



# **Child Protection Policy**

**For staff**

Committee with oversight for this policy – Behaviour & Safety	
Policy to be approved by the Headteacher	
Policy last reviewed by the Behaviour & Safety Committee	17/10/2018
Policy last ratified by the Headteacher	10/10/2018
Policy / Document due for review	

# Ravenor Primary School Child Protection Policy

## **RAVENOR PRIMARY SCHOOL MISSION STATEMENT**

Responsible, Respectful, Resilient and Resourceful

We are committed to treating every person as an individual, with care and respect enabling them to feel **unique and valued**, so that they develop as citizens who are responsible, respectful, resilient and resourceful.

By working together, as part of our community, in an environment of harmony, friendship and fun we ensure that every individual is supported to succeed and to realise their hopes for the future by doing their best.

We provide an exciting, inclusive environment which promotes excellence in our learning and our teaching.

## **AIMS OF THE CHILD PROTECTION POLICY**

This policy should be read in conjunction with the following policies and documents:

- Keeping children safe in education – DfE Sep 2018
- Working Together to Safeguard Children Sep 2018
- E Safety Policy
- Safeguarding statement
- Anti-Bullying
- Physical Intervention
- Intimate Care
- Managing Allegations of abuse by school staff
- First Aid
- Health and Safety
- Equalities
- Whistle blowing
- The Prevent duty
- Revised Prevent Duty Guidance: for England and Wales
- SEND policy
- Attendance policy
- Behaviour policy
- Ealing Staff Code of Conduct
- Children Missing Education (Ealing policy)

In accordance with the Mission Statement, Ravenor Primary School aims to provide an environment where pupils feel safe, secure and are able to trust the adults whose responsibility it is to care for them.

- To develop a culture in which pupils and adults develop an understanding and respect for each other.
- To develop pupils skills in keeping themselves and their friends safe.
- To keep the pupils in our care safe. All pupils regardless of race, gender or disability have

the right to be protected.

- To develop in pupils the knowledge that their concerns will be fairly and seriously considered.
- To develop in all adults the skills, sensitivity and knowledge when caring for pupils, who have suffered abuse
- To ensure that adults feel secure when dealing with child protection matters.
- To promote a multi-agency approach with regard to Child Protection in line with the

**If at any point, there is a risk of immediate serious harm to a child, all staff may raise a concern with social services.**

**ECIRS 0208 825 8000**

### **Early Intervention**

The school is committed to supporting children and families to ensure the best outcomes. If the school (possibly with other agencies) and/or the parent/carer begin to have a concern about the welfare of a child, the school will in the first instance discuss these concerns with the family.

Where appropriate and with the agreement of the parents/carers, we may initiate an Early Help Assessment Plan (EHAP). This is a way of working whereby a single assessment of need is carried out during a Team Around the Family (TAF) meeting, and an action plan worked out and agreed by all to deliver the additional help and support the child and their family need. An EHAP is used where there is a need for a multi-agency, multi-disciplinary or a targeted approach to addressing any issues.

Where concern for the child is for their safety - a referral will be made to ECIRS (Ealing Children's Integrated Response Service) who will determine whether the case should be escalated to social care.

### **RESPONSIBILITY FOR CHILD PROTECTION ISSUES**

Child protection issues are the responsibility of all staff involved in the care of our pupils, i.e. teaching staff, Teaching assistants; SMSAs; site managers; administrators, kitchen staff, supply teachers and students. No adult can say it has nothing to do with them.

**The designated Child Protection lead is currently the Headteacher, Mrs. L Lobo. In her absence any CP issues should be reported to the designated teacher, who is the Inclusion coordinator, Ms. E Berkeley, or the teacher in charge that day. The Governor Lead for Child Protection is Mr. M Sanders and Mr. S Moss**

**CONCERNS NEED TO BE SHARED WITH THE APPROPRIATE PERSON FACE TO FACE. Following this, a witness account should be recorded and kept with the documentation.**

### **CATEGORIES OF CHILD ABUSE**

There are many aspects to child abuse and they are not always easy to identify. Five main areas can be identified (see below for other categories or areas to look out for and be aware of):

- 1) **Abuse:** A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.
- 2) **Neglect:** The persistent or severe neglect of a child, or the failure to protect a child from exposure to any kind of danger, including cold, or starvation, or extreme failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development including psychological failure to thrive. All staff should be vigilant and report any sign of neglect, regardless of how small or early the signs might be.
- 3) **Physical Abuse:** Actual or likely physical injury to a child or failure to prevent physical

injury, or suffering to a child including deliberate poisoning, suffocation and Munchausen's syndrome by proxy.

