SAFEGUARDING AND CHILD PROTECTION POLICY

St Mark’s Primary School fully recognises its responsibilities for child protection.

Our policy applies to all staff, governors and volunteers working in the school.

Introduction
All children have a right to be completely secure and protected from both the fear and reality of abuse and to grow, thrive and develop their full potential within safe and secure environments. St Mark’s Primary School fully recognises its responsibilities for safeguarding children and is committed to protecting all the children in our care from any form of abuse.

Definitions
Safeguarding describes the processes, guidance and actions taken to promote the welfare and safety of children in our school and has a focus on preventative measures such as risk assessments, safer recruitment practices, school security including the supervision of visitors and the raising awareness of among the learners in ways which enable them to help keep themselves and others safe. The school is aware of the impact on children, of families experiencing multiple needs: domestic violence, drugs and alcohol, mental health and that it may constitute child abuse. Child Protection describes the necessary actions and statutory procedures which must be taken where a member of staff has concerns that a child is being or is vulnerable to abuse.

Aims
- To provide all staff with the necessary information to enable them to meet their child protection responsibilities.
- To ensure consistent good practice.
- To establish a safe and secure environment in which children can thrive, learn and develop

The four main elements to our policy are to:
1. Ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with children
2. Thorough staff training, of child protection issues and equip children with the skills needed to keep them safe
3. Develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse
4. Support pupils who have been abused in accordance with the agreed child protection plan
Safeguarding legislation and guidance

- The **Teacher Standards 2012** state that teachers, including headteachers, should safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties.

- The statutory guidance **Working Together to Safeguard Children 2015** covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of children. It also provides the framework for DSCBs to monitor the effectiveness of local services, including safeguarding arrangements in schools.

- The statutory guidance **Keeping Children Safe in Education updated 2018** is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2015. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children.

- All staff and Governors must read Part One of this guidance and Annex A. All staff have been given a copy of this document.

- **What to do if you’re worried a child is being abused 2015 - advice for practitioners** is non-statutory advice which helps practitioners (everyone who works with children) to identify abuse and neglect and take appropriate action.

  In the UK, more than 50,000 children are annually subject to a child protection plan. Research suggests that one child a week dies from abuse and one child in six is exposed to violence in the home. The prevalence of neglect continues to be a major concern and online abuse is increasing. The sexual exploitation of children is a growing problem and disabled children are three times more likely to be abused and neglected. Due to their day-to-day contact with pupils, school staff are uniquely placed to observe changes in children’s behaviour and the outward signs of abuse. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that all school staff are alert to the signs of abuse and understand the procedures for reporting their concerns. The school will always act on identified concerns.

**We will follow the procedures set out by the Ealing Safeguarding Children Board (ESCB) and take account of guidance issued by the DfE to:**

- Ensure we have a designated senior person for child protection who has received appropriate training and support for this role;
- Ensure we have a nominated governor responsible for child protection;
- Ensure every member of staff (including temporary and supply staff and volunteers) and the governing body knows the name of the designated senior person responsible for child protection and their role;
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection;
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by publishing this policy on the school website;
- Notify Ealing Children’s Integrated Response (ECIRS) if there is an unexplained absence of a pupil who is on the child protection register;
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at case conferences;
- Keep written records of concerns about children, even where there is no need to refer the matter immediately;
- Ensure all records are kept securely, separate from the main pupil file, and in locked locations;
Ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately

**Children Missing Education**

On the first day of absence the school will contact parents if we have not been informed of a reason for absence. This will continue each day. During this period reasonable enquiries will be made to ascertain the whereabouts of the child. This includes working in partnership with the Education Social Work team, who will visit the last known address, talk to neighbours or family members, liaise with other local authorities, contact any agencies known to be involved with the family and Social care where appropriate. If there are concerns about a child’s safety a referral is made to ECIRS or the police.

**Prevent Duty**

In line with ‘Keeping Children Safe in Education’ and ‘The Prevent Duty 2015’ the school must have due regard to prevent pupils from being drawn into terrorism. The school will endeavour to:

- Identify pupils who may be at risk of radicalisation
- Build pupils’ resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views
- Give pupils opportunities to discuss controversial and sensitive issues in order for pupils to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing.
- Staff should be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views.
- Staff will be trained in the Prevent Duty

**Further information on Preventing Radicalisation** has been included in *Keeping Children Safe in Education* in line with:

- **Revised Prevent Duty Guidance: for England and Wales**, published in March 2015 as part as the UK’s Counter Terrorism strategy. (p.10-15 for schools, registered childcare providers and further education).
- **The Prevent Duty**, Departmental advice for schools and childcare providers, published in June 2015. This non-statutory departmental advice is for governing bodies, Headteachers / Principals, Designated Safeguarding Leads and school staff. The document clarifies what the prevent duty means for schools and what actions are necessary to demonstrate compliance with the duty. It also provides sources of information, advice and support.

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**Female Genital Mutilation**

If there is an indication that the child or young person is at risk of FGM or has undergone FGM, or she has expressed fears of reprisals or violence, the information must be shared with both the police and children’s social care. These indicators may include a girl talking about being taken ‘home’ to visit family, an older female relative visiting the UK, or a special occasion to ‘become a woman’

Staff should:

- talk about FGM in a professional and sensitive manner
- explain that FGM is illegal in the UK and that they will be protected by the law.
- recognise and respect their wishes where possible, but child welfare must be paramount. FGM is child abuse and against the law. If a member of staff believes that the girl is at risk of FGM, or has already undergone FGM, the police and ECIRS must be informed even if this is against the girl’s wishes. If you do take action against the student’s wishes, you must inform them of the reasons why.
- activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with the police and children’s or adults’ social care.

