



## **SCHOOL POLICY**

### **Child Protection Policy**

Effective Date : 15/10/2015

Last modified : 08/10/2015

Document no : **SP 04.01.005**

Replaces Version: 15/10/2014

Approved:  
Full Governors 15<sup>th</sup>  
October 2015

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## **MODEL CHILD PROTECTION AND SAFEGUARDING POLICY**

**(Reviewed by LA Designated Officer (LADO) August 2015)**

**This Policy has been adopted by:**

**Woodford County High School**

**Designated Member(s) of Staff are:**

**Ms H. Bickley**

**Ms J. Pomeroy**

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Revised .....

**Child Protection and Safeguarding Policy  
Woodford County High School**

**This policy was adopted October 2015  
The policy is to be reviewed October 2016**

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**1. Introduction**

1.1 This policy has been developed in accordance with the principles established by the Children Act 1989/2004; and in line with the following:

“Working Together to Safeguard Children” 2015

“London Child Protection Procedures” 5th Edition

Keeping Children Safe in Education 2015 (DfE)

Redbridge Local Safeguarding Children’s Board

Supervision of Activity with Children 2014 (DfE)

Counter Terrorism and Security Act 2015

1.2 The Governing Body of Woodford County High School takes seriously its responsibility under section 175 of the Education Act 2002 (section 157 in relation to the independent sector) to safeguard<sup>1</sup> and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

1.3 We recognise that all staff<sup>2</sup> and Governors have a full and active part to play in protecting our pupils from harm, and that the child’s welfare is our paramount concern.

1.4 We strongly believe that our school should provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child.

1.5 The aims of this policy are:

<sup>1</sup> Safeguarding (as defined in the Joint Inspector’s Safeguarding report is taken to mean “All agencies working with children, young people and their families take all reasonable measures to ensure that the risk of harm to children’s welfare are minimised” and “where there are concerns about children and young people’s welfare, all agencies take all appropriate actions to address those concerns, working to agreed local policies and procedures in full partnership with other agencies”

<sup>2</sup> “Staff” covers ALL adult staff on site, including temporary, supply and ancillary staff, and volunteers working with children

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- 1.5.1 To support each child's development in ways that will foster security, confidence and resilience.
- 1.5.2 To provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.
- 1.5.3 To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse or neglect, and to be aware of signs of abuse in non-verbal children.
- 1.5.4 To provide a systematic means of monitoring children known or thought to be at risk of harm and ensure we, Woodford County High School, contribute to assessments of need and support plans for those children alongside other agencies e.g., Community Social Services Teams, Children with Disabilities Teams, School Nurse, Education Welfare Officer and the Police.
- 1.5.5 To acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils.
- 1.5.6 To develop a structured procedure and framework within the school that will be followed by all members of the school community in cases of suspected abuse or neglect.
- 1.5.7 To develop effective working relationships with all other agencies involved in safeguarding children as shown above.
- 1.5.8 To ensure that all adults within our school who have regular unsupervised access to children have enhanced DBS checks. This includes other community users of our facilities.

**2.0 Procedures**

- 2.1 Our school procedures for safeguarding children will be in line with The London Safeguarding Children's Board Procedures 5th edition and "Working Together to Safeguard Children 2015". We will ensure that:

