



SOHO PARISH PRIMARY POLICY

Safeguarding & Child protection DRAFT

Most recent publication	Sep 2019	Next review due	Sep 2020
Governor committee responsible	FGB	Written by	Louise Ritchie
Approved by the Governing Body			

Soho Parish Primary School is committed to Safeguarding and promoting the welfare of all our pupils. This policy applies to all staff members and governors, including volunteer and contract (supply) staff members.

The overarching safeguarding message is to maintain an attitude of “it could happen here”.

Designated Safeguarding Lead (DSL)	Louise Ritchie, Head teacher
Deputy Designated Safeguarding Leads (DDSL)	Mayowa Akinloye, Deputy Headteacher
DSL After School Clubs	Laura Morris
Safeguarding Governor	Lyn Meadows
Police Contacts (Soho Safer Neighbourhood Team)	<p>PC Steve Muldoon PS Pardeep Sanghera Insp. Richard Jary Soho Safer Neighbourhoods Team Charing Cross Police Station, Agar Street, London WC2N 4JP</p> <p>T: 020 7321 7573 E: Soho.snt@met.police.uk</p>
LA Designated Officer Name and Number	<p>For LADO consultations and referrals please contact the duty Child Protection Adviser on: Telephone: 020 7641 7668 Email: LADO@westminster.gov.uk</p> <p>If you cannot reach a duty CP Adviser you can reach: Sharon Ackbersingh Interim LADO (RBKC/WCC) 07714 845702 sharon.ackbersingh@rbkc.gov.uk</p>
PREVENT concerns	<p>Mark Chalmers, Prevent Programme Manager T: 0207 641 6032 E: mchalmers@westminster.gov.uk</p>
NSPCC Whistleblowing Helpline	0800 028 0285

1. INTRODUCTION

The following policy incorporates Child Protection; Allegations of Abuse against staff; Safer recruitment and Prevention of Radicalisation and Extremism. It should be read in conjunction with the following related policies:

- Attendance
- Behaviour
- Code of Conduct for Staff
- Complaints
- E-Safety
- Equality
- Health & Safety
- Sex & Relationship Education
- Whistleblowing

In line with School Governance (Roles, Procedures and Allowances) (England) Regulations 2013, this policy shall be reviewed annually.

2. AIMS OF THE POLICY

- To support the child's development in ways that will foster security, confidence and independence.
- To raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Services.
- To ensure that all adults within our school who have access to children have been checked as to their suitability.

3. CHILD PROTECTION

3.1 Introduction

- The Designated Safeguarding Lead (DSL) is **Louise Ritchie**, Headteacher, and in her absence the Deputy Designated Safeguarding Lead (DDSL) is **Mayowa Akinloye**, Deputy Headteacher.
- A DSL or DDSL will be available during the school day for staff to discuss safeguarding concerns. In the unusual circumstance that neither DSL or DDSL is on site, referrals should be made to a member of the SLT or a designated leader for that day. Phone contact will be maintained by DSL or DDSL.
- All staff and Governors believe that our school should provide a caring, positive safe and stimulating environment which promotes the social, physical and moral development of the individual child. All staff, including volunteers, recognise that they have a full and active part to play in protecting our pupils from harm.
- Guidelines for staff can be found in Appendix 7.

3.2 Identifying, reporting and recording instances of suspected or actual child abuse

- Staff members should familiarise themselves with the definitions of child abuse contained in Appendix 5. The 4 categories contain signs & symptoms to look out for, which are collated in Appendix 1. These lists are not exhaustive nor are they proof of abuse – they are simply indicative.
- Anyone who has a concern about the welfare of any child in the school, either as a result of indicative signs such as those outlined above or not, should immediately inform the DSL at once. **REMEMBER, IF IN DOUBT, REPORT IT.**
- If a child is in immediate danger or is at risk of harm a referral should be made to children's social services and/or the police immediately. The DSL should then be informed of the referral as soon as possible.

3.3 What to do in the event of a disclosure or concern

- If a child makes a child protection disclosure, the guidance in Appendix 2 should be followed. As soon as is practically possible the disclosure should then be reported to the DSL (or in their absence to the DDSL).
- If a staff member has a concern, not deriving from a disclosure, or there has been an incident this should also be reported to the DSL verbally. The DSL will advise on next steps regarding recording.
- Any disclosure should be recorded on CPOMS, the school's secure on-line reporting system. If appropriate or expedient, it is acceptable to record a disclosure (e.g. on a mobile phone) as long as that recording is then transcribed onto a written report and the recording moved to a secure school-based server. All recordings should be deleted from devices as soon as possible once they have been transcribed and moved to the school system.
- Staff members should not promise confidentiality and should always act in the interests of the child.
- In exceptional circumstances, staff may refer a case directly to children's social services.
- The DSL will read all referrals made to her via CPOMS and record their chosen course of action also in CPOMS (eg refer to Social Services; No further action etc.).
- Following the report of a disclosure, concern or incident, the DSL should explain the next steps to the reporting member of staff, where appropriate.
- The options after staff have spoken to the DSL about a concern include:
 - Managing any support for the child internally via pastoral support processes
 - An early help assessment
 - A referral for statutory services
- Information sharing is vital to good safeguarding, and fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- Generally the DSL takes the lead on early help cases. This can be delegated to the DDSL or Learning Mentor if appropriate, once the pupil has been accepted as a case by the Early Help team.