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• ensure that the girl is informed of the long-term health consequences of FGM to encourage her to seek and accept medical assistance.
• liaise with the designated teacher with responsibility for safeguarding children.
• refer the student, with their consent, to appropriate medical help, counselling and local and national support groups
• ensure that safeguarding and protection is considered for any female family members.

Breast Ironing
Breast ironing, also known as breast flattening, is the pounding and massaging of a pubescent girl’s breasts using hard or heated objects to try to stop them developing, or to make them disappear entirely.

Breast ironing is typically carried out by the girl’s mother with the belief that she is:
• protecting her daughter from sexual harassment and/or rape;
• preventing the risk of early pregnancy, which would tarnish the family name;
• preventing her daughter from being forced into marriage, so she will have the opportunity to continue with her education.

This practice has been documented primarily in Cameroon, but is also practiced in Guinea-Bissau, Chad, Togo, Benin and Guinea.

While it is estimated that 3.8 million young women are vulnerable to breast ironing on a global scale, approx. one thousand 9 – 15 year old girls are currently thought to be at risk in the UK. According to the UN, 58% of perpetrators will be the victims’ mother.

Breast ironing is extremely painful and can cause damage to the tissue. Other possible health implications include breast infections, the formation of abscesses, malformed breasts or the eradication of one or both breasts. The practice ranges widely in its severity, from using heated leaves to press and massage the breasts, through to using a scalding grinding stone to crush the budding gland. Due to the range of this activity, the short and long term health consequences for these young women vary from limited to significant.

While there is no specific law within the UK around Breast Ironing, it is a form of physical abuse. If professionals are concerned that a child may be at risk of, or is suffering, significant harm, they must follow the procedures.

Honour based violence
Honour based violence is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture. For example, honour based violence might be committed against people who:
• become involved with a boyfriend or girlfriend from a different culture or religion
• want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture

Crimes of ‘honour’ do not always include violence. Crimes committed in the name of ‘honour’ might include:
- domestic abuse
- threats of violence
- sexual or psychological abuse
- forced marriage
- being held against your will or taken somewhere you don’t want to go
- assault

Indicators of Honour based violence
- Broken communication between victim and friends
- Absence from education/the workplace
- Criticism of the victim for ‘western’ adoption of dress/make-up
- Restrictions in leaving the house or being accompanied outside the home

School staff need to ensure that any discussion is recorded from pupils that may indicate a crime of ‘honour’ is being committed and report it immediately to the Designated CP lead.

Fabricated or induced illness

FII in children is a difficult and complex subject but schools can play a key role in recognising concerns that may relate to this rare form of child abuse. Fabricated/induced illness occurs when a child is presented for medical attention with signs or symptoms which have been fabricated or induced by the child’s carer. FII is a spectrum of disorders rather than a single entity. At one end less extreme behaviours include a genuine belief that the child is ill. At the other end the behaviour of carers includes them deliberately inducing symptoms by administering drugs, intentional suffocation, overdosing, tampering with medical equipment, and falsifying test results and observational charts. Most of these symptoms will not be visible within the school setting but it is sensible to be aware of signs in case a child or another family member raises these issues.

The signs and indicators of FII can be ambiguous and may be attributed to other problems in the child’s family that you may be aware of. School staff are particularly well-placed to notice outward signs of harm or to observe if a child is repeatedly unwell for no apparent reason. Or, a discrepancy may occur when parents give a description of a child’s ill health which does not accord with your observation and knowledge of the child in the school setting.

The following factors may alert you to the possibility of FII:
- Frequent and unexplained absences from school, and from particular lessons/activities.
- Regular absences to keep a doctor’s or a hospital appointment, where no reason has been there has been given.
- Regular failures to keep medical and other health related appointments e.g. opticians, physiotherapists.
- Refusal of permission for school medicals and/or other school based health related checks (e.g. hearing).
- Repeated claims by the parent/s that a child is frequently unwell and requires medical attention for symptoms which are vague, difficult to diagnose and which have not, of themselves ever been noticed by staff. Examples might be headaches, tummy aches, dizzy spells, frequent visits to opticians, dentists or referrals for second opinions.
- Frequent illness, treatments or ailments not consistent, or considered to be excessive, in relation to a child’s disability.
- The child may disclose ill treatment by carers to staff or complain about frequent doctor’s visits.

Carers, siblings and the child may present conflicting stories about illnesses and deaths in the family.
Where siblings are in the same school, concerns should be discussed with the relevant staff to establish if similar patterns apply to all children in the family. This should be done by the designated safeguarding lead in the school.

- The child’s supposed symptoms are only mentioned when the parent is present.
- The parent/carer appears to have an unusually high level of knowledge about medical matters.
- Documents or other sources indicate that the parent/carer has changed doctors frequently, and/or has visited different hospitals for her child's treatment.
- Schools should collate a record of absences and, where known, the reasons given by the carer for the absence. They should also record any discussions with the child, including verbatim comments. The date, time, place and the names of any people present at the time should be recorded. This should be included in the referral made to CSC. The school nurse can also help with providing evidence of concerns, if she has been involved.
- Staff should not advise parents/carers about the suspicion of fabricated illness as there is evidence that this can increase the harm and it may also damage evidence. The designated safeguarding lead should discuss with Social Care what the parent/carers will be told, by whom and when.

