

# Wessex Gardens Primary School



## Child Protection Policy November 2018

Growing Together

**Wessex Gardens Primary and Nursery School is a place where we grow kind, confident, resilient and independent lifelong learners in a trusting and honest environment. Here everyone is welcome and valued. We are motivated and supported to reach our full potential as we continue to aspire to excellence.**

**Wessex Gardens Primary & Nursery School is committed to safeguarding and promoting the welfare of children in our care, and we expect all staff, governors, placements and volunteers to share this firm commitment.**

To be reviewed: November 2019

## **Wessex Gardens Child Protection Team**

### **Designated Safeguarding Lead (DSL):**

Helen Ruthven: Assistant Headteacher/Inclusion Leader **0208 455 9572**

### **Team Members:**

Alex Banks: Headteacher  
Gorana Henry: Deputy Headteacher  
Ruth Charteris: Business Manager

### **Safeguarding and Child Protection Governor:**

Mumin Humuyan

### **Looked After Children** nominated member of staff:

Helen Ruthven (Assistant Head).

### **Learning Mentors:**

Zanaba Myrie  
Gavin Molloy

### **Attendance Leader:**

Ruth Charteris

## **Useful contacts**

**Helen Ruthven 0208 455 9572**

**Police: 999 or 101**

**Barnet MASH Team: 0208 359 4066**

**Barnet out of hours Emergency Duty Team: 0208 359 2000**

**Barnet LADO: (Shrimatie Bissessar): 0208 359 4066**

**Barnet Designated Safeguarding Officer: (Jane Morris) 0208 359 7743**

**NSPCC helpline: 0808 800 5000**

**NSPCC Whistleblowing line: 0800 028 0285**

**Childline: 0800 1111**

**Domestic Violence National Helpline: 0808 200 247**

**Forced Marriage Unit: 0207 008 0151**

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## 1. Introduction

Wessex Gardens Primary School is fully committed to safeguarding the welfare of all children and young people and we expect everyone who works in our school to share this commitment. We recognise our responsibility to take all reasonable steps to promote safe practice and to protect children from harm, abuse and exploitation. Wessex Gardens Primary School acknowledges its duty to act appropriately to any allegations, reports or suspicions of abuse. Adults in our school take all welfare concerns seriously and we work together to encourage the development of an ethos which embraces difference and diversity which respects the rights of children and adults. We encourage children and young people to talk to us about anything that worries them. We will always act in the best interest of the child

This Child Protection policy is one of a series in the school's integrated safeguarding policies:

1. Safeguarding Policy
2. Health and Safety Policy
3. Online safety Policy
4. Behaviour and Anti-Bullying Policies
5. Safe Recruitment Policy
6. Attendance Policy and Guidelines
7. Staff Code of Conduct
8. Medical Needs Policy
9. Intimate Care Policy

The procedures contained in this policy apply to all staff, governors and volunteers.

## 2. Legal framework

This policy is in line with the following legislation and statutory guidance:

The Children Act 2004  
Education Act (2002),  
EYFS Guidance (2012)  
London Child Protection Procedures (5<sup>th</sup> Edition, 2015),  
Working Together to Safeguard Children (2018)  
Keeping Children Safe in Education (2018)  
Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)  
Children missing education: statutory guidance for local authorities (September 2016)

## 3. Principles and Aims

In implementing this child protection policy the Governing Body of Wessex Gardens Primary School will:

- communicate to all staff their legal and moral responsibility to protect children and young people from harm, abuse and exploitation
- communicate to all staff that children have a right to be safeguarded from harm or exploitation whatever their:
  - race, religion or ethnicity
  - gender or sexuality
  - age
  - health or disability
- communicate to all staff their responsibility to work to the standards that are detailed in the 'London Child Protection Procedures' and local and national guidance
- communicate the need to work at all times towards maintaining high standards of practice in protection of children
- ensure that all workers have undertaken basic child protection training provided by the Local Authority (or other recognised provider with appropriate experience) and confirm with individual workers their duty to report concerns that arise about a child or young person, or a worker's conduct towards a child/young person, to the school's named person for child protection
- ensure that the named person and child protection team have undertaken specific training for professionals with designated responsibility for safeguarding and child protection provided by the Local

Authority. It is their responsibility to refer any child protection concerns to the statutory child protection agencies (i.e. Police and/or Children's Social Care)

- ensure that any procedures relating to the conduct of workers are implemented in a consistent and equitable manner
- provide opportunities for all workers to further develop their skills and knowledge particularly in relation to the welfare and protection of children and young people
- facilitate opportunities for children and young people to express their ideas and views
- facilitate involvement of parents or carers in the work of the organisation and to make child protection policies and procedures available to them
- keep up-to-date with national developments relating to the welfare and protection of children and young people

#### **4. Roles and Responsibilities:**

Wessex Gardens Primary School has an appointed Child Protection Team that is responsible for dealing with any child protection concerns. All members of the team have received appropriate training.

##### **4.1 The Child Protection Team within the school is:**

###### **Designated Safeguarding Lead (DSL):**

Helen Ruthven: Assistant Headteacher/Inclusion Leader

###### **Team Members:**

Alexander Banks: Headteacher  
Shan Evans: Deputy Headteacher  
Ruth Charteris: Business Leader  
Gorana Henry: Lead practitioner

###### **Safeguarding and Child Protection Governor:**

Mumin Humuyan

Names and photographs of the Child Protection Team are displayed in school.

The **Looked After** nominated member of staff:

Helen Ruthven (Assistant Headteacher).

The **Learning Mentors** are Zanaba Myrie and Gavin Molloy. They provide support for pupils and their families.

The **Attendance Leader** is Ruth Charteris. She is responsible for pupils who go missing from school.