- 2.1.1 The Governing Body understands and fulfils its safeguarding responsibilities.
- 2.1.2 We have a designated senior member of the leadership team **Ms H. Bickley** for child protection who has undertaken Designated Staff training at Level 2 and who undertakes refresher training every two years.
- 2.1.3 We have a member of staff, Ms J. Pomeroy who will act in the designated member of staffs' absence who has also received appropriate training at Levels 1 and 2 and who will have been briefed in the role.
- 2.1.4 Each member of staff will receive training as arranged by the designated member of staff in order to develop their understanding of the signs and indicators of abuse or neglect every three years.
- 2.1.5 Each member of staff, volunteers, and Governors will be made aware of how to respond to a pupil who discloses abuse or neglect and the procedure to be followed in appropriately sharing a concern or disclosure of possible abuse or neglect.
- 2.1.6 Each parent/carer will be made aware of the school's responsibilities in regard to child protection procedures through publication of the school's Child Protection Policy, and reference to it on our website.
- 2.1.7 Our lettings policy will ensure the suitability of adults working with children on school sites at any time.
- 2.1.8 Community users organising activities for children are aware of and understand the need for compliance with the school's child protection guidelines and procedures.
- 2.1.9 Our selection and recruitment policy includes all checks on staff suitability including Disclosure Barring Service (DBS) checks as recommended by the DfE and in accordance with current legislation.
- 2.1.10 At Woodford County High School we take these responsibilities very seriously and any member of staff causing concern would be challenged by Ms H. Bickley or staff who will act in her place.

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- 2.1.11 Our procedures will be annually reviewed and up-dated.
- 2.1.12 The names of the designated staff members will be clearly shown on the school's website.
- 2.1.13 All adults, (including supply teachers and volunteers) new to our school will be made aware of the school's policy and procedures, the name and contact details of the **Designated Member of Staff** and have these explained as part of their induction into the school.

**3.0 Responsibilities**

- 3.1 At Woodford County High School, we understand that our responsibility to safeguard children requires that we all appropriately share any concerns that we may have about children.
  - 3.1.1 Our Designated member of staff for child protection is responsible for:
  - 3.1.2 Referring a child if there are concerns about a child's welfare, possible abuse or neglect to Social Services. A written referral using the Multi Agency Referral Form will be e-mailed securely to Social Services as soon as possible within the school day.
  - 3.1.3 Ensuring that detailed and accurate written records of concerns about a child are kept even if there is no need to make an immediate referral.
  - 3.1.4 Ensuring that all such records are kept confidentially and securely and are separate from pupil records, with a front sheet listing dates and brief entry to provide a chronology.
  - 3.1.5 Indicate on the inside of the child's main file that there is a confidential file held by Ms H. Bickley.
  - 3.1.6 Acting as a focal point for staff concerns and liaising with other agencies and professionals (**as listed above**)
  - 3.1.7 Ensuring that either they or another appropriately informed member of staff (**Class Teacher, Parent Support Adviser, as appropriate**)

attends case conferences, family support meetings, core groups, or other multi-agency planning meetings, contributes to the CAF and Framework for Assessments process, and provides a report which has been shared with the parents as appropriate.

- 3.1.8 Ensuring that any absence of two days, without satisfactory explanation, of a pupil currently subject to a child protection plan is referred to their Education Welfare Officer and/or Social Worker and that they are informed about every child that may be subject to a child protection plan or a child in need plan.
- 3.1.9 Ensuring that all school staff are aware of the school's CP policy and procedures, and know how to recognise and refer any concerns.
- 3.1.10 Providing, with the Head teacher, Ms J. Pomeroy, an annual report for the Governing Body, detailing any changes to the policy and procedures; training undertaken by Designated members of staff, and by all staff and Governors; relevant curricular issues, number and type of incidents/cases, and number of children referred to social services and subject to child protection plans (anonymised).
- 3.1.11 Keeping themselves up to date with knowledge to enable them to fulfil their role, including attending relevant training, at least every two years.

#### **4.0 Supporting Children**

- 4.1 We recognise that a child who is abused or neglected, who witnesses' violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self worth.
- 4.2 We recognise that the school may provide the only stability in the lives of children who have been abused or neglected or who are at risk of harm.
- 4.3 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.