**Child Trafficking**

This is a form of abuse and should be referred to the Safeguarding lead within the school. It can be difficult to identity a trafficked child, but the following are possible indicators:

- children have no documents when registering with school (birth certificate or passport)
- it is unclear who the child lives with or the relationship between the child and carer is unclear
- the adult speaks for the child
- children look intimidated and behave in a way that does not correspond with behaviour typical of children their age
- children and young people being overly tired in school
- children disclosing exploitation, for example being made to do excessive household work or being forced to commit crime
- not being registered with a school or a GP practice, or appearing to change school and GP frequently
- symptoms of STIs or pregnancy, signs of sexual or physical assault, poor dental health
- poor school attendance with no or vague explanation/s given for absences
- receiving repeated unexplained or unidentified phone calls
- seen entering or leaving vehicles driven by unknown adults
- possesses money or goods not accounted for
- having a history with gaps and unexplained moves or going missing for periods
- having what appears to be a prepared story, which lacks credibility. In general terms they may show indicators of extreme psychological distress including flashbacks, lack of concentration, anxiety, social aggression or withdrawal, finding it difficult to relate to others in the school setting.

**Forced Marriage**

is when someone faces physical pressure to marry (e.g. threats, physical or sexual violence) or emotional and psychological pressure (e.g. being made to feel they are bringing shame on the family). Forced marriage should not be confused with an arranged marriage, which is where the families of both spouses take a leading role in choosing the marriage partner but the choice whether or not to accept the arrangement remains with the young people.

Recognising possible signs and indicators

- Truancy, running away, absence and persistent unexplained or suspicious absence.
- Request for extended leave of absence and failure to return from visits to country of origin.
- Fear about forthcoming school holidays.
- Surveillance by siblings or cousins at school.
• Decline in behaviour, engagement, performance or punctuality
• Anxiety, depression, low self-esteem, self-harming, self-cutting or eating disorders, substance misuse, isolation, attempted suicide.
• Being withdrawn from school by those with parental responsibility
• Not allowed to attend extracurricular activities.
• Sudden announcement of engagement to a stranger.

Peer on Peer abuse
All staff should be aware that children are capable of abusing their peers and that the school will not tolerate any form of verbal, emotional, physical or cyber abuse. The school has a clear behaviour policy which sets out the types of behaviours that are unacceptable and the consequences of that behaviour. The school will not tolerate any peer on peer abuse that is sexually explicit including ‘sexting’. The PSHE curriculum at St Mark’s supports children in knowing how to keep safe and how to report behaviour that is unacceptable.

Child Sexual Exploitation
Child sexual exploitation (CSE) is a type of sexual abuse. Children in exploitative situations and relationships receive something such as gifts, money or affection as a result of performing sexual activities or others performing sexual activities on them. Children or young people may be tricked into believing they're in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed online. Some children and young people are trafficked into or within the UK for the purpose of sexual exploitation. Sexual exploitation can be very difficult to identify. Warning signs can easily be mistaken for 'normal' teenage behaviour. It is important to note that although most children affected by CSE are older, school staff should still be alert to the signs. Sexual exploitation can be very difficult to identify. Warning signs can easily be mistaken for 'normal' teenage behaviour.

Young people who are being sexually exploited may:
• go missing from home, care or education.
• be involved in abusive relationships, intimidated and fearful of certain people or situations
• hang out with groups of older people, or antisocial groups, or with other vulnerable peers
• associate with other young people involved in sexual exploitation
• get involved in gangs, gang fights, gang membership
• have older boyfriends or girlfriends
• spend time at places of concern, such as hotels or known brothels
• not know where they are, because they have been moved around the country
• be involved in petty crime such as shoplifting
• have unexplained physical injuries
• have a changed physical appearance, for example lost weight.
• They may also show signs of sexual abuse or grooming.

Private fostering
Under certain conditions, a child might be cared for, as part of a private arrangement, by someone who is not their parent or a ‘close relative’. This constitutes private fostering when the following conditions are met:
• a child is under 16 years of age – 18 if they have a disability
• the arrangement is for 28 days or longer
• the child’s new carer does not have parental responsibility for the child and is not a close relative.

Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of
full blood, half blood or marriage/affinity).
By law parents and carers must notify the local authority of private fostering arrangements to safeguard and protect the child’s welfare as well as ensuring the child, carer and parent are receiving appropriate support and help.
As a school, if we do become aware that a child or young person is being privately fostered, we will inform the carer/parent of their legal duty to notify Ealing Children’s Integrated Response Service, we will follow this up by contacting ECIRS directly.

**Organisation**
All staff are trained to be vigilant in cases of suspected child abuse in order to recognise the signs and symptoms. The procedures attached to this policy will identify to which members of staff concerns should be reported. The procedures will also indicate local systems so that information is effectively passed on to relevant professionals in the police and ECIRS.

**The role of the Headteacher**
- To promote child protection and safeguarding as a priority.
- To support the designated safeguarding lead in logging and reporting child protection concerns, ensuring they are able to attend conferences and core group meetings, or to do these things directly if the Headteacher is the designated safeguarding lead.
- To support the governing body in their child protection and safeguarding role.
- To ensure all recruitment is carried out following the safer recruitment procedures.
- To ensure the single central record is maintained and up to date.
- To ensure all new staff and volunteers are informed about the school’s safeguarding and child protection policy during their induction.
- To ensure all staff and governors receive approved external training every two years and the designated child protection officer/s update their training at least every two years.