3.4 Training

- All staff members receive safeguarding induction training on appointment.
- The DSL and DDSL will attend statutory DSL training at least every 2 years.
- All staff members will receive annual safeguarding training, including Prevent training, to support them with making referrals and identifying causes for concern relating to Child Protection.

- CP Training will also cover:
 - the signs and indicators of abuse
 - how to respond to a pupil who discloses abuse
- All staff members sign a Safe Working Practice Agreement (see Appendix 3) annually. Copies are retained in the staff filing cabinet in the main office.
- The Full Governing Body, supported by the Safeguarding Governor, should ensure that training is carried out and that procedures will be regularly reviewed and up-dated
- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures.
- All members of staff and visitors should be made aware of the Designated Safeguarding lead for the school, which is **Louise Ritchie**. This information is on every school visitor badge.
- Staff training was last held in: **September 2019**.
- All our visitors are informed on the procedures they will need to undertake if a child makes a disclosure or if they have any concerns about the welfare of any child. A summary is included on our visitor badges.

4. SAFER RECRUITMENT

4.1 Procedures

- Safer Recruitment procedures are in place (see Appendix 4) and are consistent with statutory guidance in Part 3 of the KCSiE 2019.
- Newly appointed staff will have satisfactorily undergone a barred list and then DBS check, any adult undertaking teaching responsibilities will be checked against the prohibition order list.
- All qualified teachers will have completed QTS and induction.
- If this process results in a delay in appointment, the staff member will only be appointed upon receipt of a satisfactory barred list check and will not be given unsupervised access to children until the DBS process has been completed.
- The school will ensure that it has sufficient trained senior members of staff and governors with to ensure adequate coverage when recruiting.
- At least two members of SLT and two governors will hold up to date certificates in Safer Recruitment. These will be renewed every two years.
- The Safeguarding Governor should check that safer recruitment procedures are being followed.

4.2 Agency staff

- Agency workers who present themselves at school for work should be checked against the vetting document with photo ID sent through by the agency to verify that they are the same person.
- Long-term supply staff should have their details added to the Single Central Record.

4.3 Other adults in school

- All visitors will provide photo ID and be accompanied by a member of staff
- All volunteers, governors and regular contractors will undergo a DBS check or provide evidence of having one. All governors are subject to a barred list (section 128) check.

5. ALLEGATIONS AGAINST STAFF

We understand that a pupil or adult may make an allegation against a member of staff.

- If such an allegation is made, the member of staff receiving (or making) the allegation will immediately inform the Headteacher.
- The Headteacher on all such occasions will discuss the content of the allegation with the Lead Officer for Child Protection within the Local Authority. (LADO)
- If the allegation made to a member of staff concerns the Headteacher, this should be reported to the Chair of Governors, who will consult with the Local Officer designated for Child Protection within the Local Authority.
- The School will follow the local and national procedures for managing allegations against staff, a copy of which can be found in the Staff Safeguarding folder in the staffroom. A summary of the guidance is contained in the KCSiE 2019 Part 4.

6. WHISTLEBLOWING

- We recognise that children cannot be expected to raise concerns in an environment where staff members fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues, with the head teacher or, if about the head teacher, with Chair of Governors.
- **If you are concerned about how child protection issues are being handled in school, you should contact the LADO. You can also contact the NSPCC Whistle-blowing advice line on 0800 028 0285 for confidential advice and support.**
- Please refer to the separate Whistleblowing policy (copies in the Staff Safeguarding folder; on the website; in T:/Policies) for more details.

7. ROLES AND RESPONSIBILITIES

7.1. The responsibility for appointment of the Designated Safeguarding Lead is delegated to the Headteacher by the Governing Body. The DSL will be a member of Senior Leadership. Responsibilities of the **Designated Safeguarding Lead** are as follows:

7.1.1. Managing referrals

- Adhering to school procedures with regard to referring a child if there are concerns about possible abuse.
- Refer all cases of suspected abuse to the local authority children's social care; and
- Refer cases of suspected abuse to the local authority designated officer (LADO) for child protection concerns where a staff member or volunteer is concerned; and
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service; and
- Refer cases to the Police in cases where a crime may have been committed or there are other relevant issues such as ongoing enquiries under s.47 of the Children Act 1989; and
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Ensure that the unexplained absence of any child causing concern is followed up the same day.

7.1.2. Training

- Have their role specified in their job description and should not delegate their responsibility.
- Receive appropriate DSL training at least every two years and attend annual update training.
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff, including the KCSiE 2019 part 1.
- Ensuring that the training of all staff in safeguarding matters is kept up to date.
- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them

7.1.3. Raising Awareness

- Ensure the school or college's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this
- link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- ensure that, where children leave the school, their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file.

7.1.4. Keeping records

- Ensure the school or college's policies are known and used appropriately;
- Ensure detailed, accurate written records of concerns and referrals are kept, even if there is no need to make an immediate referral.
- Ensure that all such records are kept confidentially and securely.

In the absence of the Designated Safeguarding Lead, one of the Designated Deputy Safeguarding Leads will take on this role.