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- 4.4 Woodford County High School will support all pupils by:
- 4.4.1 Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum.
- 4.4.2 Promoting a caring, safe and positive environment within the school through PSHE curriculum, help children develop awareness of how to keep themselves safe, adopt a healthy lifestyle, including healthy eating and physical exercise – encourage them to form positive friendships and relationships.
- 4.4.3 Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- 4.4.4 Notifying Social Services as soon as there is a significant concern.
- 4.4.5 Ensuring that a named teacher is designated for Looked after Children (LAC) and that an up to date list of children is regularly reviewed and updated. **The LAC Designated Teacher is Ms H. Bickley.**
- 4.4.6 Providing continuing support to a pupil (about whom there have been concerns) who leaves the school by ensuring that such concerns and school medical records are forwarded under confidential cover to the Head teacher and designated member of staff at the pupil's new school as a matter of urgency. A photocopy of these records should be kept in a confidential file until it has been confirmed that the new school has received the records. This applies equally to those children who may be subject to a child protection plan

**5.0 Confidentiality**

- 5.1 We recognise that all matters relating to child protection are confidential.
- 5.2 The Headteacher (**Ms J. Pomeroy**) or designated member of staff (**Ms H. Bickley**) will disclose personal information about a pupil to other members of staff on a need to know basis only.

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- 5.3 However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 5.4 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.
- 5.5 We will always undertake to share our intention to refer a child to social services with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with social services on this point.
- 5.6 Recording and Reporting – Child protection records will be kept by Ms H. Bickley; they will be kept separately from pupil's school records, marked 'confidential' and securely locked. They will include the date, event and action taken in cases of suspected child abuse or when the child/young person has a child protection plan or is a child in need. Reports for conference will be objective and evidence based; they will distinguish between fact, observation, allegation and opinion.

## **6.0 Supporting Staff**

- 6.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- 6.2 We will support such staff by providing an opportunity to talk through their anxieties with the designated member of staff (**Ms H. Bickley**) and to seek further support. This could be provided for all staff by, for example, the Head teacher (**Ms J. Pomeroy**), by Occupational Health, and/or a teacher/trade union representative as appropriate.
- 6.3 We understand that staff should have access to advice on the boundaries of appropriate behaviour. The document "Guidance on Safe Working Practices for the Protection of Children and Staff in Education Settings 2009" provides useful advice on this and the circumstances, which should be avoided in order to limit complaints against staff of abuse of trust, and/or allegations of physical or

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sexual abuse. These matters form part of staff induction and are referred to in the staff handbook.

- 6.4 We recognise that designated staff should have access to support (as in 6.2) and appropriate workshops, courses or meetings as organised by children’s services or the local safeguarding children’s board.

## 7.0 Allegations against staff

- 7.1 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. (See also 6.3 above)
- 7.2 All staff should be aware of the school’s behaviour/discipline policy. This can be found on the school website.
- 7.3 We understand that a pupil may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher or the most senior teacher if the Headteacher is not present.
- 7.3.1 The Headteacher/senior teacher on all such occasions will discuss the content of the allegation with the LA Designated Officer.
- 7.3.2 If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in 7.3.1 above, without notifying the Headteacher first.
- 7.3.3 The school will follow the Local Authority procedures for managing allegations against staff as outlined in Part 4 “Keeping Children Safe in Education 2015”. This is to be read in conjunction with chapter 7 of The London Child Protection Procedures.
- 7.3.4 Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult (as in 7.3.2. above) in making this decision.

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7.3.5 Our lettings agreement for other users requires that the organiser will manage the suspension of adults where necessary from school premises.

7.3.6 The Governing body is committed to creating a positive and safe working environment for its workers in line with its core values. The Governing body wants to create and maintain a working environment where individuals are treated with respect and dignity. The Governing body is opposed to all forms of unlawful discrimination, bullying or harassment of any kind. The Governing body, Head teacher and Senior Managers are firmly committed to the success of this policy and all steps taken towards its achievement

Everyone has the right to be treated with respect and dignity in the workplace, irrespective of their level, status or position within the organisation. (See 'Dignity at Work', 'Bullying and Harassment Policy').