**The role of the designated safeguarding lead (other than the Headteacher) or Headteacher if s/he is the designated safeguarding lead**
- To raise the awareness of both teaching, support staff and student teachers, of the need for child protection and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children thought to be at risk.
- To emphasise the need for good levels of communication between all staff.
- To develop a structured internal procedure to be followed by all members of the school community in cases of suspected abuse.
- To promote understanding and build relationships with other agencies in order to work together more effectively.
- To work with the PSHE co-ordinator to promote children’s personal, social and health development in ways which foster security, confidence and independence and to work with the ICT co-ordinator to promote e-safety.
- To develop a network of support which would be made known to staff or parents, eg: details of parent support groups, parent networks, relevant telephone numbers.
- To report cases to Ealing Children’s Integrated Response Service(ECIRS) and monitor the pastoral files, at least termly.

**The Role of the Governing Body**
- To have a named governor responsible for looked after children and children subject to a child protection plan.
- To ensure an annual safeguarding report is completed and submitted to the full governing body before being copied to the designated local authority officer.
To make at least one focus visit per year to audit child protection procedures.
To track child protection data presented at termly governing body meetings.
To review the child protection policy annually.

**Reporting Arrangements for Child Abuse Concerns**

1. All concerns should be reported to the designated safeguarding lead
2. Concerns will be discussed with relevant staff who may have additional information to pool, as soon as is appropriate.
3. Staff will be released and covered if they need to attend internal or external child protection meetings.
4. Staff meeting time will be allocated annually to ensure teaching and support staff are
   - aware of who to talk to,
   - confident about reporting concerns,
   - skilled in identifying concerns.
5. New staff will be inducted on the school’s policy and procedures, within two weeks of joining the staff.
6. Referrals to outside agencies will be made by the designated teachers.
7. All staff may raise concerns directly with Children’s Social Care services.
8. Concerns about adults in the school should be made directly to the Headteacher

**Recording and Monitoring Concerns**

Good records can be the basis of valuable contributions to child protection conferences and court cases, helping to ensure that sound decisions are made.

Records will be kept and logged in pastoral files, when there is concern in school over:

- marks on child’s body
- unusual/different behaviour (including academic functioning)
- mood changes
- puzzling statements or stories from the child
- information from others

All teachers will be responsible for recording concerns from their own observations or from information given to them by other school staff or other LA staff who are in regular contact with the child such as the Educational Social Worker (ESW) or the psychologist.

Pastoral folders will be kept secure and used to record data which will be dated and signed by the teacher. The Headteacher will review them regularly to monitor cases and thresholds.

**Confidentiality**

Pupils and their families are entitled to confidentiality, but school staff have a duty to pass on confidential information if a pupil is at risk. Pastoral folders should be stored where they cannot be read by unauthorised persons. Under the Data Protection Act, parents have a right to see all notes, unless the content could jeopardise a child’s safety.

**Training and Support**

- All staff and governors will receive approved external training every two years and the designated teachers will update their training at least every two years.
- All staff and volunteers will be inducted internally about the school’s child protection procedures during their first week.
- Staff will be sent on appropriate courses run by Ealing Safeguarding Children Board.
- All staff will receive annual updates and briefings at the beginning of the autumn term.
- Emotional support for staff involved in difficult cases will be provided by a designated safeguarding
lead and peers will be encouraged to provide a support network. When necessary, LA support will be requested.

**Working with Children**

**The Curriculum**
Through the curriculum we aim to promote ‘the safe child’

- A safe child is valued, is self-confident, has self-esteem, and has the skills and knowledge to protect themselves. A safe child knows that they have the right to be safe, knows that they have rights over their own body, knows that it’s OK to say no and knows how to be respectfully assertive.
- A safe child understands: the difference between good and bad secrets, what might be a potentially dangerous situation, who can help or be trusted, the difference between appropriate and inappropriate touches
- A safe child is able to: trust, recognise and express their feelings, solve problems, make judgments, make decisions, and be assertive

Opportunities are offered to our children during class discussion, through our development of the Social and Emotional Aspects of Learning, engaging in activities with linked visitors representing agencies such as the Police and charities such as the (National Society for the Protection of Children) NSPCC. There are a range of opportunities for children to talk freely to adults in the school through encouragement to discuss issues at school assemblies, via school council meetings and an open approach to discussing issues with staff.

**Children with Special Educational Needs or Disability**
The school recognises that for a variety of reasons, children with additional needs face an increased risk of abuse and neglect; therefore adults are expected to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other pupils.

The school will provide an environment in which pupils with special educational needs or disabilities feel confident and able to discuss their concerns. Whenever possible, pupils will be given the chance to express themselves to a member of staff with appropriate communication skills. The Designated Safeguarding Lead will work with the Special Educational Needs Co-ordinator to identify pupils with particular communication needs.

**Looked After Children**
The designated teacher responsible for promoting the educational achievement of children who are looked after is Carly Lander, Inclusion Lead.

**E-Safety**
Pupils have an entitlement to safe Internet access at all times. The school has high level filters in place and monitoring systems to protect learners from harmful online material. The requirement for pupils to use the Internet and related communications technologies appropriately and safely is also addressed as part of our ICT and e-safety policy.

