



# BARNFIELD PRIMARY SCHOOL

## CHILD PROTECTION POLICY

Date Reviewed: July 2018

Next Review: July 2019

### RATIONALE AND KEY INFORMATION

‘The welfare of the child is paramount’ (Children’s Act 1989)

At Barnfield School and Children’s Centre, we recognise the need to be aware of the different forms of abuse that the children in our care could be exposed to, to be vigilant in our observation of our pupils and to ensure that any concern or suspected abuse is reported immediately. Our children have the right 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 will bring concerns to the Head teacher (and Designated Safeguarding Lead) Dianna Gunn.

#### Trained designated staff in school:

Head Teacher (Dianna Gunn) (Lead)  
Pastoral Manager (Jane O’Sullivan)  
Learning Mentor (Jackie Bramble)  
Deputy Head (Harriet Saberwal)  
Acting Deputy Head (Darren Locksley)

#### Trained designated staff In the Children’s Centre:

Manager (Makeda Hypolite)  
Deputy Manager (Maria Kellatti)  
Family Support Worker (Jackie Bramble)

### **AIMS AND OBJECTIVES**

We fully recognise that it is everyone’s responsibility to safeguard children and this policy is therefore intended to provide a framework for **all** staff, governors, visitors, external agency staff and volunteers at Barnfield Primary School and Children’s Centre. We aim to ensure that all adults are confident to share information about any concerns they have regarding the well-being of our children and young people. Our primary aim is that we uphold an ‘ongoing culture of vigilance’ amongst staff and that concerns are reported a) immediately and b) appropriately.

We recognise that 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 When at school their behaviour may be challenging or they may be withdrawn. The school will always aim to:

- 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.
- Maintain a rigorous school behaviour policy, which aims to support all children (including those who are vulnerable) in the school to behave appropriately
- Promote our school ethos of creating a positive, supportive and secure environment which gives pupils a sense of being valued (refer to Safeguarding Policy)
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- Ensure internet / online safety is taught explicitly to all children to teach them how to stay safe and how to safeguard themselves from dangers in the online world.

As a school, we follow the procedures set out by the Local Safeguarding Children's Board and Barnet Safeguarding Children's Partnership and take account of guidance issued by the DfE to safeguard children and promote their welfare. We understand that national and local guidance is updated regularly and will update this policy accordingly when we are made aware of changes to guidance and best practice.

### **GUIDELINES FOR ACTION:**

To ensure that our aims and objectives are met we:

- Have a designated senior team for child protection who have received appropriate training and support for this role. The designated team update their training every 2 years to ensure that their knowledge is current and in line with the best recommended practice.
- Have a nominated governor responsible for child protection. This is currently **Mr Alan Turner**. In addition to this, the Chair of Governors (Mr Valji Patel) is trained as a designated Child Protection trained governor.
- Make sure that every member of staff (including temporary staff, supply staff and volunteers) and governing body member knows the names of the members of staff responsible for child protection.
- Make sure all staff and volunteers understand their responsibilities in being aware of the signs of abuse.
- Ensure that staff know how to write down their concerns appropriately and that all concerns are referred to those with designated responsibility 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
- Attend case conferences and reviews when requested by external agencies
- Keep chronological, 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.

## **WHAT IS CHILD ABUSE? (See also Appendix 2)**

- ◆ **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. Neglect can also refer to the failure to protect children from other form of abuse. It can cover multiple forms of abuse.
- ◆ **SEXUAL ABUSE** takes place when a child is forced to take part in a sexual activity. Examples of sexual abuse include; fondling, masturbation, rape, exposing children to pornographic material. It can be difficult to identify due to issues around consent but it is paramount that all Barnfield staff remember that all children and young people in our care are below the age of consent and therefore any concern of a sexual nature must be referred.

## **PROCEDURES TO FOLLOW IF THERE ARE CONCERNS ABOUT A CHILD:**

In school, staff would be right to refer a child whom they had a concern about.