**8.0 Whistle blowing**

8.1 We recognise that children cannot be expected to raise concerns in an environment where staff fails to do so.

8.2 All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary they should **contact** the head teacher, delegated 'whistle blowing' Governor or the Local Authority Designated Officer for Child Protection

**9.0 Positive Handling**

9.1 Our policy on positive handling by staff is an Appendix in our Child Protection procedures. It complies with DfE guidance on positive handling strategies and use of force as outlined by the 'Education and Inspections Act 2006' and 'Use of Reasonable Force' Advice for head teachers, staff and governing bodies 2013. This guidance states that staff must only ever use physical intervention as a last resort, eg. When a child is endangering him/herself or others and

that, at all times it must be the minimal force necessary to prevent injury to another person, reasonable and proportionate.

9.2 Such events should be recorded and signed by a witness (if present).

9.4 We understand that positive handling of a nature that causes injury or distress to a child may be considered under child protection or disciplinary procedures. However it must also be accepted that in using reasonable and proportionate action this may sometimes result in the child or member of staff receiving a mark or injury. The presence of such a mark or injury should not always be taken as evidence of malpractice on behalf of the member of staff

## 10.0 Anti-Bullying

10.1 Our policy on the prevention and management of bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

## 11.0 Racist Incidents

11.1 Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. All racially motivated incidents are reported to the Council's School Improvement Adviser (Ethnic Minority Achievement); Learning and School Improvement.

## 12.0 Prevention

12.1 We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with effective lines of communication with trusted adults, supportive friends and an ethos of protection within their duty of care.

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- 12.2 The school community will therefore:
- 12.2.1 Establish and maintain an ethos, which is understood by all staff, which enables children to feel secure and encourages them to communicate their feelings and concerns whatever their mode of communication. Children’s communication difficulties mean that staff must be vigilant at all times for signs of physical and emotional abuse and neglect.
- 12.2.2 Ensure that all children feel there is an adult in the school whom they can approach if they are worried or in difficulty.
- 12.2.3. Provide across the curriculum, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

**13.0 Health & Safety**

- 13.1 Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment and, for example, in relation to internet use, and when away from the school when undertaking school trips and visits. We have both generic and individual risk assessments for staff and children, for in-school and for off-site activities.

**14.0 Pre School Children and After School Services**

- 14.1 Working Together recognises that pre school children and the extended use of school premises play an important part in the lives of large numbers of children. Professionals working within these settings should know how to recognise and respond to the possible abuse or neglect of a child.
- 14.2 All organisations or services including private, voluntary and those that must be registered by Ofsted under the Children Act 1989 should have a written statement based upon their safeguarding responsibilities as outlined by “Working Together 2015” and “The London Child Protection

Procedures 5<sup>th</sup> edition". This statement should clearly set out staff responsibilities for reporting suspected child abuse or neglect and should include telephone numbers for the local police and children's social services.

## 15.0 E Safety

E-safety is currently subject to review by The Local Safeguarding Children's Board but up to date information including training tools and advice can be obtained by visiting the following:

"CEOP's 'Thinkuknow' programme provides a range of free educational resources - films, lesson plans, presentations, practitioner guidance, games and posters - to professionals working with children and young people. Through the use of our educational materials you can help to empower and protect young people from the harm of sexual abuse and exploitation, both online and off."


<https://www.thinkuknow.co.uk/Teachers/>

## 16.0 Radicalisation

Radicalisation is the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. The Counter-Terrorism and Security Act 2015 places a duty on schools (and other specified authorities) to have due regard to the need to prevent people from being drawn into terrorism. Radicalisation is usually a process not an event – It is possible to intervene to prevent vulnerable people being drawn into terrorism. Vulnerable individuals identified as being at risk of radicalisation are referred to the Channel programme. This is a multi-agency panel that provides support to the individual through specialised intervention providers. Whilst the risk of radicalisation is remote it is still a possibility to consider when assessing behavioural changes.

**Advice** regarding Prevent or referrals to the Channel programme can be obtained from;

**Melanie Roulston**, Prevent institutions Officer, Redbridge Community Safety Team on **020 8708 5244 or 07506 460 350**

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### **Implementation, Monitoring, Evaluation and Review**

The Governing Body of our school is responsible for ensuring the annual review of this policy.