The use of these exciting and innovative tools in school and at home has been shown to raise educational standards and promote pupil achievement. However, the use of these new technologies can put young people at risk within and outside the school. Some of the dangers they may face include:

- Access to illegal, harmful or inappropriate images or other content
- Unauthorised access to, loss of or sharing of personal information
- The risk of being subject to ‘grooming’ by those with whom they make contact on the Internet
• The sharing/distribution of personal images without an individual’s consent or knowledge
• Inappropriate communication/contact with others, including strangers
• Cyber-bullying
• Access to unsuitable video/Internet games
• The potential for excessive use which may impact on the social and emotional development and learning of the young person

Working with Parents
It is our desire to work in partnership with all parents. The welfare of children is paramount, however, and it is the school’s duty to safeguard all children. When working with parents, staff will need to have a non-judgmental attitude, respect confidentiality, recognise feelings of guilt, shame, betrayal and anger, and in appropriate circumstances recognise their duty to contact ECIRS before discussing events with parents.
This policy will be available to download from the school website: www.st-marks.ealing.sch.uk Paper copies are available on request from the school office.

Safer Recruitment
Safer recruitment means that applicants will:

• complete an application form which includes their employment history and explains any gaps in that history
• provide two referees, including at least one who can comment on the applicant’s suitability to work with children
• provide evidence of identity and qualifications
• if offered employment, be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role. This will include an enhanced DBS check and a barred list check for those engaged in Regulated Activity.
• if offered employment, provide evidence of their right to work in the UK
• be interviewed, if shortlisted.

The school will also:
• verify the preferred candidate’s mental and physical fitness to carry out their work responsibilities
• obtain references for all shortlisted candidates, including internal candidates
• carry out additional or alternative checks for applicants who have lived or worked outside the UK
• ensure that applicants for teaching posts are not subject to a prohibition order issued by the Secretary of State

At least one member of each recruitment panel will have attended safer recruitment training.

All new members of staff will undergo an induction that includes familiarisation with the school’s safeguarding and child protection policy, safer working practices and identification of their child protection training needs.

All staff are made aware of the disqualification and disqualification by association legislation.

The school obtains written confirmation from supply agencies or third party organisations that agency staff or other individuals who may work in the school have been appropriately checked.

Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.
The school maintains a single central record of recruitment checks undertaken.

**Regulated Activity**
Schools are ‘specified places’ which means that the majority of staff and volunteers will be engaged in regulated activity. A fuller explanation of regulated activity can be found in Keeping Children Safe in Education (2015) part three.

**Volunteers**
Volunteers, including governors, will undergo checks commensurate with their work in the school and contact with pupils. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised or be allowed to engage in regulated activity.

**DBS Checks for Volunteers and Governors**
Volunteer checks are only required for those who have regular and unsupervised access to children. Where a volunteer is being adequately supervised, they are not considered to be working in regulated activity, even if this is frequently, the school does not need to request a DBS check. St Mark’s have a written risk assessment to explain our decision on DBS checks for volunteers.

**All serving Governors have undergone a DBS check.**

**Conduct of Staff**
The school has a duty to ensure that high standards of professional behaviour exist between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries.
At all times, members of staff are required to work in a professional way with children. All staff should be aware of the dangers inherent in:
- working alone with a child
- physical interventions
- cultural and gender stereotyping
- dealing with sensitive information
- giving to and receiving gifts from children and parents
- contacting children through private telephones (including texting), e-mail, MSN, or social networking websites.
- disclosing personal details inappropriately
- meeting pupils outside school hours or school duties

**Allegations against members of staff**
If anyone makes an allegation that any member of staff (including any volunteer or Governor) may have:
- Committed an offence against a child
- Placed a child at risk of significant harm
- Behaved in a way that calls into question their suitability to work with children
The allegation will be dealt with in accordance with national guidance and agreements, as implemented locally by ESCB.

The Headteacher, rather than the designated safeguarding lead will handle such allegations, unless the allegation is against the Headteacher, when the Chair of Governors will handle the school’s response. The Headteacher (or Chair of Governors) will collate basic information about the allegation, and report these without delay to the Local Authority Designated Officer (LADO). The LADO will discuss the concerns and offer advice and guidance on how the situation will be managed and if a strategy meeting will be required.

**Concerns about safeguarding practices within the school**
If staff or volunteers are concerned about poor or unsafe practice in the school’s safeguarding procedures, they must raise their concerns with the Senior Leadership team. There is a Whistleblowing policy which is in place to for such concerns to be raised.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk

Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain, Road, London EC2A 3NH.

**Monitoring and Evaluation**
Child protection issues will be monitored in general terms by the Chair of Governors, receiving information from the Headteacher. The policy and procedures will be reviewed annually by the senior management team and where necessary built into the school improvement plan.

**Other Policies**
This policy should be read in conjunction with the following school policies:-
- Anti bullying
- Anti racism
- Equality
- Behaviour
- Health and safety and risk assessments
- Health care plans
- ICT and e-safety
- Whistle blowing
- Allegations against staff

Agreed by Peter Hutchison (Chair of Governors)

Date: September 2018

To be reviewed: September 2019
CHILD PROTECTION PROCEDURES

PASTORAL FILES - SCHOOL RECORDING PROCEDURES

The pastoral files are a place where incidents can be recorded, which on their own do not mean much, but if seen as part of a wider pattern could indicate concerns.

1. The file is for ‘working notes’ and is kept separate from other school records. They would be used as part of the evidence submitted to ECIRS if ever a referral were to be made.

2. The file will be held by the class teacher, but any member of staff will be able to contribute to the notes by discussing situations with the class teacher.