7.2 Safeguarding Partners

The new Local Safeguarding Children Partnership (LSCP) will be fully operational by the 29th September 2019 and will take forward the work of the Local Safeguarding Children Board to promote the welfare of all children in our local area. The LSCP includes the local authority (LA), a clinical commissioning group for our area in the LA and the chief officer for our police

area. [Click here](#) for more information. We have a statutory duty to co-operate with their published arrangements (in place by 29 September 2019). We will continue to work with our local safeguarding children board (LSCB) until the new arrangements are in place. Arrangements and protocol for data sharing are covered by the school's GDPR policy.

7.3 The responsibilities of **governors** are as follows:

- Ensure that the school continues to hold and maintain a single central record that complies with statutory safeguarding requirements.
- Ensure that Child Protection training takes place at the prescribed interval.
- Ensure that governors themselves have adequate safeguarding training.
- Ensure that safer recruitment procedures are followed.
- Policies relating to child protection are in place, are being followed and are regularly reviewed. (Safeguarding governor, SAW committee and FGB)

7.4 The responsibilities of **staff members** are as follows:

- Attend annual Child Protection & Safeguarding training
- Ensure that they have read and can demonstrate understanding of Keeping Children Safe in Education 2018 part 1.
- Ensure concerns are raised promptly and in line with school procedures.
- Be vigilant to signs and symptoms of abuse.
- Liaise with external agencies where relevant.

8 SUPPORTING CHILDREN

8.4 We recognise that a child who is abused or witnesses violence

- may find it difficult to develop and maintain a sense of self-worth.
- may feel helpless and humiliated.
- may feel they are to blame.
- that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

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 aggression or withdraw and be aware of the impact on other children. Assessments of children will consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare ('contextual safeguarding').

8.5 Our school will support all pupils by:

- Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children
- Notifying Social Services as soon as there is a significant concern.
- Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school or, if not the last known Local Authority.

8.6 Children with SEND

- The school acknowledges the additional barriers that exist when recognising the abuse of children with SEND and undertakes its training to alert staff members to this fact and to take this into account when dealing with such situations.

9 SUPPORTING STAFF

- 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.
- We will support such staff by providing an opportunity to talk through their anxieties with the designated teacher and to seek further support as appropriate.

10 CONFIDENTIALITY

- We recognise that all matters relating to Child Protection are confidential.
- The Headteacher or Deputy, DSL and DDSL will disclose any information about a pupil to other members of staff on a need to know basis only.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets.

11 PHYSICAL INTERVENTION

- Our policy on physical intervention by staff is set out in a separate policy and acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person. Laura Morris is trained in Positive Handling and is able to train other staff. All staff will be trained. Any adults who have not yet undergone training are not permitted to carry out any restraint or handling of pupils, unless there is an exceptional and serious threat of injury to the pupil or others.
- We understand that inappropriate physical intervention of a nature which causes injury or distress to a child may fall under the remit of child protection or disciplinary procedures.

12 PREVENTION

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

The **School Community** will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include in the curriculum opportunities for PSHCE which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

13 WHEN A PUPIL TRANSFERS TO ANOTHER SCHOOL

13.4 Pupils subject to a Child Protection Plan

- If the pupil is subject to a child protection plan, their Social Worker will be contacted by the designated teacher and informed of the transfer.
- When the child changes schools within the authority, child protection records will be passed on to the designated teacher at the receiving school.
- When the child is moving to another authority information will be passed onto the next school's designated teacher. Case conference minutes are not transferred but the date, name of chair, local authority and outcome will be included on the records transferred.

13.5 Pupils Missing in Education

- For general guidance on how the school deals with absent children, please see our attendance policy.
- The school follows statutory guidelines for when it will off-roll a child – generally this will not occur until confirmation of a child starting in another educational setting has been received from the establishment.
- For pupils being home-schooled, the school will off-roll upon receipt of written confirmation from the responsible adult and register the home-schooling with the local authority ACE team.
- In cases of prolonged absence where the whereabouts of a child cannot be established, the case will be referred to the ACE team / police as appropriate.
- All pupils off-rolled are recorded in the Safeguarding Red Book.

14 HEALTH & SAFETY

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the safeguarding and protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

15 CHILD SEXUAL EXPLOITATION

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship.

The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

16 FEMALE GENITAL MUTILATION (FGM)

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of

potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. All staff should raise any FGM-related concerns with the DSL (or DDSL in her absence).

Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Warning signs that FGM may be about to take place, or may have already taken place, can be found in Appendix 6, along with how to proceed.

17 PREVENTION OF RADICALISATION

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind. Extremism is defined as the holding of extreme political or religious views.

The Governing Body has a zero tolerance approach to extremist behaviour for all community members. We rely on our strong values to steer our work and ensure the pastoral care of our pupils protects them from exposure to negative influences. Furthermore, positive promotion of our school values, especially Love/Respect: “We treat everyone as we would like to be treated” equips our pupils with the skills to reject violence in all its forms. Training for staff in their ‘prevent duty’ is undertaken every two years.

17.4 Aim of this section

The main aim of this policy section is to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues could not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm. Our work will be concerned with prevention¹.