The policy will be reviewed annually. Governors will be informed of any changes or amendments which they will need to agree. Then all staff will be advised accordingly through Team meetings. A copy of the amended policy will be displayed in the Staff Room. There will be a whole staff briefing every September and new staff will have face-to-face induction with the Designated Member of Staff (name).

The number of child protection referrals will be monitored, together with the number of children subject to Child Protection Plans. The Designated Member of Staff, Ms H. Bickley will keep a list of children identified as “in need” or vulnerable and monitor their attendance, attainment, behaviour and well-being.



## **CHILD PROTECTION PROCEDURES** (Reviewed August 2015)

THESE PROCEDURES SHOULD BE READ IN  
CONJUNCTION  
WITH OUR CHILD PROTECTION POLICY - October 2015

### **INTRODUCTION**

The Child Protection Policy seeks to support the development of all pupils at Woodford County High School in ways that will foster security, confidence and independence. It should be regarded as vital to the well being of the individual and important in promoting the pastoral goals of the school. It provides a model for open and effective communication between children, teachers, parents and other adults working with children. The safety and welfare of the child is paramount and must over-ride **all** other considerations.

These procedures are designed to set out a clear definition of abuse or neglect and the signs and indicators by which staff at Woodford County High School may recognise abuse or neglect. It also provides guidance to staff about the procedures, which will be adopted by the school in response to allegations of abuse or neglect against children including allegations against staff.

These procedures are in line with relevant guidance: -

“Working Together” 2015

“Keeping Children Safe in Education” 2015

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“London Child Protection Procedures” 5<sup>th</sup> Edition

“Use of reasonable force Advice for head teachers, staff and governing bodies” 2013

“Counter Terrorism and Security Act 2015”

### **EQUAL OPPORTUNITIES**

Our procedures will be applied fairly and consistently to all children and staff working in the school.

### **DEFINITION OF CHILD ABUSE**

The following categories of abuse or neglect are recognised and defined by “The London Child Protection Procedures” and overarching guidance of Working Together 2015. The definitions are utilised as part of the assessment criteria for determining whether a child/young person may be at risk of significant harm and subject to a child protection plan.

#### **What is Abuse and Neglect?**

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

#### **Physical Abuse**

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

### **Emotional Abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill treatment of another. It may involve serious bullying causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

### **Sexual Abuse**

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

### **Neglect**

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

clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **Specific Safeguarding Issues**

There are a number of additional areas that professionals also need to be vigilant for. Further detail in these areas is provided by either supplementary procedures produced by the London Safeguarding Board or information contained in links within documents listed at the beginning of these procedures. Some of these areas include;

- Preventing Radicalisation
- Female Genital Mutilation
- Child Sexual Exploitation
- Faith Abuse
- Children Missing Education
- Children Missing from Home or Care
- Forced Marriage

#### Preventing radicalisation

Radicalisation is the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. The Counter-Terrorism and Security Act 2015 places a duty on schools (and other specified authorities) to have due regard to the need to prevent people from being drawn into terrorism. Radicalisation is usually a process not an event – It is possible to intervene to prevent vulnerable people being drawn into terrorism. Vulnerable individuals identified as being at risk of radicalisation are referred to the Channel programme. This is a multi-agency panel that provides support to the individual through specialised intervention providers. Whilst the risk of radicalisation is remote it is still a possibility to consider when assessing behavioural changes.

**Advice** regarding Prevent or referrals to the Channel programme can be obtained from;

**Melanie Roulston**, Prevent institutions Officer, Redbridge Community Safety Team on 020 8708 5244 or 07506 460 350

Signs of Radicalisation (not exclusive)

- Fixated on a subject
- Closed to new ideas/conversations
- Change in language/use of words
- Asking inappropriate questions
- Scripted speech
- New found arrogance
- New circle of friends
- Change of routine
- Angry
- Withdrawn

**Confidentiality**

Staffs have professional responsibility to share relevant information about the protection of children with other professionals, particularly investigative agencies. If a child or young person confides in a member of staff and requests that the information remains “secret”, it is important that the member of staff tells the child/young person sensitively that s/he has a responsibility to refer cases of alleged abuse to the appropriate agencies in order that they and potentially other children may be safeguarded.