- 4) **Sexual Abuse:** Actual or likely sexual exploitation of a child or adolescent. The child may be dependent and/or developmentally immature.
- 5) **Emotional abuse:** Actual or likely severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill treatment or rejection. All abuse involves some emotional ill treatment. This category should be used where it is the main or sole form of abuse.
- 6) **Fabricated / Induced Illness (FFI):** This form of abuse occurs when a child is presented for medical attention with signs or symptoms which have been fabricated or induced by the child's carer.
- 7) **Harmful practices related to culture and faith based beliefs:** Not all practices related to culture, faith and beliefs are harmful, but there are some that are unsafe and also illegal in the UK. These include branding a child as a witch, breast ironing, child trafficking, cupping therapy, female genital mutilation, forced marriage, honour based violence, harsh forms of physical chastisements, scarring initiations and certain healing practices and initiations.
- 8) **Child Trafficking:** Child trafficking is the recruitment and movement of children for the purpose of exploitation. This can be for sexual, labour, domestic servitude, criminal activity, benefits fraud, forced marriage or the removal of organs.
- 9) **Grooming:** When someone builds an emotional connection with a child, to gain their trust for the purposes of sexual abuse or exploitation. Children and young people can be groomed online or in the real world, by a stranger or by someone they know – for example a family member, friend or professional. This includes signs of children being drawn into criminal activity or anti-social behaviour and may be at risk of being drawn into gangs or organised groups.
- 10) **Online abuse:** Any type of abuse that happens on the web, whether through social networks, playing online games or using mobile phones.
- 11) **Sexting:** Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones, laptops - any device that allows you to share media and messages. Sexting may also be called:
  - trading nudes
  - dirties
  - pic for pic.

Sexting can be seen as harmless, but creating or sharing explicit images of a child is illegal, even if the person doing it is a child. A young person is breaking the law if they (including selfies):

- take an explicit photo or video of themselves or a friend
  - share an explicit image or video of a child, even if it's shared between children of the same age
  - possess, download or store an explicit image or video of a child, even if the child gave their permission for it to be created.
- 12) **Female Genital Mutilation (FGM):** Also known as female circumcision or 'cutting', is defined by World Health Organisation as a range of procedures that involves 'the partial

or total removal of the external genitalia or injury to the female genital organs whether for cultural or any other non-therapeutic reasons'. According to 2007 Prevalence Study by FORWARD UK, it is estimated that 140 million girls worldwide have been affected, and 24,000 girls in the UK are at risk annually. FGM is child abuse and illegal in the UK. It is usually carried out on young girls at some time between infancy and the age of 15, however most likely between 6 - 8 years of age. All staff have a specific legal duty to report any case of FGM or suspected FGM.

- 13) **Radicalisation:** When a person is encouraged to become an advocate of a radical political reform by supporting terrorism and violent extremism. Radicalisation of children and young people may include encouraging them to undertake violent activities on the grounds of religious belief. Children may be exposed to messages about terrorism through a family member or friend, a religious school or group, or through social media and the internet. This creates risk of a child or young person being drawn into criminal activity and exposure to significant harm.
- 14) **Forced Marriage:** When someone is made to marry another person, whom they do not want to. Forced marriages can happen in secret and can also be planned by parents, family or religious leaders. It may involve physical, sexual and/or emotional abuse.
- 15) **Peer on peer abuse:** Peer on peer abuse often involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators having control over the relationship which makes it difficult for those they abuse to defend themselves. This imbalance of power can manifest itself in several ways. It may be physical, psychological (knowing what upsets someone), or social (e.g. isolating or excluding someone). It could also include issues such as revenge porn or what are often gender issues (e.g. girls being touched or boys being involved in initiation activities). Sexual harassment and sexual violence fall under this category.
- 16) **Private Fostering:** As part of the admissions process, the school asks to see pupil's birth certificates and relevant documentation. Any discrepancies regarding guardianship will be raised with the family and if necessary will be referred to Social Care for advice. Any staff concerned about the possibility of private fostering or unexplained complicated guardianship arrangements, should raise this immediately with the Safeguarding Lead in school.

If a child has been deemed to have suffered in any of these areas, a Child Protection Conference may be called and the child may be placed on the **Child Protection Register**. This register is known to all agencies involved in the child's welfare. Placement on the register is regularly reviewed and the child's welfare is closely monitored.

### **RESPONDING TO THE CHILD:**

When a pupil first reveals abuse, the staff member should:

- 1) Listen carefully to what the child says;
- 2) Reassure the child that they are not to blame and were right to tell;
- 3) Acknowledge the child's feelings;
- 4) Ask questions to help them give more details if they wish but, do not lead: e.g. 'Would anyone else understand how you feel?' rather than 'Does he do this to your sister?'
- 5) The child may love the abuser, but hate the abuse, so agree the abuser 'is wrong' and not 'bad';
- 6) Reassure the child that adults will ensure that they are protected;
- 7) Let the child know that you have to tell someone else so she or he will not be hurt anymore;

- 8) Make a written record as soon as possible after talking to the child, but do not delay in speaking face to face to the Safeguarding Lead;
- 9) Draw a diagram to show the location and size of marks on the child's body stating the date when it was seen;
- 10) After contacting the referral and assessment team (Social Care) and informing the parents, the child's feelings must be acknowledged and they should be told:
  - Who else knows about the allegation;
  - That confidentiality will be respected;
  - That they can talk to a staff member whenever they need to;
  - That it is right that abuse is made known.
- 11) Returning to school after a traumatic investigation will be easier for the pupil if an appropriate/known member of staff e.g. Head/Inclusion coordinator/ESW contacts the child/family, acknowledging the outcomes and rebuilding relationships.