17.5 Actions to prevent radicalisation

- Pupils are encouraged to adopt and live out our School Values. These reflect the key “British Values” of tolerance, respect, understanding, compassion and harmonious living.
- Pupils are helped to understand the importance of democracy and freedom of speech, through SEAL assemblies and through the elected School Council members
- Pupils are taught how to keep themselves safe, in school and when using the internet.
- Pupils participate in local community events so that they appreciate and value their neighbours and friends who may not share their faith background.
- Pupil’s wellbeing, confidence and resilience is promoted through our planned curriculum and out of hours learning opportunities.
- Pupils are supported in making good choices from a very young age, so they understand the impact and consequences of their actions on others.
- Governors, teachers, teaching assistants and non-teaching staff demonstrate an understanding of what radicalisation & extremism are and why we need to be vigilant.

¹ DfE ‘Learning together to be safe: A toolkit to help schools contribute to the prevention of violent extremism’

17.6 Procedure for referrals

Concerns should be referred directly to the police or the Designated Safeguarding Lead.

18 PEER-ON-PEER ABUSE

18.4 Introduction

Peer-on-peer abuse can take different forms, including (but not limited to) sexting, cyber-bullying, gender-based violence, sexual assaults and bullying). This is still abuse, even though it originates with a child and will not be tolerated or excused under any circumstances.

All staff are required to read section 5 of KCSIE 18, detailing how the school should respond in cases of child-on-child sexual violence and sexual harassment.

The school's behaviour policy contains further details on what the school does to minimise the likelihood of this type of abuse happening. The E-Safety policy has further guidance on sexting & cyber-bullying.

18.5 Discriminating between exploratory play, bullying and abuse

- Staff should use their professional judgement to determine whether an incident between children is abusive, or would be more suitably categorised as bullying or sexual experimentation.
- If in doubt, staff should refer the case to the DSL.
- However, any concern must be referred to the designated safeguarding lead (DSL) if:
 - There is a large difference in "power", i.e. age, size, or development, between the children
 - The alleged perpetrator has repeatedly tried to harm another child or other children
 - There are concerns about the intention of the alleged perpetrator
- If evidence suggests there was an intention to cause severe harm to a child, this should be regarded as abuse whether or not harm was actually caused.

18.6 Referrals

- Anyone who has a concern that a child might have been abused by another child should refer their concerns to the DSL/children's social care in accordance with the general referrals procedure.
- Allegations of peer abuse will be taken as seriously as allegations of abuse perpetrated by an adult.

19 MONITORING & EVALUATION OF THE POLICY

- The **Governing body and Headteacher** are responsible for ensuring that this policy is reviewed annually.
- As part of staff induction, all staff are expected to read this policy, alongside all other policies relating to safeguarding. All staff sign a document to say they have read it.
- If necessary, amendments will be made in year, should issues arise which require further clarification during the year. This is the responsibility of the Headteacher and/or Designated Safeguarding Lead, working with the Safeguarding Governor.

20 SHARING THIS POLICY WITH PARENTS

- Parents have access to the Safeguarding policy via our website. For those parents who do not have access to the internet, we have paper copies available for them to read in the school office and will provide copies if required. The DSL and other key info is also circulated in our Annual Guide to Parents.

(This is not a checklist of abuse. These are possible indicators that something may be amiss if there are a number of signs, or one persists).

- unexplained injuries, bruises or burns.
- injuries not consistent with the explanation or refusal to discuss injuries
- untreated injuries
- admission of punishments which appear excessive or inappropriate
- bald patches
- withdrawal from physical contact
- covering arms and legs in hot weather
- fear of returning home or going elsewhere
- fear of medical treatment
- self-destructive tendencies, self-mutilation
- aggression towards others, destructive tendencies
- developmental lags
- overreaction to mistakes
- continual self-deprecation, low self esteem
- sudden speech disorders
- fear of new situations
- inappropriate response to painful situations
- neurotic behaviour (E.g. thumb sucking, rocking, hair twisting)
- fear of parents being contacted
- extreme passivity or aggression
- drug/solvent abuse
- compulsive stealing or scavenging
- constant hunger or compulsive eating
- poor personal hygiene
- constant tiredness or sleep disturbance
- poor state of clothing
- frequent lateness or non-school attendance
- relationship/social interaction problems
- running away
- compulsive stealing or scavenging
- sexual play with toys and/or inappropriate sexual knowledge
- inappropriate touching of children or adults
- genital pain or infections
- any change in behaviour, particularly excessive clinging or insecurity



1) Immediate response to the child

It is vital that our actions do not abuse the child further or prejudice further enquiries, for example:

- i. **Listen to the pupil** without interruption and without asking leading questions (if you are shocked by what is being said try not to show it)
- ii. It is OK to observe bruises **but not to ask a child to remove or adjust their clothing to observe them**
- iii. If a disclosure is made **the pace should be dictated by the pupil without them being pressed for detail** by being asked such questions as “what did they do next?” or “where did they touch you?” It is our role to listen not to investigate. **Use open questions** such as “is there anything else you want to tell me?” or “yes?” or “and?”
- iv. **Accept what the pupil says.** Be careful not to burden them with guilt by asking questions such as “why didn’t you tell me before?”
- v. **Reassure the pupil** and do acknowledge how hard it was for them to tell you this
- vi. **Don’t criticise the perpetrator**, this may be someone they love
- vii. **Don’t promise confidentiality**, reassure the pupil that they have done the right thing, explain whom you will have to tell (the Designated Safeguarding Lead) and why. It is important that you don’t make promises that you cannot keep such as “I’ll stay with you all the time” or “it will be alright now”. **Do not discuss with anyone else**, only the Designated Safeguarding Lead
- viii. If a disclosure is made against the Headteacher, then the Chair of Governors or the Local Authority Designated Officer (LADO) should be informed.