Some of the **potential indicators of abuse** include (but are not limited to):

- ◆ A child going missing from education (See reference to KCSIE document in Appendix 2)
- ◆ Showing a marked change in any behaviour.
- ◆ Showing a change in personality and attitude (including their approach to schoolwork, playtimes and friends).
- ◆ Being bruised or having physical marks on their body and giving questionable / unclear reasons for this.
- ◆ Persistently unhappy or depressed.
- ◆ Appearing reluctant to go home.
- ◆ Frequently asking to visit the toilet.
- ◆ Making a disclosure about abuse
- ◆ Talking about a behaviour that is illegal or not age-appropriate
- ◆ Presenting any other behaviours or using any other language that causes concern.

**To discuss and write up a concern about a child, staff need to remember that the aim when listening to a child is to achieve 'best evidence' and we must therefore:**

- ◆ Not promise confidentiality to a child
- ◆ Use the TED technique when talking to a child about a concern (Tell / Explain / Describe). This encourages use of very open questions whilst talking to the child.
- ◆ Ensure that the written incident report is completed as soon as possible. It needs to be specific about what was seen / said / heard.
- ◆ Use the child's **exact** words in the written report (these reports may be used in an assessment of the case).
- ◆ Remember that decisions will be made on the information provided
- ◆ Maintain confidentiality and not discuss concerns or disclosures with others (other than the designated person/s with whom they are passing on the concern).
- ◆ Refer the concern immediately to a member of staff with designated responsibility
- ◆ Be aware that any member of staff is able to make a referral directly to children's social care (this would usually only be necessary in an emergency or if a member of staff had a genuine concern that appropriate action about a referral has not been taken by the school designated staff).

**(See also Appendix 1)**

**THE ROLE OF THE DESIGNATED CHILD PROTECTION MEMBERS OF STAFF.**

- ✓ To ensure that **all** staff and volunteers 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 referrals, case conferences and other sensitive information in a secure and confidential file (see Appendix 3).
- ✓ 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 and updates.
- ✓ 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 about relevant referrals, especially The MASH Team, Children's Services and the Police.
- ✓ To also liaise with any other agencies that support the pupil such as Children's Social Services, Child and Adult Mental Health Service, Education Welfare Service and Educational Psychology Service.
- ✓ To involve other agencies whenever appropriate
- ✓ To offer support to staff who have concerns 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 in line with advice from external agencies

## **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 as soon as possible and direct liaison should take place between the designated members of Child Protection staff involved. The child's social worker will also be informed of any school transfers that we are aware of. 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 and passes on files and information accordingly.

## **STAFF TRAINING**

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. We are committed to upholding an ongoing culture of vigilance amongst staff with regards to safeguarding.

- Training for members of staff with designated responsibility takes place every two years. These staff receive a certificate which is filed in the school safeguarding audit.
- A full staff training session in child protection and safeguarding takes place at least every three years.
- Annual updates on our child protection commitments and policies are given to staff at the start of every school year
- A termly safeguarding updates (a safeguarding bulletin) is provided to staff to remind them of best practice, updated advice and news.
- New staff to the school are inducted on child protection issues by discussing the policy and our school procedures with a member of SLT. They will sign to state that this has taken place.

## **PROCEDURE TO FOLLOW IF THE ALLEGATION NAMES A MEMBER OF STAFF**

The head teacher is required to consult with the Borough Designated Officer D.O. (previously known as the LADO) in the first instance. Following guidance from the D.O, they will carry out an initial assessment into whether or not there is sufficient substance and evidence in the allegation to warrant further action. Any further investigation will be undertaken in consultation with the D.O. 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. Further information on this can be found in the school's whistleblowing policy.