3. Where relevant, records will contain the following:
   - Changes in patterns of attendance
   - Changes in mood
   - Changes in classroom functioning
   - Changes in relationships (with peers, adults)
   - Changes in behaviour
   - Statements, comments, stories, ‘news’, drawings which seem unusual
   - Changes in general demeanour and appearance
   - Unusual comments made by parents
   - Changes in the home/family which unsettle the child
   - Changes in a child’s medical condition or repeated illnesses
   - Changes in a child’s response to changing for or participating in PE/Sport
   - Changes in presentation, eg wearing dirty clothes regularly
   - Changes in attitude towards food, eg demonstrating extreme hunger, stealing or hiding food

4. Recording should be done as soon after an event as possible, on the standardised form. See sample included. Details should be as full and accurate as possible.

5. Factual information should be recorded on the standardised form and opinions should be written on a separate piece of file paper which will be attached to the form. All notes must be dated.

6. The file will be kept so that the comments on any one child will be together.

7. Each teacher will have blank forms which can be photocopied when necessary. It is unlikely that it will be necessary to start a page on every child.

8. It will be the responsibility of the Headteacher to monitor files regularly and transfer the relevant forms to the receiving teacher at the beginning of each academic year. Each teacher should keep their own folder for the next year.

9. The notes on transferring pupils should be passed to the headteacher, who will decide which information should be sent to the receiving school.
Using Pastoral Files

Pastoral files should be used for situations which, on their own, are not substantial enough for further action.

A child has an unexplained injury

This should be dealt with as serious and immediately reported to the Designated Child Protection Teacher. Follow procedures for ‘the urgent route’.

A child’s circumstances fit any of the criteria listed below:-
Changes in patterns of absence
Change in mood
Changes in classroom functioning
Changes in relationships (with peers, adults)
Changes in behaviour
Statements, comments, stories, ‘news’, drawings which seem unusual
Changes in general demeanour and appearance
Unusual comments made by parents
Changes in the home/family which unsettle the child
Changes in a child’s medical condition or repeated illnesses
Changes in a child’s response to changing for or participating in PE/sport
Log the event in the pastoral file on the child’s standardised recording sheet

Check whether accumulative information is pointing towards a wider concern.
If information is sparse carry on logging information as and when appropriate.

If you require advice, if evidence is beginning to grow, or the matter is serious, put a post it note on the relevant page and take immediately to the Headteacher, even if in a meeting.

Mention concerns to other involved staff to see if a ‘wider picture’ is available – on a need to know basis.

Follow any action discussed.

Monitor very closely
St Mark’s Primary School

Pastoral File – Recording Sheet

Name of Child .............................................................................................................

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**Issue/Concern (try to record as much as possible verbatim)**

**Action Taken**

**Outcomes**

- Parent informed  
- Social care informed

**Completed by:** ____________________________  **Role:** ____________________________

**Reported to:** ____________________________  **Date:** ____________________________
Diagram for Recording Injuries

Notes:
Dealing With Child Protection Issues
URGENT ROUTE - Summary

Follow this route if you have an urgent suspicion or evidence or a disclosure of:-

* physical abuse - particularly any unexplained injuries
* sexual abuse
* emotional abuse
* neglect

The person making the referral to the designated safeguarding lead or deputy safeguarding lead in their absence, completes a referral sheet as soon as possible. These will be in the pastoral file.

Report to the designated child protection officer, on the same day, while the child is still in school, do not discuss the issue with anyone else.

Put a note in the pastoral file on the system and take referral immediately to the DSL, even if in a meeting.

The DSL collects as much information as possible from the staff who know the child

The DSL decides if a referral should be made to the ECIRS central call centre. The parents may be asked for information in any case which is not about sexual abuse. Advice might be sought from the ECIRS Child Protection Advisory and Consultation Service

If ECIRS have become involved the verbal referral will be backed up by a written one on the standard ECIRS form, which will then be faxed to the appropriate department
The DSL will give feedback on any action plan, to the staff involved on a need to know basis.

Written referrals and subsequent reports of the event will be stored in the locked filing cabinet in the Head’s office.

The DSL and relevant staff will continue working with the parent, if applicable.

Support for the child will be planned and delivered.

The class teacher and other involved staff will continue to monitor the child and refer back to the DSL, if applicable.
Dealing With Child Protection Issues

URGENT ROUTE - Detailed Procedures

If a teaching or support member of staff suspects, or has evidence of, or hears a disclosure of abuse, FGM (Female Genital Mutilation) or Child Sexual Exploitation then within the same day, whilst the child is still at school, the following steps should be taken:

1. The staff member with the concerns: tells the school’s designated teacher (the Headteacher and Deputy Head), logs the concern in the pastoral folder and puts a post-it note on the relevant page, takes it immediately to the Headteacher.

   Staff should go to the most senior member of staff on the day if the designated teacher is absent.

2. The designated teacher must consult all the staff in the school who may have knowledge of the child’s welfare, i.e. previous class teacher, classroom support assistants, other staff who work with the class.

3. The designated teacher may see the child and the child may want to share their concerns. School staff should not question a child about sexual abuse concerns as this requires specialised training and should be left to the police child protection team or ECIRS.

4. It may be appropriate to discuss the matter with the parent at this stage; it would never be appropriate to discuss issues of sexual abuse with the parent.

5. The designated teacher must then decide if a referral to the ECIRS call centre is required. Where a concern is shared by several agencies, i.e. by the school, the school nurse, the school medical officer, each agency must report it independently to ECIRS.

6. Whatever the decision, the reasons for it and details, dates and times of what was said and/or seen by teachers, pupil and parents should be recorded on the pupil’s file. These files will be ‘working notes’ of child protection concerns. They will be kept separate from other school records and stored in the locked filing cabinet, in the Headteacher’s office. Access will be controlled. Explanations of injuries given by parents and the child should be accurately detailed. Any opinion about the explanation should be noted as well, but should not obscure the actual words used by the teller.