### **REPORTING PROCEDURES:**

Teachers should be aware of all the children in their class on the Child Protection register and about whom there are general concerns. If you are not sure PLEASE ASK the Head Teacher or the Inclusion Leader, who will both have this information.

If any adult suspects, or has evidence of, or a disclosure of abuse, then within the same day, whilst the child is still at school, the following steps should be taken:

- (a) The staff member with the concern tells **FACE TO FACE**;  
(The lead for child protection is the Head teacher and the designated teacher is the Inclusion leader.)  
This should be backed up with a written statement. If the Head is not available, the staff member should report to the person in charge that day.
- (b) The injury or concern and the child's explanation (or lack of it) should be recorded on the yellow form, if necessary - **IMMEDIATELY** - dated and signed.
- (c) The designated teacher will contact the referral and assessment team (Social Care) and follow the advice given. The advice may be to discuss the concern with parents/ carers in which case an urgent face to face meeting will be arranged with the parent / carer. The purpose of this meeting would be to verify the events and to inform the parent (**WITHIN HALF A DAY**).
- (d) If the explanation is unsatisfactory then the designated teacher would make a referral to Social Care and follow their advice (**WITHIN HALF A DAY**).
- (e) If there is uncertainty about whether or not to refer, then one of the following can be consulted:
  - The Referral and Assessment Team Social Care office for the child's home address;
  - The Education Department's designated officer for child protection;
- (f) If a child makes an allegation of abuse the Referral and Assessment team (Social Care) will be contacted immediately and their advice followed.
- (g) Referrals should be made by phone to the Social Care office for the child's home address. Cause for concern, the facts of the case, past concerns and any other relevant information should be given. Ask to be kept informed of developments.
- (h) Confirm the referral, and the details of it, in writing to Social Care.

- (i) **In cases of sexual abuse, as with all aspects of abuse, the advice of Social Care will be followed.** Advance warning may allow an abuser to bribe or intimidate a child. The same may apply in cases of physical abuse. Advising parents of the referral should happen after discussion with Social Services.
- (j) All information and decisions should be recorded, dated and signed. All information is confidential and must be kept in a locked filing cabinet in the Inclusion office.
- (k) In cases of allegations being made against staff, the Ealing 'Managing allegations against professionals' procedures should be followed. (including allegations made against the Head teacher). A copy of this can be found on EGFL.

### **RESPONDING TO PARENTS**

It is necessary to strike a balance between respecting parents and ensuring children are protected. Childcare legislation stresses that the child's welfare is paramount, so parents may have to be distressed in order to protect children who may be abused. Staff need to keep a number of things in mind:

- 1) The importance of not making any assumptions;
- 2) Their views that parents are 'not the sort of person' who would abuse;
- 3) The importance of gathering all related information;
- 4) The investigation is not a criminal inquiry but an attempt to find out what has happened;
- 5) Social Services must be contacted before parents are told of the concern by the school;
- 6) To inform parents that Government guidelines direct schools to refer concerns to Social Services. The school has no discretion in the matter.

The Policy is available on the school website: [www.ravenor.ealing.sch.uk](http://www.ravenor.ealing.sch.uk)

### **RECORDING AND MONITORING CONCERNS**

Recording has special importance in child protection work and is invaluable in helping agencies to assess a case. It ensures accurate transfer of information between classes and schools. It may also be needed if court action is necessary. It will also serve as a record that staff have acted appropriately and followed guidelines. All staff have a responsibility to record child protection concerns. The school is not required to disclose any child protection information to parents.

**PLEASE REMEMBER THAT A FACE TO FACE CONVERSATION WITH THE CP DESIGNATED TEACHER (HEAD OR LEADERSHIP TEAM MEMBER) MUST BE HAD AS SOON AS YOU HAVE A CONCERN. Names and pictures of these people are posted around the school and at the end of this policy.**

The following must be recorded:

- 1) Any concerns as they arise.
- 2) Marks on the pupil's body, using a body map.
- 3) Inappropriate behaviour.
- 4) Poor attendance (this will be picked up by attendance officer and SLT, but still raise your concern).
- 5) Details of conversations with parent and pupils about the concern (school meeting notes).
- 6) Each contact with or referral to another agency.

This should be kept as a running note in the pupil's confidential record (in Inclusion room). Other records, i.e. letters or case conference notes, which contain third party information, must

be kept confidential and secure.

### **ROLE OF THE DESIGNATED TEACHER:**

The designated teacher will be a senior member of staff. The Head teacher is the safeguarding lead and the Inclusion leader is the designated teacher. Duties include:

- 1) To undertake training in the recognition and investigation of child abuse.
- 2) To develop the knowledge of the procedures involved in reporting child abuse.
- 3) To make this knowledge available to school staff in individual consultation and in school-based training.
- 4) To liaise with appropriate school staff on ensuring the use of relevant curriculum material.
- 5) To manage the process of referring cases of abuse to social service.
- 6) To ensure the school is represented at relevant case conferences.
- 7) Be a contact point for agencies needing to contact the school about child protection issues.
- 8) Manage the Child Protection Register requirements.
- 9) Identify the need for support that any staff may have when involved in a serious abuse case. Having liaison with the Education Department's designated officer on how support can be offered.
- 10) For more detailed information read page 8 of Ealing's Child Protection Procedures.