2) Reporting to the DSL

Any CP concern must be discussed with the Designated Safeguarding Lead (Louise Ritchie) or in her absence the named Deputy Designated Safeguarding Lead (Mayowa Akinloye) as soon as possible.

3) Recording information

- i. Make some brief notes at the time or immediately afterwards; record the **date, time, place and context** of the disclosure or concern, recording facts and not assumption and interpretation.
- ii. Make a note of any observed injuries and together with location, approximate size, etc.
- iii. Note the **non-verbal behaviour and the key words in the language** used by the pupil (do not translate into “proper terms”).
- iv. A report including all relevant detail must be submitted to CPOMS and electronically referred to the DSL.

**If a child is in immediate danger or is at risk of harm,
call social services or the police immediately.**

In an emergency, dial 999



Soho Parish School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The following is, therefore, a code of conduct for all adults working in or on behalf of the school, including those involved in home visits or any out of school activities.

YOU SHOULD ALWAYS:

- + Behave in a mature, respectful, safe, fair and considered manner at all times.
- + Provide a good example and 'positive role model' to the pupils.
- + Observe other people's right to confidentiality (unless you need to report something to the Headteacher or Deputies e.g. concerns about a child protection issue).
- + Treat all children equally; never favour one particular child, or build 'special relationships' with individual children, except where one to one working is part of a plan agreed with your manager.
- + Report to the Headteacher (or in the case of an allegation concerning the Headteacher, the Chair of Governors) as soon as possible:
 - ❖ Any behaviour or situation which may give rise to complaint, misunderstanding or misinterpretation against yourself
 - ❖ Any difficulties that you are experiencing, for example, coping with a child presenting particularly challenging behaviour; situation where you anticipate that you may not be sufficiently qualified, trained or experienced to deal with or handle appropriately.
 - ❖ Any behaviour of another adult in the school which give you cause for concern re breach of this code of conduct or other school policies and procedures.

YOU SHOULD NEVER:

- + **Behave in a manner that could lead a reasonable person to question your conduct, intentions or suitability to work with other people's children.**
- + Touch children in a manner which is or may be considered sexual, threatening, gratuitous or intimidating.
- + Discriminate either favourably or unfavourably towards any child.

- ✚ Give personal contact details, text email or telephone except for agreed work purposes using work IT, or make arrangements to contact, communicate or meet children outside of work.
- ✚ Develop 'personal' or sexual relationships with children.
- ✚ Push, hit, kick, punch, slap, throw missiles at or smack a child or threaten to do so
- ✚ Be sarcastic, embarrass or humiliate, make remarks or 'jokes' to children of a personal, racist, discriminatory, intimidating or otherwise inappropriate or offensive nature.
- ✚ Undertake any work with children when you are not in a fit and proper physical or emotional state to do so.

If a child makes a disclosure, or you have a concern about the welfare of any child, it must immediately be reported to Louise Ritchie or in her absence Mayowa Akinloye. This must be recorded in CPOMS. If you don't yet have access to CPOMS see Louise Ritchie.

IF A CHILD IS IN IMMEDIATE DANGER OR IS AT RISK OF HARM, CALL SOCIAL SERVICES OR THE POLICE IMMEDIATELY.

I _____ have:

1	Read the above Safe Working Practice guidance and agree to abide by the contents;	
2	Familiarised myself with all relevant safeguarding school procedures including the SP Safeguarding Policy and relevant sections of the Staff Handbook and Staff Code of Conduct;	
3	Informed the Headteacher promptly if there has been any material change in circumstances that might affect my most recent Childcare Disqualification Declaration and updated that declaration accordingly;	
4	Read and understood part 1 of Keeping Children Safe in Education statutory guidance (Sep 2019);	
5	Undertaken annual safeguarding and CP training OR had a briefing from the DSL in the 2019-20 academic year;	

6	Further questions I would like to ask	
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Signed _____ Date _____

RECRUITMENT AND SELECTION CHECKLIST
APPENDIX 4

	Initials	Date
Recruitment timetable decided		
Job description and person specifications prepared, with success criteria		
JD, PS & LDBS Application form uploaded to website + advertising channels		
Advert has statement of commitment to safeguarding.		
Information Packs sent to interested applicants		
Applications scrutinised and short list prepared		
For those short-listed –note any discrepancies/anomalies/gaps in employment noted to explore during interview.		
Seek references directly from referee on short-listed candidates.		
Check references against information on application - note any discrepancies/issue of concern notes to take up with applicant at interview.		
Send invitations to interview including all relevant information and instructions.		
<p><i>Preparation for Interview:</i></p> <ul style="list-style-type: none"> ✓ Make sure there are at least 2 interviewers <p>One interviewer is required to have had safer recruitment training. Current trained members of staff are</p> <p>Louise Ritchie (HT); Mayowa Akinloye (DHT); Rev Simon Buckley (Governor); Lyn Meadows (Governor); Caroline Ryder (Governor)</p> <ul style="list-style-type: none"> ✓ Interviewers have met and agreed issues and questions/assessment criteria/standards. 		
<i>During the interview</i> - Applicants' suitability for working with children as well as for the post is explored		
<i>Conditional offer of appointment made</i> – offer made conditional on satisfactory completion of the pre-appointment checks and for non-teaching posts, a probationary period is completed successfully.		
<p><i>Pre-Appointment checks made:</i></p> <ul style="list-style-type: none"> ✓ References – if not obtained previously ✓ Identity verified (photo proof only) ✓ Qualifications verified incl. Qualified Teacher Status ✓ Right to work in UK ✓ Overseas Record Check (where relevant) ✓ Barred List check (List 99) ✓ Prohibitions Order Check (teachers only) ✓ Current Enhanced DBS ✓ Health check – medical form returned 		
<p><i>Once Appointment made:</i></p> <ul style="list-style-type: none"> ✓ Contract of Employment ✓ Job description ✓ Next of kin form ✓ DBS Number recorded and SCR updated ✓ Disqualification by Association declaration (teaching staff only) ✓ Keeping Children Safe in Education document given & signed for ✓ Safe Working Practice Agreement ✓ Plan Induction 		