7. If there is uncertainty about whether to refer, then the designated teacher or the deputy should consult one or all of the following:
   - the pages in these procedures which give details of signs, symptoms and indicators of abuse;
   - the ECIRS office for the child’s home address;
   - the LBE and ECIRS Child Protection Advisory and Consultation Service;
   - the LBE’s designated officer for child protection;
   - the school’s educational social worker;
8. Referrals should be made by phone to the central ECIRS call centre on 020 8825 8000, they will then pass the referral to the office for the child’s home address. The cause for concern, the facts of the case, information about siblings, past worries, contact with parents, any explanations offered, and any opinion, hearsay and judgement on the facts should be filled in on the standard inter-agency referral form; the Headteacher has electronic copies of the form. ECIRS should be asked to keep the school informed of developments.

9. The referral, and the details for it, should then be confirmed in writing and faxed to the relevant office.

10. Each contact with pupil, parent and agencies should be recorded in the pupil’s school record (see separate section on recording).

11. A copy of the referral should be sent to the LBE’s designated officer for child protection. This acts as confirmation of the school’s actions. This is not a substitute for referral to ECIRS.

12. When talking to ECIRS, it should be agreed who will tell the parents about the referral, and when this will happen. These decisions depend on the circumstances of individual cases.

   In cases of sexual abuse, the concerns must not be discussed with parents. ECIRS will do this only after an inter-agency strategy meeting. School staff will be invited to this meeting. 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 a discussion with ECIRS.

13. Depending on the case and its outcome, then at the appropriate time, senior school staff will need to advise parents of the school’s actions and duty in the area of child protection. This can involve reference to the latest Government procedures that schools must follow in such cases as well as acknowledgement of parents’ anger, distress or anxiety.

14. A member of staff should be allocated to talk to the child to acknowledge the referral and the concerns. How this will actually be done will depend on the age of the child. The child should be told who knows about the incident and they should be encouraged to approach staff at any time if they wish to discuss any worries. The child must be reassured that:

   - they were not to blame for any abuse;
   - they did the right thing in letting others know about it;
   - adults will try to protect them.

15. Child abuse referral is a difficult and emotional task and allows for differing judgements. During or after a referral or investigation, staff may wish to discuss what action should be taken as well as their own feelings about the case. The LBE’s designated officer will, if contacted, organise appropriate support for staff.

16. Complaints. If staff feel that the response from ECIRS is not correct, the designated teacher must challenge it. This is accepted and expected practice by ECIRS and all agencies involved in child protection in Ealing. Initially the complaint should go to the ECIRS Team Leader, then to the ECIRS Area Office Manager. The matter should also be raised with the LBE’s designated officer.
SCHOOL BASED PROCEDURES WHEN A CHILD IS ON THE CHILD PROTECTION REGISTER

1. When the school receives information and/or notification from ECIRS about a child on the child protection register, the information will go into the child’s file which will be kept separate from other school records and stored in the locked filing cabinet, in the Headteacher’s office. Access will be controlled.

2. The information will be shared on a ‘need to know’ basis with the Deputy Head and other staff who work directly with the child.

3. The Headteacher will generally represent the school at child protection meetings. If the Headteacher is unable to attend, the Deputy Head or another member of the Senior Leadership Team will be asked to attend.

4. Academic progress, attendance, social development, information from the pastoral file and any other relevant information will be included in the schools report to the conference, which will be filled in on the standard ECIRS form. The report will be submitted to the Social Worker and a copy made available to the parent, at least 5 days before a Case Conference.

5. Concerns noted by the school once the child is registered will be referred to the designated child protection teacher in the usual way. (See procedures above on school reporting procedures).

6. The child’s progress will be monitored by the class teacher who will report any concerns to the Headteacher. If the child has been registered for special educational needs, the SENCO will also discuss the child with the class teacher at their termly meetings.

7. The Headteacher will advise ECIRS when a pupil leaves the school.

PROCEDURES INVOLVING CONFIDENTIALITY

1. Always be aware of your legal responsibilities which are:-

   - never promise a child that their disclosures will remain a secret or confidential - staff have a responsibility to pass information on to the relevant people;

   - to share relevant information about the protection of children with other professionals, particularly investigative agencies;

   - to respect the privacy of parents by not leaving paper work where it can be seen by people who are not entitled to read it;

   - not to divulge information to people other than on a need to know basis.

2. Always follow school policy and procedures.

3. Never make promises to a child that cannot be kept - always tell the truth.
4. If in doubt, discuss matters with the Headteacher or Deputy Head.

5. Child protection records should always be kept in the locked filing cabinet in the Head’s office. Access will be limited to people who have a ‘need to know’.

6. Statements should be written with the assumption that they are going to be seen by parents. The statements should clearly state whether it is opinion or factual information being reported.

7. If appropriate, other members of staff will be made aware of a child experiencing difficulties, without any of the background details.

8. Everybody involved will be kept up to date with any changes.

CHILDREN WHO ARE THE SUBJECT OF COURT ORDERS

To ensure that children are not collected inappropriately by parents, any directions from court orders will be stapled to the child’s admission form in the pupil details/address file, after being shown to all relevant people. This file is kept in the main office and should be referred to when an unknown parent comes to collect a child. Photocopies of the court orders will be kept by the Headteacher and filed in the locked filing cabinet in her office.

ALLEGATIONS OF SEXUAL ABUSE MADE AGAINST STAFF

The Governing Body has adopted the LBE’s procedures. Full copies of the procedures are in the ‘Staff Policy and Procedures Files’.