### **ROLE OF THE INCLUSION ADMINISTRATOR**

The inclusion administrator is available to support the school in all issues relating to children's welfare. The inclusion administrator works with the designated teachers in liaising with outside agencies, arranging meetings and compiling reports for external agencies.

### **THE ROLE OF THE GOVERNORS**

Governors have a statutory responsibility to ensure the safeguarding of all children at Ravenor Primary School. These responsibilities include the need for all policies and procedures to exist and to be implemented in all parts of school life. (Child Protection, Safer Recruitment, First Aid, Physical Intervention, Drug and Substance Abuse, Health and Safety, Behaviour and Attendance, Prevent Duty). The named members of the Governing body **Mr. M Sanders and Mr. S Moss** are responsible both overseeing and reporting on Safeguarding and Child Protection.

Governors also have a responsibility to ensure the Health and Safety of staff (above policies plus Whistle Blowing, Managing Allegations against staff, Managing Stress, Safer Recruitment, Disciplinary Procedures, and Medical Capability Procedures).

### **The Role of All Staff/Adults**

All adults are made aware of their responsibility for safeguarding and CP, INCLUDING 'PLACE 2 BE' STAFF MEMBERS AND VOLUNTEERS. (See Appendix).

Posters/ leaflets/ advice are posted around the school and discussed individually with each adult. Induction procedures and materials for staff/volunteers/governors/work experience placements/ students have been implemented.

### **Support for Staff**

The abuse of children can evoke strong emotions in professionals, especially if they know the child well. Such feelings are natural and can affect staff personally. Staff may also have the responsibility for continuing daily contact with the child, and in some cases the parents. Support in the form of opportunity for staff to discuss their feelings can come from many places:

- 1) Colleagues, designated teacher, Headteacher.
- 2) The Education Department's designated officer is available for discussion or organisation of appropriate support.
- 3) Care first (0800 243 458).
- 4) Place2Be.
- 5) **TRAINING NEEDS**

All staff need to be familiar with the guidelines and know how to respond to child abuse concerns. The guidelines will be discussed regularly:

- 1) In team, staff and management meetings.
- 2) Formal training as part of training days.
- 3) CP courses, including online training.

### **PREVENTATIVE CHILD PROTECTION CURRICULUM**

To develop, within our pupils, an awareness of safety, maintain self discipline and self-esteem. Our PSHE curriculum includes components differentiated by age so they progressively learn the knowledge and skills needed to keep them safe. These include a range of topics:

- 1) Myself and family.
- 2) Safety in the home and road safety.
- 3) Health, relationships and sex education.
- 4) British Values.
- 5) Keeping safe online.
- 6) Resilience.
- 7) NSPCC annual workshops and assemblies (PANTS rule).
- 8) Charities – helping others.
- 9) Drugs/alcohol education.

These, and related issues, are integrated into the wider curriculum and topics appropriate to different key stages. In addition, the school will seek advice and training from the Borough's PSE inspectors.

### **IMPLEMENTATION AND REVIEW**

The implementation of the policy is the responsibility of the Governors and the designated teacher/s. The Governors for Keeping Children Safe in Education meet with the designated teacher/s termly and report to the FGB.

In the event of CP/Safeguarding concerns arising the designated teacher/s and Governors will meet to review the effectiveness of policies and procedures.

## **KEEPING CHILDREN SAFE IN EDUCATION (2018)**

The Head teacher and Chair of Governors have been trained in Safer Recruitment techniques. All adverts clearly state that children are safeguarded and all successful applicants are required to be DBS checked. All newly appointed staff are required to bring in qualifications, appropriate ID and evidence for DBS checks to take place and before taking up a placement at the school. The school has a Single Record Database in compliance with DCSF guidance.

Staff and governors have read and received a copy of Part 1 (and Part 2 for governors) from Keeping Children Safe in Education (2018). The NSPCC whistleblowing helpline information is made available to staff. If staff have a concern about a child and feel that it has not been addressed sufficiently by the school, they should call the **NSPCC whistleblowing helpline on 0800 028 0285**.

### **Enhanced DBS checks are carried out for volunteers working in the school and for governors.**

This policy will be available for parents/carers via the school website and on request from the admin office.

## **LOOKED AFTER CHILDREN**

The most common reason for children becoming looked after is as a result of abuse and/or neglect, therefore, these children are particularly vulnerable and all staff must be vigilant and share any concerns they may have with the CP designated person (Head or Leadership member on duty that day). The Inclusion coordinator is the lead person for looked after children at the school.

## **FEMALE GENITAL MUTILATION (FGM)**

FGM is the procedure involving partial or total removal of the external female genitalia or other injury to the female genital organs for non – medical reasons.

FGM is classified into four major types:

1. Clitoridectomy: partial or total removal of the clitoris (a small, sensitive and erectile part of the female genitals) and, in very rare cases, only the prepuce (the fold of skin surrounding the clitoris).
2. Excision: partial or total removal of the clitoris and the labia minora, with or without excision of the labia majora (the labia are 'the lips' that surround the vagina).
3. Infibulation: narrowing of the vaginal opening through the creation of a covering seal. The seal is formed by cutting and repositioning the inner, or outer, labia, with or without removal of the clitoris.
4. Other: all other harmful procedures to the female genitalia for non-medical purposes, e.g. pricking, piercing, incising, scraping and cauterizing the genital area.