The **Local Authority Designated Safeguarding Officer** is: Jane Morris

##### **4.2 The role and responsibilities of the team (the DSL in the first instance) are:**

- to act as a source of support and expertise in the school community
- to have an understanding of current procedures and practices
- to ensure that all staff are aware of what they should do and who they should go to if they are concerned that a child/young person maybe subject to abuse or neglect
- to update staff on any changes to child protection procedures
- to ensure that any concerns about a child/young person are acted on, clearly recorded, referred on where necessary and, followed up to ensure the issues are addressed
- to record any reported incidents in relation to a child/young person or breach of child protection policies and procedures. These will be kept in a secure place.
- to ensure that the appropriate bodies are notified if a child with a child protection plan is absent from school without explanation
- to attend or contribute to child protection conferences
- to co-ordinate the school's contribution to child protection plans
- to ensure that, on transition to another school (including secondary transfer), information regarding a child on a child protection plan is passed to the new school securely and that copies are retained
- to ensure that this policy is updated annually

- to keep a record of staff attendance at child protection training
- to make this policy available to parents
- to liaise with the school's child protection governor
- to write a report on child protection and safeguarding to the governing body, in partnership with the Headteacher
- to ensure the curriculum teaches children about keeping safe

#### **4.3 The role of the governing body is to ensure that:**

- the school has a Designated Person, who is a member of the Senior Leadership Team and who has undertaken appropriate training
- there is a child protection policy and that procedures are consistent with requirements and that it is updated annually
- there are procedures for dealing with allegations of abuse made against a member of staff, including allegations made against the Headteacher
- safer recruitment procedures are in place and that these include the appropriate checks
- all staff receive appropriate child protection training (all staff have full training every 3 years and the Child Protection Team every 2 years)
- there are appropriate arrangements to ensure that temporary staff and volunteers know about the school's child protection procedures

#### **4.4 The role of the Headteacher is to:**

- ensure that the child protection policy and procedures are implemented and followed by all staff
- support the DSL and Child Protection Team in ensuring that their roles are carried out effectively
- ensuring that the DSL is released to attend strategy discussions and other necessary meetings
- facilitate welfare and safeguarding meetings in school
- ensure that all staff feel able to raise concerns and that such concerns are handled sensitively and confidentially
- ensure that the curriculum addresses the safety and welfare of children

#### **4.5 The role of class teachers and support staff is to**

- safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties
- abide by the good practice laid out in the Staff code of Conduct
- provide a safe environment in which pupils can learn
- teach children about keeping themselves safe
- ask a pupil's permission before doing anything with them of a physical nature (eg helping change for PE, administering first aid)
- maintain appropriate standards of conversation and interaction with and between pupils
- maintain an attitude of 'it could happen here' where safeguarding is concerned.
- be aware of the signs of abuse and neglect.
- be alert to changes in pupils' behaviour and attendance
- be aware that personal and family circumstances may lead to increased risk of abuse
- be aware of, and understand, the process for making referrals to Children's Social Care, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments. support social workers to make decisions about individual children, in collaboration with the DSL.
- if at any point there is a risk of immediate serious harm to a child, make a referral to Children's Social Care and/or the police immediately.
- be aware of and understand the procedure to follow in the event that a child confides they are being abused or neglected.
- Maintain appropriate levels of confidentiality when dealing with individual cases, and always act in the best interest of the child.
- follow the school's procedure for, and approach to, preventing radicalisation
- recognise that challenging behaviour may be a sign of abuse
- read and understand all the school's policies with regard to safeguarding at least annually
- report any concerns promptly to the DSL or member of the Child Protection Team, or directly to the MASH team. If the concern is a known case of FGM, that member of staff must report immediately to the police themselves.

## 5. The categories of abuse

### 5.1 Physical abuse:

May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent/carer fabricates the symptoms of, or deliberately induces illness in a child.

### 5.2 Emotional abuse:

Is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

### 5.3 Sexual abuse:

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

### 5.4 Neglect:

Is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## 6. Specific forms of abuse

### 6.1 Female Genital Mutilation (FGM)

#### Key facts

- Female Genital Mutilation occurs mainly in Africa and to a lesser extent, in the Middle East and Asia. Although it is believed by many to be a religious issue, it is a cultural practice.
- There are no health benefits.
- Communities particularly affected by FGM in the UK include girls from; Somalia, Kenya, Ethiopia, Sierra Leone, Sudan, Egypt, Nigeria, Eritrea, Yemen, Indonesia and Afghanistan.
- The age at which girls are subject to FGM varies greatly from shortly after birth to any time up to adulthood. The average age is 10 to 12 years
- In England and Wales, 23,000 girls under 15 could be at risk of FGM
- It is illegal in the United Kingdom to allow girls to undergo female genital mutilation either in this country or abroad. People guilty of allowing FGM to take place are punished by fines and up to fourteen years in prison.
- We have a legal duty to report concerns we have about girls at risk of FGM to the police and social services.

#### Risk Factors include:

- low level of integration into UK society
- mother or sister who has undergone FGM
- girls who are withdrawn from PSHE
- a visiting female elder from the country of origin



- being taken on a long holiday to the family's country of origin
- talk about a 'special' event or procedure to 'become a woman'

### High Risk absences

FGM often takes place in the summer, as the recovery period can be 6 to 9 weeks. We should be alert to the possibility of FGM as a reason why a girl in a high risk group is absent from school or where the family request an 'authorised absence' for just before or just after the summer school holidays. Although, it is difficult to identify girls before FGM takes place, where girls from these high risk groups return from a long period of absence with symptoms of FGM, advice should be sought from the police or social services.

### Symptoms

- difficulty walking, sitting or standing
- spend longer than normal in the bathroom or toilet
- unusual behaviour after a lengthy absence
- reluctance to undergo normal medical examinations
- asking for help, but may not be explicit about the problem due to embarrassment or fear.

### Long-term health problems

- difficulties urinating or incontinence
- frequent or chronic vaginal, pelvic or urinary infections
- menstrual problems
- kidney damage and possible failure
- cysts and abscesses
- pain when having sex
- infertility
- complications during pregnancy and childbirth
- emotional and mental health problems

There are children at Wessex Gardens that could be at risk of FGM. In order to safeguard these girls we adopt the following;

- All staff are made aware of issues around FGM including risk factors and action to be taken. This forms part of whole school safeguarding and child protection training.
- Pupils at risk are identified annually and are monitored around crucial times, particularly in the lead up to the summer holiday. Requests for extended leave are challenged.
- Any concerns that a child may be at risk or may already have undergone FGM are reported immediately to the Barnet MASH team and/or the police.

## 6.2 Preventing radicalisation and extremism

Over the last few years, global events have led to a growth of extremist viewpoints, including the advocacy of violent extremism. Schools have a statutory duty under the 'Counter Terrorism and Security Act 2015' to have '*due regard to the need to prevent people from being drawn into terrorism*'. This is known as the **Prevent duty**.

### Definitions

**Extremism** is defined in The Prevent duty (2015) as '*vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.*'

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

**British values** are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

### How we protect children at risk of radicalisation at Wessex Gardens

Preventing radicalisation and extremism is part of our commitment to keeping pupils safe in school. The Prevent duty is consistent with our existing safeguarding procedures and our curriculum.