All children have certain basic needs, which include:

- Physical care and protection
- Affection and approval
- Stimulation and approval
- Discipline and control that is consistent and appropriate to age
- The opportunity to gradually acquire self-esteem, confidence, independence and responsibility that are age appropriate.

Individual cases must always be treated on their own merits however in general terms the following definition should provide the bases for action under these guidelines: -

“A child is considered to be in need of protection when the basic needs of that child are not being met through avoidable acts of either commission or omission”.

Before a child is placed on a Child Protection Plan a conference must decide that there is, or is a likelihood of significant harm leading to the need for a child protection plan.

The following are used for the plan. They are intended to provide definitions as a guide; in some instances more than one category of registration may be appropriate.

Neglect: The persistent or severe neglect of a child or the failure to protect a child from exposure to any kind of danger, including cold or starvation, or extreme failure to carry out an important aspect of care, resulting in the significant impairment of the child’s health or development, including non-organic failure to thrive.

Physical Abuse: Physical injury to a child including, deliberately poisoning, where there is definite knowledge, or a reasonable suspicion, that the injury was inflicted or knowingly not prevented.

Sexual Abuse: The involvement of dependent, developmentally immature children and adolescents in sexual activities they do not truly comprehend and to which they are unable to give informed consent, or that violate the social taboos of family roles.

Emotional Abuse: Actual or likely severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill treatment or rejection. All forms of abuse involve some emotional ill treatment.

This category should be used only where it is the sole form of abuse.

NEGLECT

Severe neglect is associated with major retardation of cognitive functioning as well as growth. It is recognised through a typical pattern of poor growth, poor hygiene, withdrawal and in extreme cases a pseudo-autistic state, all of which can rapidly reverse in alternative care.

Although neglect has one of the most pervasive effects on development and is one of the most frequent forms of abuse, it is an area, which is frequently neglected by professionals. Like parents, professionals can feel overwhelmed and hopeless by large families living in squalid conditions.

Signs to look out for:

- dirty unkempt appearance of child, in overall poor condition
- thin wispy hair. Underweight child, diarrhoea may indicate poor nutrition
- an undernourished child may be unduly solemn or unresponsive, or may be overeager to obtain food
- an under-stimulated child may not reach expected milestones
- behaviour and developmental difficulties that cannot be explained by clinical factors

Associated factors

Neglected children frequently come from homes where there is:

- a parent who is lonely, isolated, unsupported or depressed
- poor inter-parental relationship / domestic violence
- a parent who is abusing drugs or alcohol
- a large number of children living in cramped or very poor conditions

Action to be taken

If a teacher has concerns about the well-being of a child in his / her class, a discussion should take place with the *designated teacher*, records should be kept, and when appropriate Social Services staff are informed by the *designated teacher*.

PHYSICAL ABUSE (Non-Accidental Injury)

Location of injury

It should not be assumed that an injury to a part of the body normally vulnerable to accidental injury has necessarily been caused accidentally – it could be non-accidental. All injuries to children, which do not easily come into the category of normal bumps and scrapes, should be seen by a doctor.

Certain parts of the body are more commonly subjected to non-accidental injury. These include the upper arm, where a child may be gripped or shaken, the back, and the buttocks. Multiple injuries of various types, ages and location are common features of physical abuse.

Most non-accidental injuries leave marks on the body. PE teachers and swimming instructors are therefore key people in the identification of this form of abuse, as they regularly see the children partially dressed.

Signs to look out for:

- children who show a reluctance to undress or to expose parts of their bodies should be monitored as children who may have suffered physical injury
- unexplained absences
- physical signs of injury
- unexplained or confused accounts of how an injury occurred
- explanation of an injury which appears to be inappropriate to the nature and age of the injury.