The child/young person should, however, be assured that the matter will be disclosed only to people who “**need to know**” about it. Staffs that receive information about children and their families should share that information **only** within appropriate professional contexts.

**THE ROLE OF THE DESIGNATED MEMBER OF STAFF FOR CHILD PROTECTION**

In the event of a referral the DMS is responsible for gathering all relevant information before making a decision about any further action, unless it is a case of extreme urgency when the relevant investigative agencies should be informed without delay. Information gathering may involve: -

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- Listening to the child/young person
- Making notes of what has been said
- Gathering accounts from members of staff that may have been approached by the child/young person
- Offering continued support and re-assurance

Written accounts should include the time, date, place and people present, as well as what is said, if possible in the words used by the child/young person. The DMS may consult other staff and agencies as appropriate during the information gathering process and should be encouraged to seek advice at any time from the following: -

- **Child Protection & Assessment Team or Duty Social Worker Tele: 020-8708-3781/3885**
- **Les Newton (Safeguarding Officer/LADO) Redbridge Children's Services Tele: 0208-708 5350 or 07903 211521**
- **Linda Wastell (CP Education Liaison Officer) CPAT: 0208-708-3304**

However, if when all the relevant information has been gathered, the DMS makes a decision to refer the case formally he/she must complete a **"Multi-Agency Referral Form"** and e-mail it securely without delay to the local authority area in which the child/young person **"resides"**. In the case of Redbridge residents the referral form **must** be e-mailed to [CPAT.Referrals@redbridge.gov.uk](mailto:CPAT.Referrals@redbridge.gov.uk). Children's Social Services can decide any future actions to be undertaken following their screening and assessment.

NOTE: All "URGENT" out of hour's referrals must be routed through the Emergency Duty Social Work Team contacted via Redbridge Control Centre on 020-8554 5000

**The DMS can expect to be informed of the timing of any strategy meetings between the statutory and other key agencies. It is normal that following this a decision is reached regarding the process of any investigation; this may also include the timing, nature and appropriately identified person to inform the parents/carers of the referral (if this has not already been done).**

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**Dependent on age and level of understanding it is only right and proper that a child/young person is kept informed at all times about the school's actions and procedures for dealing with child protection concerns within the school and beyond. The Police and/or Social Services may carry out an investigation. The child/young person will be offered support throughout the period of the investigation by the DMS or other identified appropriate person and may be given other information about confidential sources of support.**

**Staff will be informed about child protection cases by the DMS on a "need to know" basis. The school will continue to monitor pupils who are subject to a child protection plan, LAC and Children in Need and will continue to inform parents/carers of the educational progress of the child/young person. In addition the Education Welfare Officer will monitor the attendance of children. EWO's do "need to know" above.**

Records and reports for child protection conferences

Child protection records will be kept by the DMS; they **must** be kept separately from pupil's school records, marked '**confidential**' and securely locked. They will include the date, event and action taken in cases of suspected child abuse or when the child/young person has a child protection plan. Reports for Conference should be objective and evidence based; they should distinguish between fact, observation, allegation and opinion.

Child Protection records can be kept on computer and are exempt from the disclosure provisions of the Data Protection Act 1998. For manual records, the Education (School Records) Regulations 1989 exempt information relating to child abuse from the requirement of disclosure. However, in cases of child abuse which come to court, the court may require the school to provide it's child protection records.

When a child/young person subject to a child protection plan changes school, the information will be transferred confidentially to the child/young person's new school immediately and the DMS will inform the key worker.

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A guidance document “Keeping Safeguarding/Child Protection Records on Individual Pupils” for schools has been produced by LB Redbridge Education Safeguarding Trainer.