### **Identifying children at risk**

There is no single way to identify a child at risk of radicalisation but signs of changes in behaviour even in very young children may indicate vulnerability. Staff are vigilant and report any concerns to a member of the safeguarding team.

The following signs may make children more vulnerable to many types of abuse;

- Becoming withdrawn at school and disengaged with their work
- Underachievement
- Poverty and social exclusion
- Experience of trauma
- Global and national events
- Conflict with family over lifestyle
- Confused identity rejection by peers, family, social groups or faith
- Isolation from peers

The following signs may indicate that a child is being radicalised;

- Increase in prejudiced behaviour
- being in possession of extremist literature
- religious conversion
- extremist influences
- secretive behaviour
- victim or witness to race or hate crimes
- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent)
- on-line searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

The designated safeguarding lead produces a list of vulnerable children annually which may include children at risk of radicalisation. These children are discussed each term at pupil progress meetings.

### **Working in partnership**

The local authority provides guidance for schools and training for designated safeguarding leads.

Channel is a national programme that supports children and young people who are identified as being vulnerable to being drawn into terrorism. Schools are able to make referrals directly to Channel.

All parents/carers and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

### **Staff training**

All governors, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation and extremism are, know the policies and procedures in place to prevent radicalisation and extremist views and how to report swiftly when issues arise.

All school staff receive specific training on the Prevent duty as part of the school's programme of safeguarding training. Temporary staff receive a summary of the safeguarding policy and procedures on arrival and are asked to read them before they begin to work with children.

## **IT and Online-safety policies**

It is recognised that social media is used to radicalise and recruit vulnerable people. While most social media platforms are not meant to be accessed by young children we know that many pupils at Wessex Gardens are using them on a regular basis.

IT filtering systems prevent extremist material being accessed by children when they are in school.

Online-safety training is provided for children to develop their awareness of online risks. Frank and open discussions are held with children and we aim to create a safe atmosphere where they can report to us any unwanted material sent to them.

Online-safety training for staff includes information on how extremists use social media to engage with young people.

Online-safety training is provided to parents annually.

## **Building children's resilience to radicalisation**

At Wessex Gardens we promote the rights of the child to make their own choices and decisions. We value freedom of speech and the expression of beliefs. Our curriculum helps children to develop the skills they need to make informed and sensible choices.

## **Ethos**

Our ethos promotes values which ensure our pupils develop a strong sense of social and moral responsibility which will prepare them for life in modern Britain. We celebrate the diversity of our school community and encourage children's curiosity to find out and understand cultures and faiths that are different from their own. We provide a safe environment for children to explore sensitive and controversial issues and strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question radical influences.

## **Teaching and Learning**

We adopt an enquiry approach to learning that develops children's ability to question, reason and reflect. These critical thinking skills enable children to appreciate different perspectives and are crucial if they are to interrogate and challenge extremist ideologies.

## **Curriculum**

Our broad and balanced curriculum provides opportunities to teach the values of our society, for example:

- 'Power of reading' texts used in our literacy lessons often explore social and moral questions and are chosen to be relevant to our children's lives.
- History topics provide valuable examples of how people in the past have behaved and the consequences of their actions.
- Religious Education develops children's understanding of the diversity and practices of the key religions represented in the UK
- The PSHE curriculum teaches children explicitly how to be healthy and safe and instils the principle of consent that will protect them as they grow up.

## **Pastoral curriculum**

Through our behaviour policy and circle times children develop an understanding of restorative approaches to justice. They are supported to build their self-esteem and emotional resilience to life's pressures. They are taught to recognise and manage risk in a range of situations and how to resist peer pressure. Citizenship is a cross curricular theme which promotes British values. The school council gives children real life opportunities to experience a democratic process and use the debating skills they have been taught in literacy and drama lessons.

## **6.3 Child sexual exploitation (CSE)**

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.

### **Identifying cases**

Key indicators of CSE are:

- Going missing for periods of time or regularly going home late
- Regularly missing lessons
- Appearing with unexplained gifts and new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Undergoing mood swings or drastic changes in emotional wellbeing
- Displaying inappropriate sexualised behaviour
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying changes in emotional wellbeing
- Misusing drugs or alcohol

### **Potential vulnerabilities include:**

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse
- Lack of a stable home environment now or in the past with domestic violence, parental substance abuse, mental health issues or criminality
- Recent bereavement or loss
- Social isolation or social difficulties
- Absence of a safe environment to explore sexuality
- Economic vulnerability
- Homelessness or insecure accommodation status
- Connections with other children and young people who are being sexually exploited
- Family members or other connections involved in adult sex work
- Being in or previously in care
- Difficulties with sexual identity

### **Referring cases**

Where CSE, or the risk of it, is suspected, staff will discuss the case with the DSL. If after discussion a concern still remains, local safeguarding procedures will be triggered, including referral to the LA.

### **6.4 Forced marriage and honour-based violence**

Forced marriage is defined as a marriage that is entered into without the full and free consent of one or both parties, and where violence, threats or any other form of coercion is used to cause a person to enter into the marriage. Forced marriage is classed as a crime in the UK.

A 'forced' marriage is distinct from a consensual 'arranged' marriage because it is without the valid consent of both parties and duress is a factor. A child who is forced into marriage is at risk of significant harm through physical, sexual and emotional abuse. Information about a forced marriage may come from the child themselves, of the child's peer group, a relative or member of the child's local community or from another professional. Forced marriage may also become apparent when other family issues are addressed, e.g. domestic violence, self-harm, child abuse or neglect, family/young person conflict, a child absent from school or a missing child/runaway. Forced marriage may involve the child being taken out of the country for the ceremony, is likely to involve non-consensual/under-age sex and refusal to go through with a forced marriage has often been linked to 'honour killing' or violence.

Guidance on dealing with concerns regarding forced marriage is contained in the Multi Agency Practice Guidelines 'Handling Cases of Forced Marriage'

Staff will be alert to the signs of forced marriage, including, but not limited to, the following:

- Becoming anxious, depressed and emotionally withdrawn with low self-esteem
- Showing signs of mental health disorders and behaviours such as self-harm or anorexia
- Displaying a sudden decline in their educational performance, aspirations or motivation
- Regularly being absent from school
- Displaying a decline in punctuality
- An obvious family history of older siblings leaving education early and marrying early

Honour based violence is an ancient cultural tradition that encourages violence towards family members who are considered to have dishonoured their family. It is rooted in domestic violence and is often a conspiracy of family members and associates meaning victims are at risk from their parents and families.