Investigations against staff will be conducted by the Headteacher. Investigations against the Headteacher will be carried out by the Chair of Governors with appropriate support from the Deputy Head and the LA.

PROCEDURES FOR DEALING WITH DISCLOSURES

If a member of staff receives a disclosure from a child they should:–

1. Listen; take what the child says seriously; accept what the child says

2. Stay calm and in control.

3. Reassure and make the child feel safe.

4. Make notes about what was said in the pastoral file, noting position of any physical injuries/marks if appropriate, on a body map, copies of which are in the pastoral files.

5. Do not question children if they are making a disclosure of sexual abuse. This must be left to trained experts, in order not to jeopardise any court action which may be taken.

6. Tell the designated teacher as soon as possible (see reporting procedures) and give them the notes made.
SUPPORTING STAFF INVOLVED IN CHILD PROTECTION MATTERS

The staff member will be able to go and talk to the designated teacher or someone of their personal choice, who knows about the case.

1. The designated teacher will be proactive in offering emotional support to staff members, using their own experience or that of outside agencies.

2. If it becomes difficult to control feelings/emotions during meetings with the parent or child, time out will be taken and another adult asked to stand in.

3. Staff will be able to get support from colleagues to find ideas/ways in which they can support the child in the classroom.

4. Staff will be told the outcome of investigations or meetings.

5. Thought will be given to the safety of staff who live in the local area and appropriate strategies will be worked out with the designated child protection teacher.

SUPPORTING ABUSED CHILDREN

Staff can support abused children by:-

- Listening
- Valuing what they say
- Acting on what has been said
- Boosting their self-esteem and confidence through achievable tasks
- Being consistent - following the behaviour policy
- Allowing a controlled outlet for anger
- Using outside agencies where appropriate
- Being sensitive to their needs
- Not singling them out
- Working with other staff to make an action plan for the child
CHARACTERISTICS OF DIFFERENT TYPES OF ABUSE

Physical Abuse

- Bruising - position of marks
- Changes in behaviour or attitude to work
- Flinching
- Aggressive behaviour
- Appearing withdrawn
- Reluctance to change clothes
- Fear of adults - mistrust
- Eating/over/under (any obsessive behaviour)
- Reluctance to make physical contact
- Reluctance to go home
- Relationships with peers/adults
- Emotions - inappropriate responses
- Children always have an unlikely reason for their injuries
- Refusal to talk about injury - different accounts of injury
- Tell you they’ve been hit/other source
- Frequent absences
- Protection of abuser
- Show no pain - appear ‘hard’
- Untreated injuries
CHARACTERISTICS OF DIFFERENT TYPES OF ABUSE

Emotional Abuse

- Passive - crying tearful
- Self harm - cry for help
- Excuse abuser
- Fear of new situations
- Possessive
- Aggressive frustration - taking it out on others
- Masturbation
- Easy target for bullying
- Fear
- Lack confidence
- Attention seeking
- Avoidance of eye contact
- Learning problems
- Self mutilation
- Upset easily
- Collecting things - obsessive behaviour
- Behaviour problems
- Tiredness
- Having older peers as friends
- Secretive
- Withdrawn - aloof/catatonic
- Few friends - not joining in
CHARACTERISTICS OF DIFFERENT TYPES OF ABUSE

Sexual Abuse

Physical signs /marks on body

- Pressure marks for being restrained, scratches, bruising, burns, bite marks
- Repeated infections - urinary
- Imitating sexual acts
- Masturbating
- Touching themselves/others
- Pulling trousers down
- Precocious knowledge of sexual behaviour and language

Emotional signs

- Withdrawn Low concentration
- Erratic mood changes - aggressiveness, tears, etc.
- Inappropriate sexual awareness - role play etc. and language used
- Refusing to stay or go with certain people
- Low concentration - change of work produced
- Seek physical contact with adult
- Inappropriate touching of adults by children/adults and children or fear of “physical contact” with others (flinching)
- Signs of discharges on clothing
- Blood on underwear
- Some not wanting to go to the toilet
- Always doing something other than work
- Eating problems - over/under eating
CHARACTERISTICS OF DIFFERENT TYPES OF ABUSE

Neglect

- Behaviour problems
- Hungry and food content in pack lunch inappropriate
- Soak up attention
- Unexplained injuries - conflicting reasons given
- Clothing in poor condition or dirty
- Loners - lack friends (withdrawn - medication)
- Medical problems/attention
- Stealing
- State/quality of person collecting or responsible for child (parent or carer)
- Personal hygiene and appearance, skin colour, physique
- Thumb sucking (hunger) rocking
- Tired/lack of concentration
- Inadequate supervision
- Crying easily
- Absence/lateness
- Excuses/lying
- Aggression (retaliating)
- Depression - low self-esteem
- Difficulty contacting parent
- Relationships problems
- Lots of siblings - eldest to look after others
Named staff as of September 2016

Senior Designated Safeguarding Person: - Mrs Kathryn Collins (Deputy Headteacher)
Deputy Safeguarding Person: - Ms Sophie Liardet (Headteacher)
Deputy Safeguarding Person: - Ms Lander (SENCo and Inclusion Leader)
Deputy Safeguarding Person: - Mrs Collett (Assistant Headteacher)
Deputy Safeguarding Person: - Mrs Jones (Assistant Headteacher)

Designated Safeguarding governor: - Mr Hutchison (Chair of Governors)

Child protection call centre: - 020 8579 2424

Local Authority Designated Officer: - 020 8825 6593