**APPOINTMENT OF STAFF**

An important part of child protection is to have appropriate procedures in place for the appointment of staff. Safer Recruitment procedures will now follow statutory guidance in relation to DBS requirements, DBS barring checks and other ID checks. The guidance came into force in May 2006 and has been updated by the document “Keeping Children Safe in Education 2015”.

**ALLEGATIONS AGAINST STAFF**

Children/young people who report allegations against members of staff must be listened to and heard. On no account should suggestions be made to a child/young person as to alternative explanations for their worries. A written, dated record should be made of their allegations as soon as practicable (and certainly within 24 hours). Good practice suggests that this should be completed **immediately**. The child/young person should be informed that the person listening to the allegation is not able to promise confidentiality and has a responsibility to report any such allegations. Consideration should also be given to others who may have suffered or are potentially at risk of significant harm.

The person who hears the allegations of abuse against another member of staff **must** report the matter immediately to the Head teacher. However, if the allegation concerns the Head teacher then the matter **must** be reported directly to the Chair of Governors. The **Local Authority Designated Officer (LADO)** and Human Resources will assist in these cases.



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When an allegation is made against a member of staff, there **should** be urgent initial consideration by the Head teacher, of whether or not there is sufficient substance in an allegation to warrant an investigation. Similar responsibility is placed on the Chair of Governors if the allegation concerns the Head Teacher. The Head teacher **should** consult the **Local Authority Designated Officer** who will assist in the initial consideration and provide advice as to the process of any potential investigation. It is **not** the duty of any member of staff to investigate a child protection allegation.

After careful consideration the Head teacher may decide to make an immediate child protection referral to the “**Lado@redbridge.gov.uk** and **CPAT.Referrals@redbridge.gov.uk**”. Consideration will also be given to the possibility of an internal discipline enquiry. Employment Relations Service will be able to provide assistance if that is the case. In the case of an allegation being unfounded the Head teacher will decide the most appropriate action to be taken.

**PHYSICAL CONTACT WITH PUPILS/STUDENTS**

It is unrealistic to suggest that staff should touch pupils only in emergencies. Very few people would adhere to a no touch policy if it applied to people they care about. Physical prompts, guides and reassurances are necessary in a range of settings appropriate to the age of the child and circumstances at the time. More intrusive physical contact may be necessary when people are supporting young children with disabilities. Positive touch is appropriate when it meets the needs of the child but in order to protect both staff and children schools should provide clear guidance about when and how touch should be used.

Staff must bear in mind that even perfectly innocent actions can sometimes be misconstrued. Children/young people may find being touched uncomfortable or distressing for a variety of reasons. It is important for staff to be sensitive to a young person’s reaction to physical contact and to act appropriately. It is also extremely important not to touch pupils however casually, in ways or on parts of the body that might be considered inappropriate.



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In extreme cases, a member of staff may have to physically restrain a pupil to prevent him/her causing injury to him/herself, to others or to property. In such instances no more than 'reasonable force' should be used and staff must seek to avoid causing injury to the pupil. Guidance and advice is outlined in the "Education & Inspections Act 2006" and DfE "Use of Reasonable Force, advice for head teachers, staff and governing bodies 2013

". Appendix B provides some practical advice in this area.

*Name: Ms H. Bickley*

*Ms J. Pomeroy*

*Designated Members of Staff*

## APPENDIX A SIGNS AND INDICATORS

Lists of signs and symptoms are not fail-safe mechanisms, but they are often helpful indicators in certain combinations of the likelihood or reality of abuse. Children may behave strangely or appear unhappy for many reasons, as they move through the inevitable stages of growing up, and their families experience changes.

These are lists of some of the signs and types of behaviour, which may indicate that a child is being abused. In themselves they are not evidence of abuse, but they may suggest abuse if a child exhibits several of them or if a pattern emerges. Remember that there can be other explanations for a child showing such signs or behaviour in such ways. There is a good deal of overlap between the signs and symptoms of the different types of abuse, particularly between emotional and other types of abuse.