School staff should respond to suspicions of a forced marriage or honour based violence by making a referral to Children's Services and if the risk is acute, to the Police.

School staff should **not** treat any allegations of forced marriage or honour-based violence as a domestic issue and send the child back to the family home. It is not unusual for families to deny that forced marriage is intended, and once aware of professional concern, they may move the child and bring forward both travel arrangements and the marriage. **For this reason, staff should not approach the family or family friends, or attempt to mediate between the child and family, as this will alert them to agency involvement.**

### **6.5 Peer on Peer Abuse and Bullying**

Children can abuse children and all staff should be aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to:

- Bullying
- Cyberbullying
- Gender based violence
- Sexual assaults
- Sexting

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice based bullying should be reported and will be managed through our anti-bullying procedures. The subject of bullying is addressed at regular intervals in PSHE education. If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the headteacher and the DSL will consider implementing child protection procedures.

Occasionally, allegations may be made against children by others in the school, which are of a safeguarding nature. These may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. These allegations should be referred to the DSL who will investigate and take action. We will support the victims by listening to them and taking their allegations seriously. Child Protection procedures will be implemented including the accurate recording and secure storage of information. Parents will be informed and a referral made to the MASH team and/or police when appropriate. We may use restorative justice to support the victim and so the perpetrator understands the consequences of their actions. Referrals to CAMHS may be made for either child.

Incidents of cyber-bullying and sexting will be dealt with following guidelines in our Online Safety Policy. They should be reported to the DSL or member of the Child Protection Team in the first instance.

### **6.6 Child Criminal Exploitation**

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

## 6.7 County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. They are likely to exploit children and vulnerable adults to move and store the drugs and money, and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

## 7. Recognising the Signs and Symptoms of Abuse

Concerns about a child's safety can come to light in a variety of ways:

- a child alleges that abuse has taken place
- a third party or anonymous allegation may be received
- a child reports an incident of alleged abuse which occurred some time ago
- a report is made regarding the serious misconduct of a member of staff towards a child
- possible signs and symptoms of abuse are noticed by someone in school. This may include children (particularly in cases of peer on peer abuse and online safety) as well as staff, volunteers and adults on work placements.

### 7.1 What to notice and when to be concerned:

Although different types of abuse may have specific indicators, many of the signs and symptoms are common to all. Staff should be vigilant and report any of these to the DSL or member of the Child Protection Team.

Staff should be particularly vigilant if any of the following occur:

- marks on the body (bruises, abrasions, bite marks, burns)
  - reluctance to change for and take part in PE and swimming
  - unusual or different behaviour
  - mood changes (withdrawal, unusually introverted)
  - use of sexualised language or behaviour
  - puzzling statements or stories by child
  - a history of previous injuries to child or sibling
  - delay in reporting accidents, incidents
  - disturbing writing or pictures by the child
  - information (disclosure) from others
  - parental attitudes or behaviour that is unusual or concerning
  - changes in attendance and patterns of absence
- 
- difficulties or changes in relationships with peers and adults
  - general demeanour and signs of poor care

## 8. Particularly vulnerable pupils

### 8.1 Looked After Children (LAC)

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that appropriate staff have information about a child's looked after status and care arrangements. The designated teacher for looked after children is Helen Ruthven. Looked After Children are particularly vulnerable to low attainment. Termly meetings are held between the child, carers, social worker, class teacher and designated teacher

to review their progress and plan for the following term on a Personal Education Plan (PEP).

### 8.2 Privately fostered children

Privately fostered children are cared for by someone other than a parent or close relative (e.g. step-parents, siblings, siblings of a parent and grandparents) for 28 days or more. School staff have a statutory duty to make a referral to Children's Services if, in relation to a child up to the age of sixteen, where:

- They become aware of a private fostering arrangement which is not likely to be notified to the local authority
- They have doubts about whether a child's carers are actually their parents, and there is evidence to support these doubts, which may or may not include concerns about the child's welfare

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

### **8.3 Children missing from education**

A child going missing from school is a potential indicator of abuse or neglect and, as such, these children are increasingly at risk of being victims of harm, exploitation or radicalisation.

The school has robust procedures for monitoring attendance and all cases of absence are followed up. This means we need to have a least two up to date contact numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change. Class teachers play an important role in this by completing registers accurately, returning them to the office promptly and informing the office immediately if a lone traveller is absent. Class teachers and teaching assistants may also be the first people to notice unusual patterns of absence. These should be reported immediately to the Attendance Officer, Ruth Charteris.

The school will inform the local authority of any pupil who fails to attend regularly, or has been absent without the school's permission for a continuous period of 10 school days or more. We also inform the local authority of all pupils who leave the school, are permanently excluded, or fail to take up a place which has been offered and agreed.

When a pupil leaves the school, we record the name of the pupil's new school and their expected start date. We contact the new school to ensure they have taken up the new place.

### **8.4 Children with Special Educational Needs and/or Disabilities (SEND)**

Children with special educational needs or disabilities are more vulnerable to abuse. The risks to disabled children may be increased by their need for practical assistance and physical dependency including intimate care which may be delivered by a number of different carers, by possible communication difficulties and lack of access to strategies to keep themselves safe or by the increased risk that they may be socially isolated.

Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Children with special educational needs and disabilities can be disproportionately impacted by things like bullying – without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

When working with children with disabilities, staff must be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;
- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint;
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing;
- Unwillingness to try to learn a child's means of communication;
- Ill-fitting equipment, for example callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances;
- Inappropriate invasive procedures.

Staff working with children in any capacity, must be particularly aware of and sensitive to how the effects of abuse or harm may present, and be able to pick up on any changes in behaviour or presentation that might indicate a concern. Staff should have a detailed knowledge of pupils' individual care needs as well as their academic needs and take these into account when working with them and their families. Concerns should be shared immediately with the DSL or in their absence, another member of the child protection team.

We identify pupils with SEND who might need more support to be kept safe or to keep themselves safe. These children are included on our Vulnerable Children Register which is updated termly. They are monitored closely by the inclusion team and safeguarding team and their needs discussed regularly at safeguarding meetings and pupil progress meetings. The inclusion team supports teachers to plan for these pupils and the learning mentors give additional pastoral support when required. Additional support may include circle of friends, buddies and peer mentors.