Common Medical / Physical Injury Associated with Physical Abuse

a) Bruising

- facial bruising around the mouth and ears
- groups of small bruises
- black eyes without a forehead injury, particularly if both eyes are affected
- weal marks or outline of bruising (e.g. hand mark)
- bruising of soft tissue with no obvious explanation (most bruises occur on bony protuberances such as the temple or shin)
- bruises on the back, back of legs, stomach, chest or neck
- bruises or cuts to mouth or tongue (e.g. split frenulum)
- pinch marks are found in pairs and may be seen on the back, buttocks, arms or cheeks

b) Bites

- bites leave clear impressions of teeth and some bruising
- parents sometimes claim that bites have been made by other children or animals. It is therefore important to check the size and shape of the injury. If the impression is more than 3cms across it will have been caused by an adult or adolescent
- bites can be inflicted almost anywhere on the body
- bites are never accidental
-

c) Burns and Scalds

- children will sometimes suffer minor burns through hot irons etc., but it is uncommon for multiple burns to be caused accidentally
- a cigarette burn is characteristically round, but may have a tail when dragged against the skin, and is surrounded by an area of inflamed skin
- cigarette burns can be found in groups and can be found on any part of the body
- scalds from boiling water may result from lack of supervision, or non-accidentally
- a child is very unlikely to sit down willingly in very hot water; therefore he cannot scald a bottom accidentally without also scalding the feet
- burns and / or scalds are particularly worrying as a degree of sadism may be involved when such injuries are inflicted

Associated Factors

- injuries not consistent with explanation given by parent (even if agreed by the child)
- circumstances where parent delays seeking medical advice
- a history of repeated injuries or presentation to the Accident & Emergency Department
- consent for a medical refused by parent
- desire of a parent to attribute blame elsewhere
- distant or mechanical handling of the child by the parent

Action to be taken

If a teacher has concerns that a pupil in her / his class may be suffering from physical abuse, *the Designated Person* should be informed, and detailed records kept (including dates of injuries noted).

The Designated Person will decide if concerns should be shared with parents, and when appropriate, Children's Services staff and a designated doctor should be informed.

SEXUAL ABUSE

The traumatic effects of child sexual abuse can be far-reaching and enduring, impacting on a child's cognitive, behavioural and social development. The earlier the abuse occurs, the more adversely subsequent stages of development may be affected. The longer the abuse continues, the more extensive it is e.g. involving penetrative abuse, the greater the number of developmental stages that abuse continues through, the more disturbed the child is likely to be. Children who have suffered chronic long-term sexual abuse tend to have very negative feelings about themselves and all aspects of their relationships.

What is sexual abuse?

Sexual abuse can be one or more of the following:

- rape – genital and / or oral intercourse
- digital penetration or penetration with an object
- mutual masturbation
- inappropriate fondling
- taking pornographic photographs or exposing the child to pornographic materials
- forcing the child to observe others involved in sexual activities
- sadomasochistic activities

Both boys and girls can suffer from sexual abuse. Both men and women can be perpetrators – boys and girls who disclose sexual abuse from a female perpetrator are often met with disbelief. It is therefore important to listen to what a child says without being judgemental. Abusers can be parents, friends, teachers, child-care workers, clergymen or strangers. Warning children about *Stranger Danger* should only form part of the child protection programme.

Signs to look out for:

- a child who demonstrates inappropriate sexual interest and activity, through play or drawings
- sexualised behaviour, masturbation and sex play which often leaves the peer group confused or embarrassed
- a child having excessive preoccupation with, or precocious knowledge of adult sexual behaviours
- a child who shows a marked fear of adults, usually men, but occasionally men and women
- a child who presents as depressed and where there may be instances of drug or alcohol abuse, suicide attempts or running away
- a child who suddenly starts to wet or soil
- a child who takes over the role of wife / mother within the family
- a child whose concentration and academic performance suddenly deteriorates
- a child who avoids medical examination or is reluctant to change for PE
- a child who has low self-esteem and few friends

- aggressive behaviour from a normally quiet child, or withdrawn behaviour from a normally boisterous child
- frequent unexplained absences or lateness
- a child who talks of nightmares and being unable to sleep; a child who may be excessively tired
- fire raising
- pregnancy in young teenagers where the identity of the father is vague or unknown
- recurrent urinary tract infections
- signs of sexually transmitted infections and overall dishevelled appearance

Action to be taken

If any teacher has concerns that a child in her / his class may be suffering from sexual abuse in any form, they must discuss this with the *designated teacher*, who should then discuss it with Social Services personnel. Parents should not be informed at the early stage of what action has been taken, as this may serve to quieten the child, putting her / him at even greater risk. Detailed records should be kept, including dates and circumstances surrounding discussions.

EMOTIONAL ABUSE

Emotional or psychological abuse can be defined as the destruction of the child's competence to be able to function in a social situation. The child may be denied appropriate contact with peers within or outside of school, and be forced to take on a particular role in relation to parents, which is detrimental to the child's ability to function appropriately in social contexts. This type of abuse is very difficult to identify as there are no physical signs – symptoms are usually apparent via a child's behaviour and demeanour.

It is important to note that the emotional / psychological abuse is present in all other forms of abuse, but this category is only used when it is the sole form of abuse.

Signs to look out for:

- a child may be inducted into a parental care-taking role and not be encouraged to be involved with appropriate play
- a child may be used as a parent's confidant to a degree that is harmful to the child's psychological development
- a child may be ignored, rejected or denigrated by a parent
- a child may be terrorised by a parent or others so that she / he is overly fearful and watchful
- a parent who is unable to be responsive to a child's emotional needs, who may be emotionally distant and / or excessively negative and hostile
- a child (usually of a mentally ill or disturbed parent) who is inducted into a parent's delusionary state or paranoid beliefs
- a child who is cripplingly over-protected and not given freedom to act at an age appropriate level
- a parent who provides only conditional love with threats of withdrawal of love

Behavioural definitions are very difficult to quantify because a) most children experience some of these acts from time to time, and b) because the impact of a single or seldom occurring act of abuse will not have severe and harmful effects. The harm of emotional maltreatment results from the cumulative effects of repeated acts of psychological abuse.