FGM is Child Abuse and is recognised by the United Nations as a violation of the human rights of girls and women. It reflects deep-rooted inequality between the sexes, and constitutes an extreme form of discrimination against women. It is nearly always carried out on minors (between infancy and age 15) and is a violation of the rights of children. It is illegal in the UK and it is child abuse.

FGM is under reported in this country. Over 24,000 girls under the age of 15 years in England and Wales are at risk from undergoing FGM either in this country or abroad. The summer holiday's is the period when girls are mostly at risk of FGM. With your help we can identify those at risk and together we can protect girls from undergoing FGM.

FGM has no health benefits, and it harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and interferes with the natural functions of girls' and women's bodies.

Immediate complications can include severe pain, shock, haemorrhage (bleeding), tetanus or sepsis (bacterial infection), urine retention, open sores in the genital region and injury to nearby genital tissue.

There are many other possible long term consequences: recurrent bladder and urinary tract infections, cysts, infertility, an increased risk of childbirth complications and newborn death and a need for further surgery. For example, the FGM procedure that seals or narrows a vaginal opening (type 3 above) needs to be cut open later to allow for sexual intercourse and childbirth. Sometimes it is stitched again several times, including after childbirth, hence the woman goes through repeated opening and closing procedures, further increasing and repeated both immediate and long-term risks.

The communities in the UK that girls are most at risk of FGM include the Somali, Sudanese, Sierra Leone, Gambian, Liberian, Egyptian, Nigerian, Ethiopian and Eritrean communities. Non-African communities that practice FGM include Yemeni, Afghani, Kurdish, Indonesian, Malaysian and Pakistani Bohra Muslim communities.

FGM indicators may include:

- The girl may confide that she is to have a 'special procedure' which will make her a woman or talk of a ceremony taking place for her or other siblings. There may be talk of vaccinations or talk of absence from school. Girls are more at risk of FGM during school summer holidays.
- A girl or her family may talk about a long holiday to her country of origin or to a country, where the practice is prevalent. This is not enough on its own, but might be significant when added to other concerns.
- A mother or an older sibling had already undergone FGM.

There are many signs that FGM may have occurred:

- Prolonged absence from school with a noticeable change in behaviour on return.
- Finding it difficult to sit still and appears to be experiencing discomfort or pain.
- Spending a long time away from class for toilet breaks.
- Asking to be excused from PE or swimming.
- Suddenly visiting the school nurse/ welfare officer more frequently.
- A sudden change in dress.

School staff can play a key role in protecting girls from FGM. If you **think a girl** is at risk of FGM or that FGM may have taken place you **must report it immediately** as you would any other form of child abuse. **All staff have a specific legal duty to act on cases of FGM.**

- 1) You **must** inform your Child Protection teacher (Head or leadership member on duty).
- 2) A referral **must** be completed and sent to children's social care.

3) In urgent cases, you should contact children's social care or the police direct.

It is essential that the young person's parents **are not** spoken to before a referral is sent to children's social care.

It is now a specific legal duty to report **all known/reported cases of FGM to the Police** (this is where a girl has disclosed that she has been cut) **and any suspected cases** to Social Care (e.g. a girl may be anxious about travelling).

A full risk assessment will be conducted and any decision to contact the young person's parents will be made jointly by children's social care and the police. It is essential that all professionals within education are aware of this heinous crime and follow the above safeguarding procedures.

More information can be obtained from a number of places:

**Project Azure, Metropolitan Police**

Tel 020 71612888

**Dr Comfort Momoh (MBE) FGM Specialist**

Tel: 020 7188 6872

Mobile: 07956 542 576

E-mail: [comfort.momoh@gstt.nhs.uk](mailto:comfort.momoh@gstt.nhs.uk)

**FORWARD**

Tel: 020 89604000

E-mail: [naana@fowarduk.org.uk](mailto:naana@fowarduk.org.uk)

**Daughters of Eve**

Mobile: 07983 030 488 or 07961 797173

E-mail (via website): [www.dofeve.org/](http://www.dofeve.org/)

**IKWRO**

**Tel: 02092064607**

E-mail: [www.ikwro.org.uk](http://www.ikwro.org.uk)

**IF YOU ARE ACCUSED OF ABUSE AND YOU ARE A MEMBER OF STAFF/VOLUNTEER**

If an allegation is made against a member of staff or a volunteer – it is a requirement of the Working Together to Safeguard Children Guidance that the Local Authority Designated Officer (LADO) is informed within one working day and this procedure must be followed if any person has done any of the following -

- 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 towards children in a way that indicates he or she may not be suitable to work with children. (See page 46 of the protocol book.)

Safeguarding concerns about adults in school should be made directly to the designated safeguarding lead.