Further information on safeguarding disabled children is available in the government guidance 'Safeguarding Disabled Children, Practice Guidance'.

### **8.5 Homeless children**

Being homeless puts considerable stress on families and therefore the children may become more vulnerable to abuse. Staff should report cases of homelessness to the DSL. The school is able to support families by referring them to 'Outreach Barnet' to assist with finding accommodation and liaising with landlords. The learning mentors may provide additional pastoral support to both the children and parents or carers. If a child is deemed to be at risk of abuse a referral will be made to Barnet Children's services (MASH). A CAF may be opened to support with contributory factors such as debt and rent arrears.

### **8.6 Children with family members in prison**

Children with family members in prison will be given the opportunity to discuss their questions and concerns. Learning mentor support will be provided if appropriate.

### **8.7 Children required to give evidence in court**

Children with family members in prison will be given the opportunity to discuss their questions and concerns. Learning mentor support will be provided if appropriate.



## 9. Processes and procedures

### 9.1 What do I do if I am worried about a child?

- initially talk to a child about what you are observing. You may ask questions, for example: "I've noticed that you don't appear yourself today, is everything okay? **But never use leading questions.**
- record your observations on the **child protection concern form** (attached at the end of this policy). These are also kept in every classroom.
- give the Child Protection Concern form to the DSL or member of the Child Protection Team

### 9.2 What do I do if a child discloses information?

- listen carefully to what the young person has to say and take it seriously
- always explain to children and young people that any information they have given will have to be shared with others
- notify the DSL, or member of the Child Protection Team
- record (in ink) on the child protection form what was said as soon as possible after any disclosure; please ensure it is signed and dated. The report should be objective and include any witness statements.
- respect confidentiality and do not discuss the case with anyone else

### 9.3 Do's and Don'ts if a child discloses abuse:

#### DO

- be accessible and receptive
- listen carefully to the child and take him/her seriously
- believe the child and tell him/her that you believe what he/she has said
- tell the child that you are glad he/she has told you
- acknowledge that the child has been brave to tell you
- reassure the child that what has happened is not their fault; that the abuser is responsible for what has happened to them
- reassure the child that what has happened to them has happened to other children as well
- be honest about your own position: **who you will have to tell and why**
- ensure that you make notes as soon after the disclosure as possible, in ink and these must be dated

#### DON'T

- make promises you cannot keep, eg not telling anyone
- interrogate the child with lots of questions or try to force them to disclose . It is not your role to carry out an investigation - that is up to Social Services or the police Child Protection Team
- jump to conclusions
- speculate or accuse anyone
- cast doubt on what the child tells you. It has taken a great deal of courage for him/her to tell you
- say anything which may make the child feel responsible for the abuse (eg 'Why haven't you told anyone before?')
- communicate your feelings of anger - the child may feel that the anger is directed against him/her
- panic - although procedures need to be carried out promptly there is time for you to talk things through with the Named Person in order to clarify your thinking

**TED** is a good prompt if you do have to ask questions

**T** tell me about .....

**E** explain what happened.....

**D** describe .....

If you are in any doubt about a child protection matter, discuss the situation with the DSL, or member of the Child Protection Team

This checklist of do's and don'ts is also printed on the back of the child protection concern form (Appendix 1)

#### **9.4 What do I do if I feel a child is in danger and there are no members of the child protection team in school?**

- If you think the child is in immediate danger contact the police
- If you are unsure what to do contact the MASH team for advice on **0208 359 4066**.
- Anyone can make a referral to social care
- To make a referral 'google' **Barnet MASH referral form**. Complete the form online You will need to have all the child's details at hand and make a draft of what you want to write as there is a 30 minute time-limit to complete the form

#### **9.5 What do I do if I am worried about the behaviour of one pupil to another/others?**

If you think the behaviour may be a safeguarding issue complete a child protection concern form and give it to the DSL.

#### **9.6 How do I record and store information?**

The school has a duty to ensure the rights of children to confidentiality unless the school considers they could be at risk of abuse and/or harm.

- Use the child protection concern form to record information and give to the DSL immediately. You must not keep a copy or keep any child protection records yourself. All notes will be stored securely by the DSL
- any information is to be treated as strictly confidential and must not be discussed with other colleagues
- any information relating to individual children/families will be shared with staff on a strictly 'need to know' basis
- When children leave the school, safeguarding records will be copied and sent by registered post to the new school. Safeguarding records will be kept in school until the child is 25 years old

#### **9.7 What do I do if I have concerns about an adult in school?**

If you have concerns about any adult who works with children and think;

- they have behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates they are unsuitable to work with children

These behaviours should be considered within the context of the four categories of abuse (i.e. physical, sexual and emotional abuse and neglect). These include concerns relating to inappropriate relationships between members of staff and children or young people.

**Set procedures must be followed.** These procedures are compliant with the guidance from the LA and locally agreed inter-agency procedures (available from the Barnet Safeguarding Board website):

- any allegation should be reported to the Headteacher (and in his absence the Deputy Head)
- any allegations against the Headteacher should be reported to the Chair of Governors
- the Headteacher (or DSL if the allegation is against the Headteacher) must ensure that that the child is safe and away from the person against whom the allegation is made
- the Headteacher (or Lead Person) must inform the designated officer from the Local Authority (LADO) as soon as an allegation is made. The LADO for Barnet is **Shrimati Bissessar** and can be contacted by phoning the MASH team on **0208 359 4066**
- if a person is employed by another organisation (eg cleaning staff, kitchen staff), then, following the advice of the LA, it is possible that the employer should be informed
- the designated officer from the Local Authority will liaise with the school and any outside agencies eg the police

Any concerns regarding the safeguarding practices at Wessex Gardens should be raised with the SLT, and the necessary whistleblowing procedures will be followed, as outlined in the Whistleblowing Policy.

If you feel unable to raise an issue with the SLT, you should access other whistleblowing channels such as the **NSPCC whistleblowing helpline (0800 028 0285)**

### **It is important to note:**

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently. Staff may be suspended if it is deemed that this is the best way to protect children. Staff, who are concerned about the conduct of a colleague towards a child/children, will find themselves in a difficult position. The school's **Whistleblowing Policy** therefore enables staff to raise concerns in confidence and will ensure that there is a sensitive enquiry.