Signs of sexual Abuse	Signs of Emotional Abuse
<ul style="list-style-type: none"> <li>- Sudden changes in behaviour or school performance</li> <li>- Inappropriate sexualised behaviour</li> <li>- Tendency to cling, need reassurance</li> <li>- Tendency to cry easily</li> <li>- Regression to young behaviour</li> <li>- Apparent secrecy</li> <li>- Anorexia or bulimia</li> <li>- Unexplained pregnancy</li> <li>- Phobias, panic attacks</li> <li>- Distrust of a familiar adult</li> </ul>	<ul style="list-style-type: none"> <li>- Physical, mental and emotional development lags</li> <li>- Over-reaction to mistakes</li> <li>- Compulsive stealing, scavenging</li> <li>- Running away</li> <li>- Sudden speech disorders</li> <li>- Drug solvent abuse</li> <li>- Self mutilation</li> <li>- Extremes of passivity or aggression</li> <li>- Admission of punishment which appears excessive</li> <li>- Fear of parents being contacted</li> </ul>

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Signs of Neglect	Signs of Physical Abuse
<ul style="list-style-type: none"> <li>- Constant hunger</li> <li>- Poor personal hygiene</li> <li>- Poor state of clothing</li> <li>- Emaciation</li> <li>- Frequent lateness or non-attendance at school</li> <li>- Untreated medical problems</li> <li>- Destructive tendencies</li> <li>- Low self esteem</li> <li>- Neurotic behaviour</li> <li>- No social relationships</li> <li>- Running away</li> <li>- Compulsive stealing or scavenging</li> </ul>	<ul style="list-style-type: none"> <li>- Unexplained injuries or burns, particularly recurrent</li> <li>- Improbable excuses</li> <li>- Refusal to discuss injuries</li> <li>- Untreated injuries</li> <li>- Withdrawal from physical contact</li> <li>- Arms/legs covered in hot weather</li> <li>- Aggression towards others</li> <li>- Fear of medical help</li> <li>- Fear of returning home</li> <li>- Running away</li> <li>- Bald patches</li> <li>- Self-destructive tendencies</li> </ul>

**APPENDIX B GUIDELINES ON POSITIVE HANDLING**

**For more details, please refer to our Positive Handling Policy**

Clarifies the power of teachers, and other staff, who have lawful control or charge of pupils to use 'reasonable force' to prevent pupils

- From hurting themselves or others
- From damaging property
- From causing disorder

School staffs have a power to use reasonable force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so

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- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts

This does **not** authorise the use of corporal punishment in any circumstances

Schools should have a policy about the use of force to control or restrain pupils. This policy must be discussed with all staff to whom it applies and with the Governing body of the school. A statement of the school's policy should also be published to parents and pupils.

**Practical Advice**

- Schools should plan for incidents if they are aware that a pupil is likely to behave in a way that may require physical control or restraint
- Clear, non physical de-escalation techniques **must** be used prior to the consideration of any physical restraint **unless** the situation is so urgent as to require immediate intervention
- Staff should continue to attempt to communicate with pupils throughout any incident. It should be clear that physical restraint **must** stop as soon as it ceases to be necessary
- A calm and measured approach to a situation by staff is needed
- On some occasions, staff should not intervene without help e.g. When dealing with older, physically large pupils, or more than one pupil. The staff member should remove other 'at risk' pupils; summon assistance from colleagues and/or the police. Pupils should be informed that help has been sent for and attempts to defuse the situation using verbal de-escalation techniques should continue

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A written record of any occasion where force is used should be made **at the time**. This should include:

- The names of everyone involved, the time, the place and names of any potential witnesses
- The reason physical restraint was used
- How the incident began and developed including details of behaviours displayed
- As far as possible details of all conversations
- What steps were taken to defuse the situation
- The degree of force used, how it was applied and for how long
- The pupils response
- The outcome
- Details of any injury and of any damage to property

Senior staff should be informed **immediately** and advice sought. Staffs are advised to keep a copy of their report. Parents should also be informed of such an incident involving their child, as soon as practicable and an opportunity provided to discuss it.