### **PROCEDURE TO FOLLOW IF THE ALLEGATION NAMES THE HEADTEACHER**

The Chair of Governors (Mr Valji Patel) needs to be informed immediately. The concern can be put in writing (this will involve a letter addressed to the Chair of Governors being written, put in a sealed envelope and given to the Office Manager. S/he will ensure it is passed on straight away, unopened). The Chair of Governors will then follow procedures as set out for 'allegations against a member of staff' (**see whistleblowing policy**). As an alternative, staff may email the chair of governors at [governors@barnfield.barnetmail.net](mailto:governors@barnfield.barnetmail.net) Further information on this can be found in the school's whistleblowing policy. The NSPCC whistleblowing advice line can offer support to staff who have concerns about children in the workplace – 0800 028 0285

### **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.

### **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/>

## **APPENDICES:**

### **Appendix 1: Disclosure Guidelines for Staff**

#### **Section A (as stated in the above policy):**

- ◆ The aim when listening to a child is to achieve 'best evidence' and we must therefore:
- ◆ Not promise confidentiality to a child
- ◆ Use the TED technique when talking to a child about a concern (Tell / Explain / Describe). This encourages use of very open questions whilst talking to the child.
- ◆ Ensure that the written incident report is completed as soon as possible. It needs to be specific about what was seen / said / heard.
- ◆ Use the child's **exact** words in the written report (these reports may be used in an assessment of the case).
- ◆ Remember that decisions will be made on the information provided
- ◆ Maintain confidentiality and may not discuss concerns or disclosures with others (other than the designated person/s with whom they are passing on the concern).
- ◆ The concern must be referred immediately to a designated safeguarding lead member of staff
- ◆ Be aware that any member of staff is able to make a referral directly to children's social care (this would usually only be necessary in an emergency or if a member of staff had a genuine concern that appropriate action about a referral has not been taken by the school designated staff).

#### **Section B (further guidelines to follow):**

- ◆ 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?" "What did you do next?"
- ◆ Do not display emotion / shock / fear / disgust. Avoid personal feelings

## **APPENDIX 2: Further Information on Potential Areas of Abuse:**

### **CHILDREN MISSING FROM EDUCATION (for more information, see KCSIE 2018 document)**

The full '**Part One**' and '**Appendix A**' of the **KCSIE** document is printed in the staff handbook and can also be found by visiting: <https://www.gov.uk/government/publications/keeping-children-safe-in-education-2>

In line with the 'Keeping Children Safe in Education 2018' 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 Document 2018**

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. The government advise that **“No political or cultural sensitivities should be allowed to get in the way of uncovering or stopping this form of abuse.”** Barnfield staff have been trained in identifying the potential indicators (including pain, frequent or prolonged trips to the toilet, infection, psychological trauma). They are aware of the factors that heighten the risk of FGM (including a history of FGM in the family, removal from education, child being from a country of prevalence, belonging to a culture where it is a cultural norm or requirement).

We all have a mandatory reporting duty to report to the police where it is discovered (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

If a child is deemed at immediate risk of this practice being carried out, staff should call 999 directly.

If a member of staff has a concern that this could be a risk to a child, a referral should be made to the school's designated safeguarding staff.

If a qualified teacher (QTS) suspects that this practice has been carried out on a pupil, they are able to contact 101 and discuss the case with a trained officer

### **Child Sexual Exploitation (CSE)**

This has been highlighted as a national threat. Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example affection, food, accommodation, drugs, alcohol, gifts, money or fear of negative consequences) as a result of engaging in sexual activities. What marks out exploitation is an imbalance of power in the relationship. Sexual exploitation involves varying degrees of coercion, violence or enticement, including unwanted pressure from peers to have sex, bribery, sexual / cyber bullying and grooming. It is important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. The victim may have been exploited even if the relationship appears consensual.

Concerns of this nature would be passed to a member of the designated team by following guidance in the child protection policy. The designated team can contact the MASH team or the Barnet lead for CSE Christopher Kelly ([christopher.kelly@barnet.gov.uk](mailto:christopher.kelly@barnet.gov.uk) 02083597207)

### **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.' It may also refer to the writing and sharing of explicit messages with people they know or with strangers.