### **9.8 What do I do if a child or parent/carer makes an allegation about an adult in school?**

It is rare for a child to make an entirely false allegation, although misunderstandings or misinterpretations of events can and do happen and in some cases an allegation from a parent or child may be malicious. However, we must accept that some professionals may well be a serious threat to children and we must act on every allegation.

Staff should follow the procedures described above in 8.5.

### **9.9 What happens after I have reported my concern?**

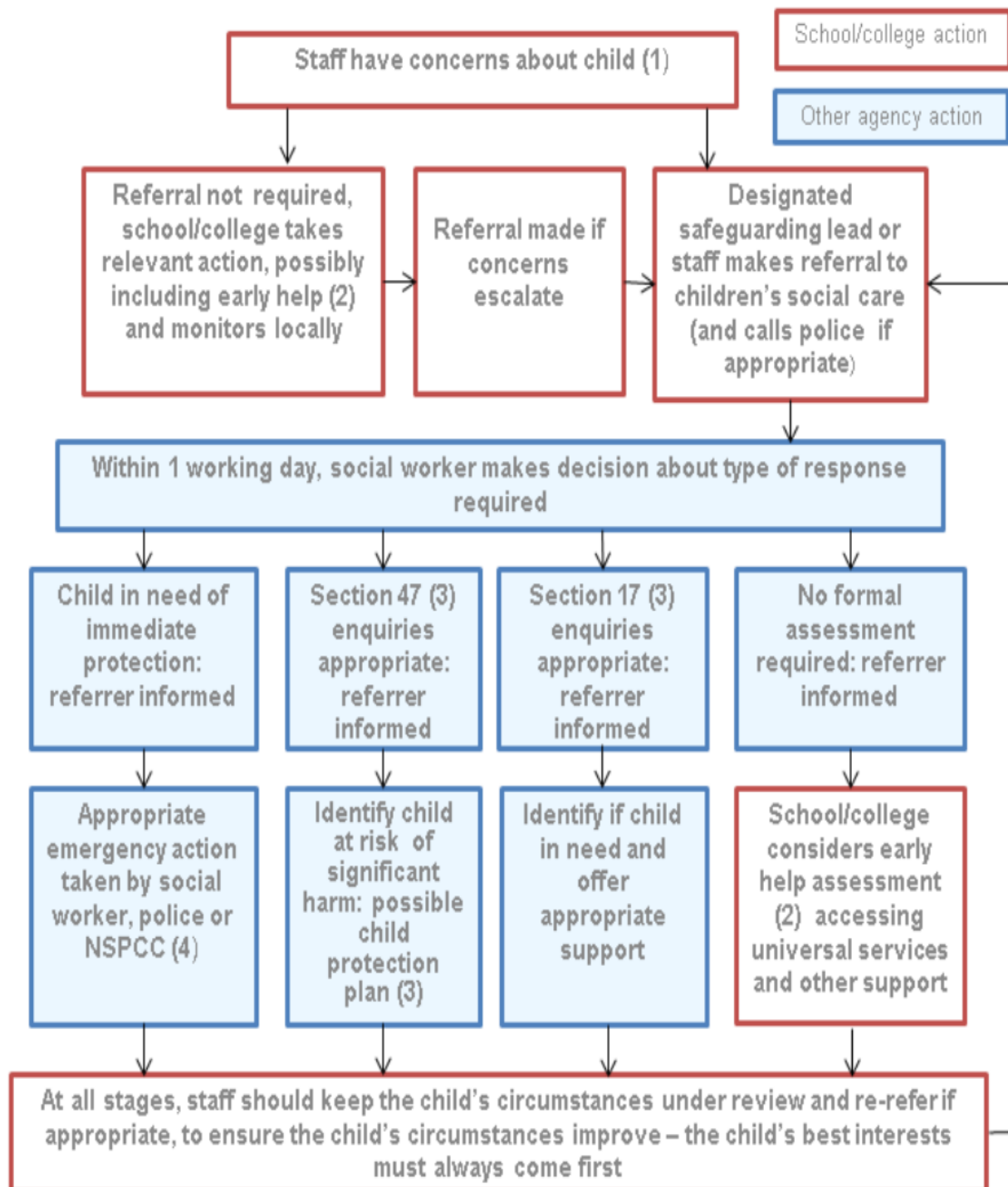
- the DSL will take immediate action if there is a suspicion that a child has been abused or likely to be abused. In this situation the DSL will contact Barnet Children's Services (MASH team) or the police
- if a referral is made direct to Barnet Children's Services this must be followed up in writing within 48 hours
- the DSL can also seek advice and clarity about a situation that is beginning to raise concern from the MASH team
- in the event of a referral to Children's Services, they will be the lead agency in carrying out the Local Authority guidelines (if it is decided at the initial strategy meeting that there is a case to investigate)
- the DSL will make their own notes of events and actions
- the DSL will ensure that all documents are stored securely

In many cases a referral to social care (MASH Team) is not necessary, although the DSL may contact them for advice. Early help procedures may be put in place to support the child and family eg Learning Mentor support or a CAF. If the child is deemed not to be at risk, the concern is recorded and stored securely. There is a vulnerable children list which is reviewed termly and weekly safeguarding meetings are held between the Headteacher, DSL and Senior Learning Mentor to discuss the current caseload and determine actions.

In cases where a referral is made to social care and further action is deemed necessary, a social worker makes an initial assessment and then calls a **strategy meeting** which is attended by all the professionals concerned. At this meeting it is decided if the case should go to **conference**. If conference is not thought appropriate a social worker may support professionals (the school in particular) to implement Early Care procedures such as a CAF. If the case does go to conference, this is attended by the parents/carers, social care and all other professionals involved. A decision is made whether the child should be made subject to a **Child Protection Plan** (Section 47) which is the highest level of need, or be deemed to be a **Child in Need** (Section 17). Actions are put in place which often involves families accessing a range of services. For a child with a Child Protection Plan, a **Core Group** of professionals meet regularly to review progress and decide on new actions. Cases are reviewed at conference every 6 months.

In some cases where the child is deemed to be in immediate danger, the police may decide to put the child into immediate foster care. This may be a short term action or may lead to a longer-term or permanent foster placement.

The following diagram summarises the processes that happen after a concern is raised.



