you may need to clarify points.
- NEVER lead or guide a child to an answer you want or expect to hear. Gather information.
- DON'T ask too many questions.
- Use "Why?" "What do you mean..." "Can you explain that to me?"
- Do not display your shock or fear or disgust. Avoid personal feelings