The increase in the speed and ease of sharing photographs and videos in the modern world 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 can manifest in school. If staff members believe any children may be involved in sexting, or if they have any concerns about issues surrounding this, the Designated Safeguarding Lead must be informed immediately. A referral form can be completed documenting the nature of the concern and what has been seen / heard / said.

### **Online Safety**

*- See also 'sexting', 'radicalisation' and 'child sexual exploitation' sections-*

At Barnfield, we recognise the increasing concerns around online safety and exploitation. We have a separate policy for this area of safeguarding (see Online Safety Policy). Any staff with a concern about anything they have heard (as a disclosure or overheard in the school environment) or seen in terms of a child's online life, need to pass that concern on immediately to a member of the designated team. Staff should remember that online safety covers a wide range of areas including (but not limited to):

- Sexting
- Child sexual exploitation

- Being exposed to illegal or inappropriate or harmful material
- Behaving in a way that increases the likelihood of harm
- Connecting with strangers
- Giving away personal details and information that could jeopardise safety
- Being drawn into radicalised / extreme behaviours or beliefs

Staff with concerns can also refer to the 'sexting in schools and colleges 2016' document written by the UK council for child internet safety

### **Peer on Peer Abuse**

Peer on Peer Abuse is currently highlighted as a trend in that 1/3 of all sexual offences against children and young people are committed by other children and young people. Peer on peer abuse can take many forms (e.g. bullying, cyber-bullying, sexting, sexual abuse, online abuse, coercion, gang behaviours). Staff need to be aware that this is a trend in our society currently and report any concerns in line with our Child Protection Guidance listed in the policy.

To minimise peer-on-peer abuse, the school has the following:

- \* A pastoral manager and learning mentor so that children can self-refer (or staff can refer children) if children have problems – no matter how small.
- \* Acceptable use of technology policy to combat cyber bullying
- \* A robust and up to date online safety curriculum
- \* Restorative justice scheme shared with staff and mediator team in upper juniors to help solve children's problems effectively
- \* A clear SRE policy and scheme of work to build knowledge and confidence
- \* A PSHE curriculum which aims to build resilience in our children

### **Radicalisation / Prevent / Counter- Terrorism**

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 aware of the government's *Prevent Strategy* and are extremely proud of our balanced curriculum which promotes the spiritual, moral, social and cultural wellbeing of our pupils. For more information, please refer to our 'Counter Terrorism 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 and within the staff handbook.

At Barnfield, we expect all staff to be aware of and to promote the British values (Democracy, Respect, Individual Liberty, Law).

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. The designated team know to contact the Channel Panel team or the Barnet lead for Counter-Terrorism Matt Leng (0208 3592995)

### **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 as well as protect cultural or religious ideals. The four main areas of HBV that have been identified are:

- Breast ironing (or other procedures to damage the breast tissue)
- Female Genital Mutilation
- Honour Killings
- Forced Marriage

All forms of HBV are abusive, regardless of beliefs, culture or reason. If staff have a concern regarding a child that might be at risk of HBV they should immediately notify the Pastoral Manager or a member of the designated safeguarding team with their concerns.

### **Appendix 3**

#### **RECORD KEEPING**

The designated team for safeguarding have a duty to keep a chronology of referrals, files, concerns and conversations about children about whom they have received information. In order that we can appropriately safeguard the children and young people in our care, this chronology must:

- ✓ Be recorded as soon as possible
- ✓ Be dated and signed by staff who have written the concerns
- ✓ Separate fact from opinion
- ✓ Record a child's account factually (using their exact words as much as possible)
- ✓ Record others' comments using the exact words as much as possible
- ✓ Describe injuries very precisely – using a body map if necessary to show precise location/s of injuries or marks
- ✓ Be aware Child Protection records do not have to be available to parents
- ✓ Keep records as an ongoing picture of a child's welfare (to help hand over to changing staff/ other schools and services).
- ✓ Records should not indicate third party information and need to be:
  - Factual
  - Non-judgemental
  - Clear
  - Balanced
  - Accurate
  - Relevant