## **10 Supporting children**

### **10.1 Safer Recruitment of staff**

To ensure the safety and well-being of children we endeavour to ensure that we employ 'safe' staff by:

- making a safeguarding statement in any advertisement
- insisting that applicants complete a Barnet wide application form
- ensuring that at least the Headteacher, one other member of the SLT, the Chairman of Governors and the Chairman of Staffing Committee have received up to date safer recruitment training
- all recruitment procedures are documented, including notes of interviews
- including questions in the interview relating to safeguarding and child protection
- seeking two safeguarding references from any shortlisted candidate
- ensuring that any successful candidate provides evidence of identity (photographic) and appropriate qualifications
- ensuring that all successful candidates are checked through the Disclosure and Barring Service (DBS)
- ensuring that we maintain a single central record of staff and other adults working in the school (following guidance from the DfE – Keeping Children Safe in Education (2018))

### **10.2 Volunteers and student placements**

Potential volunteers meet with the DSL initially and complete an application form which forms part of a risk assessment. Anyone who may have unsupervised access to individual children is subject to a DBS check before they can begin to volunteer in school. Parents who help on trips or school events are supervised by school staff and do not require a DBS check. Student placements are always required to have full DBS clearance.

### **10.3 Agency or contracted staff**

Agencies that provide staff, such as supply agencies and specialist teachers, are required to provide safeguarding information to the school that complies with the requirements of our Single Central Record. This includes DBS certificates and confirmation of identity.

### **10.4 Visitors**

Visitors to school such as a theatre group or outside professionals are asked for proof of identity on arrival to the school. Most have full DBS clearance if they work regularly with children and will present their certificates on arrival. DBS clearance is not necessary for all visiting adults as some will not have unsupervised contact with children, for example a local community member presenting an assembly will always be supervised and therefore not require a DBS certificate.

### **10.5 School ethos**

Our ethos promotes the development of self-confidence, curiosity, resilience and a strong sense of right and wrong. We provide a safe environment for children to explore sensitive and controversial issues and have a strong commitment to developing children's oral skills so they are able to express their thoughts and ideas with confidence.

### **10.6 Curriculum**

The children at Wessex Gardens learn how to keep themselves safe from harm through the curriculum. Specific subject areas which teach children the relevant skills necessary are the PSHE curriculum, sex and relationship education and online safety in ICT.

### **10.7 Learning mentors**

The Learning Mentors provide support for children with barriers to learning. They currently provide;

- social skills groups
- anger management groups
- nurture groups for building confidence and self-esteem
- one to one support

### **10.5 Online Safety:**

The school's Online Safety Policy details how we endeavor to keep children safe in school with regard to mobile phones and computers. Cyber-bullying by children, either by text, e-mails or using social media are treated as seriously as any other type of bullying and will be managed using our Anti-bullying Policy.

In order to keep our children safe, pupils are not allowed access to any form of social networking site in school. When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. Children who are given permission to be 'Lone Travellers' are allowed to have mobile phones on their way in to and out of school. Their phones are handed to the office at the beginning of the day and are then stored securely until the end of the school day. No other children may bring a mobile phone into school.

We understand that some children may be allowed access to social networking sites at home and may well have free access to mobile phones. We therefore run regular online safety training sessions for parents, in order to support them in keeping children safe. We also have an open door policy where parents can seek advice from the ICT staff individually. Online safety is taught as part of the ICT curriculum in all year groups. We also adopt an open approach to discussing online safety without recriminations. This enables children to feel safe to report any concerns they have about their online use. We do not confiscate phones unless specifically asked to do so by the police as this is likely to deter children from reporting their concerns.

In response to an online safety report we;

- remove any inappropriate content and block any further access
- teach the child how to keep safe in relation to the particular incident
- speak to the child's parents/carers and show them how to block content
- teach the child's peers how to keep safe in relation to the particular incident
- Report the incident to the police when appropriate and act on their guidance
- In some cases it may be necessary to make a referral to Children's Services

Any online-safety concerns should be referred to the DSL in the first instance.

### **10.6 Photography, Images and Use of Mobile Phones by Members of Staff:**

The school's Online-Safety Policy and Staff Code of Conduct detail expectations in terms of photography, the use of images and mobile phones by staff in school.

In order to safeguard children at Wessex Gardens with regard to the appropriate use of photography and digital imagery we ensure that:

- we seek consent for photographs to be taken or published (eg on our website, in the Early Years evidence files)
- we only use the child's first name with any photograph
- members of staff may use their mobile phones during their break times in the following places: the staff room, staff work room or off-site
- during teaching time, phones MUST be kept out of reach of children and parents in a secure area
- EYFS staff follow EYFS regulations and lock their phones away
- Mobile phones must NOT be used in the toilet by adults or children

### **10.7 Mental health and wellbeing**

Evidence shows that across the UK, mental health issues in children are increasing while child wellbeing is deteriorating. Young people today have to navigate a complex and ever-changing world, facing challenges and pressures in numerous aspects of their life. Children with mental health problems may be more vulnerable to abuse and conversely, suffering abuse is likely to cause mental health problems. The social and emotional skills, knowledge and behaviours that our children learn in the classroom can help them to build resilience and set the pattern for how they will manage their mental health throughout their lives. The curriculum, ethos of the school and pastoral support help children to build emotional resilience which can help them to cope with and bounce back from adversity, and can ultimately help to prevent the development of mental health problems in later life.

## **11. Supporting families**

### **11.1 Parental involvement**

The Governing Body and staff of the school are committed to creating and maintaining a culture of openness and honesty and strive at all times to work in partnership with parents and carers. We believe that this is in the best interests of children and their families. Only by developing co-operative working relationships within which parents and carers feel respected are we able to work holistically with children.

We believe it is important that parents and carers are aware of our statutory duty to safeguard and promote the welfare of children and that we will where necessary share concerns about children with Children's Social Care. Wherever possible we will aim to discuss concerns about children with their parents or carers and inform them if we intend to make a referral to Children's Services. There may be rare instances however, when we judge that it is not appropriate to speak to a parent or carer before contacting Children's Services. This would happen when the DSL or a Deputy DSL in her absence, judges that to do so would increase the risk to the child.

The school is committed to helping parents and carers understand its responsibility for the safety and welfare of all children. We ensure this by:

- including the school's safeguarding policies, including the child protection policy, on the school's website
- gathering information from parents and carers about their views regarding children's safety
- inviting parents to attend relevant information sessions regarding safeguarding (including online safety)
- actively encouraging vulnerable families and parents in need to attend workshops and appropriate training sessions
- signposting families to appropriate outside agencies

### **11.2 Learning Mentors**

The Learning Mentors offer support to families as well as children in school. They currently offer:

- coffee mornings with outside speakers covering a range of topics such as health, wellbeing, parenting, managing finances, education and first aid
- parenting courses
- signposting to other services
- One to one support

### **11.3 Common Assessment Framework (CAF)**

A CAF is a nationally recognised framework for holistically assessing children with additional needs, at an early stage before their needs increase. It is also known sometimes as an Early Help Assessment.