**PHYSICAL CONTACT WITH PUPILS**

It is unnecessary and unrealistic to suggest that teachers/TAs/SMSAs/other relevant school staff members should touch pupils only in emergencies. Particularly with younger pupils, touching them

is inevitable and can give welcome reassurance to the child. However, teachers/others must bear in mind that even perfectly innocent actions can sometimes be misconstrued. Children may find being touched uncomfortable or distressing for a variety of reasons. It is important for teachers to be sensitive to a child's reaction to physical contact and to act appropriately. It is also important not to touch pupils, however casually, in ways or on parts of the body that might be considered indecent. In general and for a whole set of reasons it is best to avoid touching pupils.

In extreme cases, which, while rare, do occur, a teacher might have to physically restrain a pupil to prevent him or her causing injury to him or herself, to others or property. In such instances, no more than the minimum necessary force should be used and the teacher should seek to avoid causing injury to the pupil. **See the Physical Intervention Policy.**

Employers and senior staff have a responsibility to ensure that professional behaviour applies to relationships between staff and pupils. That all members of staff are clear about what constitutes appropriate behaviour and professional boundaries, and that those boundaries are maintained with the sensitive support and supervision required. That is important in all schools, but residential institutions need to be particularly mindful of this responsibility, as do individuals in circumstances where there is one to one contact with pupils, for example in the teaching of music or in extra-curricular activities.

If you are a teacher and you are accused of physical/sexual abuse the Headteacher will speak to you about this and she will be following the information issued to schools. If a Headteacher is accused of or suspected of physical/sexual or any other type of abuse, a member of staff should contact the Chair of Governors who will know what to do with the allegation. Alternatively, you can contact the Ealing LADO.

### **Internet Safety (cross referenced to e-Safety Policy)**

Children at Ravenor are encouraged to use the internet as much as possible as part of the curriculum, but, at all times, in a safe way. Children will never be left unattended whilst online and staff must ensure that this does not happen. Any misuse, either by a teacher or child, should be reported to the Head Teacher or Leadership Team without delay.

The school's internet access is secured by Sophos and monitored by the ICT maintenance service provider. We have a safe use policy for ICT and all staff and pupils must adhere to the agreed Acceptable Use Policy.

All parents are aware that the school takes cyber-bullying very seriously and the children have assemblies on bullying, cyber and otherwise.

**Behaviour and Anti-bullying** Policies (also see PHSE policy for how/when children are taught about keeping themselves safe)

Good behaviour is essential in any community and at Ravenor we have high expectations for this. We have a behaviour policy which details the procedures we follow including rewards and sanctions available to staff. The emphasis is always on the positive. However we are aware that there are times when children have to be disciplined in order to maintain the safety and security of all. Please refer to our Behaviour Policy and Anti-bullying Policy for more information.

### **Photographing and Videoing**

Photographing and videoing of children is permitted only if written permission has been obtained from a parent/ carer. No photographs or videos are to be uploaded onto any social networking sites and parents are reminded of this at each event. Parents are asked not to use mobile phones on the school site. Staff should not be using their own personal devices to photograph or video children in school.

## **Radicalisation**

The school sees protection from radicalisation and extremist narratives as a safeguarding issue. Young children can exhibit signs of extremism, and there is a growing awareness of the dangers of exploitation and grooming of children by extremist groups. The Prevent Duty document issued by the DfE in June 2015 offers advice to schools, and training on how to detect and prevent radicalisation was mandatory from September 2015. WRAP (Workshop to Raise Awareness of Prevent) Training is provided for all staff and new staff members are inducted on all aspects of safeguarding. This training is revisited regularly through further whole staff training and via the Prevent Strategy E-training which is available online.

**Please refer to the Prevent Strategy and training documents and follow the usual Safeguarding procedures if you have any concerns about a child.**

- Tell the designated safeguarding teacher your concern as soon as possible.

Useful links

### **Prevent Strategy-**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/97976/prevent-strategy-review.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf)

### **Prevent Duty for Schools -**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439598/prevent-duty-departmental-advice-v6.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf)

### **Revised Prevent duty guidance: for England and Wales –**

<https://www.gov.uk/government/publications/prevent-duty-guidance>

### **Prevent E-learning Training –**

<https://www.elearning.prevent.homeoffice.gov.uk/>

## **Whistleblowing**

If members of staff have any concerns about people working, paid or unpaid, they have a professional duty to inform the Head Teacher accordingly. If their concern relates to the Head Teacher, the matter should be reported to the Chair of Governors. This can be done in writing or verbally but staff should be prepared to discuss issues in the confidence that any such matter will be dealt with sensitively and with the necessary degree of confidentiality. Please refer to our whistleblowing policy for more information.

## **Legal training expectations**

We will follow everything in the protocol book.

## **Role and statutory responsibility of Governors**

They will follow everything in the protocol book.

The AIM of all the above is to keep children safe. As individuals working in school that MUST BE our first responsibility.

## **Safer recruitment procedures**

Ravenor Primary school fully adheres to the statutory requirements of the Department for Education when recruiting staff. A minimum of one member of the recruitment panel will have completed the Safer Recruitment training. All appropriate vetting and barring checks are completed prior to the commencement of employment and details are recorded on the school's single central record.

## **Visitors to the school and volunteers/contractors working in school**

All visitors are required to provide photographic ID; DBS details and sign in using the school's electronic inventory system. They are issued with a visitor badge which they must prominently

display at all times. In addition, all supply staff and volunteers receive induction information, which includes information and guidance on safeguarding.