Associated Factors

Children who suffer from emotional abuse frequently come from homes where there is:

- a mentally ill or disturbed parent
- drug or alcohol abuse
- a parent who is socially isolated, unsupported or depressed, or conversely, a parent who has a very active social life with very little time or energy to give to child care
- a parent who has poor social skills, who may have learning difficulties and lack of knowledge about children's age appropriate needs
- a parent who has suffered severe abuse within her / his own childhood
- a household where there is 'adult on adult' domestic violence

Many parents who emotionally abuse their children are unaware that what they are doing is harmful. Because of their own life experiences they may have a distorted view of parenting and their role as a mother / father.

Action to be taken

If a teacher is concerned that a pupil in her / his class is being emotionally maltreated, it should be reported to the *designated teacher*, detailed records should be kept, and when appropriate, Social Services staff informed by the *designated teacher*.

Staff and volunteers need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. FGM is illegal in the UK. It's also illegal to take a British national or permanent resident abroad for FGM or to help someone trying to do this. FGM is any procedure that's designed to alter or injure a girl's (or woman's) genital organs for non-medical reasons. It's sometimes known as 'female circumcision' or 'female genital cutting'. It's mostly carried out on young girls.

FGM procedures can cause:

- severe bleeding
- infections
- problems with giving birth later in life - including the death of the baby

There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person.

SIGNS WHEN FGM IS IMMINENT:

- It may be possible that families will practise FGM in the UK when a female family elder is around, particularly when she is visiting from a country of origin.
- A professional may hear reference to FGM in conversation, for example a girl may tell other children about it.
- A girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'.
- A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk.
- Parents state that they or a relative will take the child out of the country for a prolonged period.
- A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent.
- Parents seeking to withdraw their children from learning about FGM.

INDICATIONS THAT FGM MAY HAVE ALREADY TAKEN PLACE

It is important that professionals look out for signs that FGM has already taken place so that:

- the girl or woman affected can be supported to deal with the consequences of FGM
- enquiries can be made about other female family members who may need to be safeguarded from harm.
- criminal investigations into the perpetrators, including those who carry out the procedure, can be considered to prosecute those breaking the law and to protect others from harm.

THERE ARE A NUMBER OF INDICATIONS THAT A GIRL OR WOMAN HAS ALREADY BEEN SUBJECTED TO FGM:

- A girl or woman may have difficulty walking, sitting or standing and may even look uncomfortable.
- A girl or woman may spend longer than normal in the bathroom or toilet due to difficulties urinating. A girl may spend long periods of time away from a classroom during the day with bladder or menstrual problems.
- A girl or woman may have frequent urinary, menstrual or stomach problems.

- There may be prolonged or repeated absences from school or college.
- A prolonged absence from school or college with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return could be an indication that a girl has recently undergone FGM.
- A girl or woman may be particularly reluctant to undergo normal medical examinations.
- A girl or woman may confide in a professional.
- A girl or woman may ask for help, but may not be explicit about the problem due to embarrassment or fear.
- A girl may talk about pain or discomfort between her legs.

ACTIONS TO BE TAKEN

If a teacher has concerns that a child in her / his class has undergone or about to undergo FGM, they must discuss this with the *Child Protection Officer*, who should then discuss it with Social Services personnel.

Parents should not be informed at the early stage of what action has been taken, as this may serve to quieten the child, putting her / him at even greater risk.

Detailed records should be kept, including dates and circumstances surrounding discussions/ observations.



CHILD PROTECTION – INFORMATION FOR STAFF

Below is a set of guidelines that staff should take on board when dealing with individual/small groups of students. It is important to be mindful at all times of your behaviour in relationship to individual/small groups of students and of the potential risk of an allegation. Staff should take necessary precautions in order to minimise the opportunity for an allegation to be made against them.

- Where possible try not to be alone in a room with a pupil, regardless of gender. If you are on your own with a pupil, leave the door open and inform a colleague if possible. Always keep an appropriate distance between you and the pupil.
- Do not engage in conversations about your personal life with pupils.
- Keep boundaries very clear between you and pupils, particularly if the conversation involves relationships, emotions, and sexual content.
- Do not exchange mobile phone numbers with students. Do not have your mobile phone out when dealing with an individual pupil.
- Do not accept students as 'friends' on social media (including Facebook and Twitter).
- If a pupil wishes to disclose personal information to you, ensure that they understand that you cannot guarantee confidentiality. Do not probe a pupil about their personal life unless they approach you.
- Be aware of pupils forming attachments to you as a teacher and keep your distance if they appear particularly needy of your attention. It is imperative that you do not appear to be encouraging the relationship, as this can often lead to misunderstandings.
- Be aware of conversations that you have with pupils and the need to avoid sexual innuendo at all times. Older pupils are particularly conscious of staff making sexual inferences and this can place you in a very vulnerable position.

Please discuss with the Designated Safeguarding Lead if at any time you are concerned about a situation and wish to seek advice.