It is viewed as the main tool for assessing and coordinating multi-agency support to children and families with additional needs, below the threshold of statutory services such as Social Care involvement, Child in Need or Child Protection Plan.

In addition, it is used locally as the only means of accessing a range of targeted Early Help services, including those provided by the Youth and Family Support Service.

CAFs are usually carried out by Helen Ruthven and Zanaba Myrie, sometimes with the support of a CAF social worker and are confidential. The CAF is a consensual process, and the young person, parent or carer has to give their consent for a CAF to be undertaken and agree with whom the CAF can be shared.

## 12. Supporting staff

Child abuse is extremely distressing and can result in any member of staff involved becoming anxious and upset. In order to support staff we:

- take all suspicions seriously
- respond sympathetically to any request by a member of staff to take time to deal with the stress and anxiety
- maintain confidentiality
- store records securely
- offer details of external support
- follow procedures laid down in our Whistleblowing Policy
- co-operate fully with external agencies

### 12.1 Staff Training:

It is important that all staff have appropriate training in order to support them in recognising possible signs of abuse or neglect and what to do if they have a concern.

At Wessex Gardens the following training takes place:

Induction training is provided for all new staff, **governors** and student placements. This training is renewed and updated annually in September for all school staff. It includes;

- the child protection policy;
- the behaviour policy;
- the staff code of conduct
- the safeguarding response to children who go missing from education; and
- the role of the designated safeguarding lead, including the identity of the designated safeguarding lead and any deputies
- To read at least Part One and Annex A of Keeping Children Safe in Education (2018) annually and sign to say they have understood them.

All staff have renewed full safeguarding training every three years, the DSL and Child Protection Team renew training every two years.

Additional staff training takes place throughout the year when there are national or local policy changes or to look at a particular child protection issue in more detail.

Volunteers and supply teachers are informed of the school's procedures on arrival in school and given written information.

Child protection is a regular agenda item at Senior Leadership Team meetings, Phase meetings and weekly staff briefings. These are used to provide updated information on a range of safeguarding issues and to re-visit policies and procedures so that all staff understand their responsibilities and the actions they need to take.

Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.

Outside agencies providing regular staff or volunteers to the school are asked to provide evidence of safeguarding training.

A record is kept of all staff training.

### 12.2 Restraint and Reasonable Force

We have robust procedures to promote good behaviour and our staff are very skilled in behaviour management. Incidents of violence are rare but there are occasions when de-escalation strategies are not appropriate or have failed; in these cases physical intervention may be necessary. Section 93 of the Education and Inspections Act 2006 gives school staff (including support staff, non-teaching staff and voluntary staff) the legal power to use force. Reasonable force can be used in many situations:

- to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
- to control pupils or to restrain them.



The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned.

Due to the rarity of physical violence at Wessex Gardens, whole school training on restraint and physical intervention is not given as the norm. Where there are concerns that a particular child may be violent on a regular basis, some form of one to one support is usually provided. A risk assessment is carried out and individual members of staff are given Team-TEACH training.

### **12.3 Further reading and useful publications**

All these documents are available on the staff shared area in the folder 'Safeguarding'

DfE (2018) 'Working together to safeguard children'

DfE (2018) 'Keeping children safe in education'

DfE (2015) 'What to do if you're worried a child is being abused'

DfE (2015) 'The Prevent duty'

## **Child protection record forms and checklists**

## **Checklist for staff; what to notice and when to be concerned**

Although different types of abuse may have specific indicators, many of the signs and symptoms are common to all. Staff should be vigilant and report any of these to the DSL or member of the Child Protection Team.

Staff should be particularly vigilant if any of the following occur:

- **marks on the body (bruises, abrasions, bite marks, burns)**
- **reluctance to change for and take part in PE and swimming**
- **unusual or different behaviour**
- **mood changes (withdrawal, unusually introverted)**
- **use of sexualised language or behaviour**
- **puzzling statements or stories by child**
- **a history of previous injuries to child or sibling**
- **delay in reporting accidents, incidents**
- **disturbing writing or pictures by the child**
- **information (disclosure) from others**
- **parental attitudes or behaviour that is unusual or concerning**
- **changes in attendance and patterns of absence**
- **difficulties or changes in relationships with peers and adults**
- **general demeanour and signs of poor care**

## Child Protection Concern

Name of Child:		Year Group:
Date:	Time:	Your Name:

**Facts:**

*Include what has happened, who was involved, where it took place and when it took place.  
Use direct quotes from the child. Remember **TED (Tell me, Explain, Describe)***

**Action taken by you:**

**Name of Child Protection Team:**

**Actions and Outcomes: (to be completed by member of the CP Team)**

## Do's and Dont's if a child discloses abuse

### DO

- be accessible and receptive
- listen carefully to the child and take him/her seriously
- believe the child and tell him/her that you believe what he/she has said
- tell the child that you are glad he/she has told you
- acknowledge that the child has been brave to tell you
- reassure the child that what has happened is not their fault; that the abuser is responsible for what has happened to them
- reassure the child that what has happened to them has happened to other children as well
- be honest about your own position: **who you will have to tell and why**
- ensure that you make notes as soon after the disclosure as possible, in ink and these must be dated

### DON'T

- make promises you cannot keep, eg not telling anyone
- interrogate the child with lots of questions or try to force them to disclose. It is not your role to carry out an investigation - that is up to Social Services or the police Child Protection Team
- jump to conclusions
- speculate or accuse anyone
- cast doubt on what the child tells you. It has taken a great deal of courage for him/her to tell you
- say anything which may make the child feel responsible for the abuse (eg Why haven't you told anyone before?)
- communicate your feelings of anger - the child may feel that the anger is directed against him/her
- panic - although procedures need to be carried out promptly there is time for you to talk things through with the Named Person in order to clarify your thinking

**TED** is a good prompt if you do have to ask questions

**T** tell me about .....

**E** explain what happened.....

**D** describe .....

If you are in any doubt about a child protection matter, discuss the situation with the DSL, or member of the Child Protection Team