### **School Safe Scheme**

The Ealing School Safe Scheme is a local scheme which provides a paid communication response in the event of an emergency or perceived potential risk to children in local schools. The aim is to protect children from public danger by informing the police and other schools in the locality of possible problems, particularly when there are reports of children being approached by strangers. Reports of incidents are emailed to Dawn Marshall and the main school admin address. Dawn alerts members of the SLT and the Safeguarding lead, and depending on the information, a decision is made as to what to do next.

### **Children are kept safe by:**

- **Having a single central record of all DBS checks**, including volunteers, students and adults on work experience (except those exempt who are exempt and this will be checked).
- **Following safer recruitment procedures** and seeing original documentation.
- **Keeping the site secure at all times** and procedures in place in the event of a stranger on site including an emergency are known to all staff.
- **The main gate only being open for the minimum amount of time** to allow entry and exit at the beginning and end of the school day. Access during the school day is controlled by the admin team and visitors have to report to the office.
- **Delivery men and women and contractors are supervised** the entire time that they are on site by a member of staff or by a member of the Mitie staff.
- **Two members of staff are present on both main gates to the playground each morning.**
- **Nursery and Reception having a system of knowing a named parent or carer** before a child can be handed over.
- **Daily risk assessments and morning checks** by the facilities management site member (Mitie).
- **Daily risk assessments in the EYFS outdoor areas.**
- **Annual risk assessments** of all learning spaces and outdoor spaces and equipment used by children.
- **Members of staff** on duty at the start of the school day and nominal supervision to oversee safety at the end of the day. Children who are not collected by an adult from their teacher at the end of the day are taken to the KS1 library and signed in to the late book, where parents are contacted.
- **CCTV cameras focused on the key areas of hazard** and these being viewed at the appropriate times.
- **The SEND and Child Protection Governors are kept informed** about everything in this policy and the expectation that either (or both) will have an input at the time of updating the policy.
- **Confidential records on vulnerable children** and those being monitored for child protection as a result of a disclosure are kept in a locked cabinet accessed by the Inclusion leader, officer and administrator. Members of staff are informed where necessary, so that they can be vigilant.
- **The Headteacher, deputy head, a governor, and the school business manager have attended Safer Recruitment training.**
- **Having robust** procedures for administering medication, fire evacuation and emergency procedures.
- **First Aid and Pediatric trained staff** update their training.

- **Parent/carer/family movements in the school for events** are carefully and respectively controlled.
- **The NSPCC PANTS programme. NSPCC workshops** take place annually across the school.
- **Individual risk assessments and care plans** for children with specific needs as when appropriate.
- **Moving around the school** agreements are established at the beginning of the year with children and staff. Children are not permitted to move up and down the stairs unless accompanied by an adult.
- **Regular fire drills** and feedback to staff and children to keep improving the system.
- **Carrying out risk assessments** for all educational visits, learning and play spaces and play equipment.
- **Risk assessment and careful planning for off site visits and residential.**

**Multi-agency guidelines on FGM for those with statutory duties to safeguard children and vulnerable adults.**

This multi-agency guidance on female genital mutilation (FGM) should be read and followed by all persons and bodies in England and Wales who are under statutory duties to safeguard and promote the welfare of children and vulnerable adults. It replaces [female genital mutilation: guidelines to protect children and women \(2014\)](#).

# APPENDIX 1

## PUPILS THAT DISAPPEAR FROM SCHOOL

### **Summary of Procedures for School and ESW Service - Education and Welfare Issues**

#### **MISSING CHILDREN**

A child going missing from education is a potential indicator of abuse or neglect. See the procedures below:

- 1) If a parent advises school that the pupil is moving to another school or a different area then:
    1. Ask parent for name and address of new school and planned start date. Obtain pupil's new address if school details not available.
    2. Ring and ask new school if they can confirm the transfer. If they can follow normal procedures for transferring education records. (DfE circular 0015/2000 details the regulations now in force).
    3. If new school cannot confirm pupil transfer, then ask your ESW to try to contact the family. If successful, the ESW will then ring and confirm details with new school or treat case as non-attendance if the pupil is still at their old address. They will advise school of the outcome.
    4. If ESW cannot contact the family, they will try to trace them using information sought from a variety of sources:
      - Neighbors
      - Housing records
      - Other LEAs
      - Council Tax
      - Social Services
      - Information school gathers from other parents and support staff

If successful, the ESW will pass the details to new LEA, the ESW Service and existing school.
  - 5; If no form of contact can be found, the ESW will confirm they should be removed from roll and ask the school to pass details to Social Services as (a) either a pupil who has disappeared, but there are no known welfare concerns or (b) as a case where the school is concerned for the pupil's welfare. (In such cases, a school may refer as soon as they are aware that the pupil is missing.)
- 2) If a pupil 'disappears' from roll and there is no preceding notice from the parent (Including Nursery and Reception pupils):  
**As per the Reasonable Enquiry Form found on the EGFL CME page**  
<https://www.egfl.org.uk/services-children/children-missing-education-cme>

**Day 1:**

- Assessment of vulnerability.
- First day calling to the parent and other contacts to establish the cause of absence and when the child is likely to return.
- Email the parents if you have an email address.
- Seek information from staff (class teacher, other staff who may have had contact with the pupil), pupils, other parents and other schools if pupil has siblings attending other schools, to try and determine the family circumstances as they may know, for example, if the family were intending to move or go on holiday
- Where concerns exist and there is no reasonable explanation or contact, escalate to a higher level to the Head or the designated CP Lead.
- All children with an unauthorised absence who are looked after by the Local Authority or are currently open to Children's Social Care, should be referred to the school's CP Lead.

**Day 3:**

- Send a letter and email again on the third day of absence if still unable to contact the family by phone and they have not responded to messages left.

**Day 10:**

If no response to letters, phone messages or emails within a week, the school must notify the Local Authority School Attendance Service and copy CME, providing a copy of the Reasonable Enquiry Form, who will then make further checks:

- Primary Schools by referring to their School Attendance Service Worker- who will conduct a home visit if required.

If the family are thought to be abroad or have not returned from leave, then a letter should be sent to the 'Occupant' at the last known address which may elicit further information.

Reasonable Enquiry Forms will be updated and passed to the CME Officer who will undertake further checks.

**Day 20:**

After all reasonable checks have been conducted, matters may be resolved or sufficient information gathered to consider removing the child from the school roll. While it is the school's decision to remove a pupil from their school roll, they must indicate which of the fifteen legal reasons under the Education (Pupil Registration) (England) Regulations 2006 the pupil is being removed from the school roll.

Once removal from roll, the School Administrator must upload the child's CTF on the S2S database entering XXXXXXXX into the destination field (pupils with no known destination) so any new school will be able to make contact.

Letter to be sent to last known address informing that pupil is being removed from the school roll and Children Missing Education have been notified at the Local Authority.

Keep a copy of the letter in the pupil file.

## Appendix 2

### TWELVE TIPS ON TALKING TO CHILDREN WHO HAVE BEEN SEXUALLY ABUSED.

1. Believe them and tell them that you believe them. The abuser will have told them that no-one will believe them.
2. If you feel shock and disbelief don't let the child think that means that you can't hear what they are telling you.
3. Say, 'You were right to tell me'. The abuser may have frightened them into keeping silent.
4. Tell the child that the abuse was not her/his fault. The abuser may have made them feel responsible.
5. The child may love the abuser but hate the abuse. Tell the child that the abuser was 'wrong' rather than 'bad'.
6. Tell the child you will try to help them stop the abuse.
7. Don't agree to keep the sexual abuse a secret. Don't promise things you can't do. Do reassure the child that you will do all that you can.
8. Tell them whom you will be telling or why.
9. Don't say things like, 'Are you sure?', 'Why didn't you tell me before?' or 'I don't believe it'.
10. If the child tells you and you are surprised, don't rush away to inform other people. Control your panic and spend time with the child until you have reassured her/him and informed the child of your actions. You will need support, but at this stage this is not as important as the support that the child needs.
11. Make sure that the child knows that your anger is with the abuser and not with them.
12. Don't necessarily believe the child if she/he later retracts the allegation. This is because of the hurt, confusion and panic that they are now feeling.

### Appendix 3

# Do you have **safeguarding** concerns about a child?

#### **If you have concerns about a child:**

- Tell **Elaine Berkeley** (Inclusion Manager)
- If **EB** is unavailable please speak to **Leonie Lobo** (Head Teacher)
- If both are unavailable please speak to the Leadership Team member on duty that day (**Leah Wright** (Deputy Head Teacher), **Parmjeet Dhami** or **Karen Harrison** (Assistant Head Teachers).
- In the unlikely event that these people are unavailable, one person will always be nominated to be in charge of the school - please [speak to that person face to face on that day](#) (see the week and day ahead for who the nominated person is).

**Thank you for your continued support with these important issues.**

## Appendix 4

# Safeguarding

A child has the right to receive appropriate medical attention. If a parent/carer does not facilitate this medical care it is a child protection issue because it constitutes neglect.

For example, if a child comes to school with an ear infection, which you notice because the ear is weeping, this means that there is an infection and a doctor's opinion is needed.

Another example would be if a child has bad teeth due to the lack of visits to a dentist and poor dental hygiene.

Children should be clean, washed and in appropriate clothing e.g. have clothes appropriate to the season. If you have children in your care who do not present in this way this is also neglect and, as a school, we have a legal responsibility to act.

**Please refer any cases to Leonie or myself.**

**Thank you**

**Elaine Berkeley**

## Appendix 5

# Do you have **safeguarding** concerns about a child?

If you have safeguarding concerns about a child whilst in your care during after school club please seek the advice of the following individuals and organisation:

- **Leonie Lobo** (Head Teacher)
  
- **Elaine Berkeley** (Inclusion Manager)

In the unlikely event that you are unable to contact the above please call the organisation below directly:

- **Ealing Children's Integrated Response Service (ECIRS) 0208 825 8000**
  - Provide the date of birth of the child
  - Address of the child
  - Ask for advice from a Social Worker on duty
  - Inform LL

**Thank you for your continued support with these important issues.**