



St. Stephen's School and Children's Centre

Learning for life

FEDERATION CHILD PROTECTION POLICY

This policy will be reviewed in 1 year.

	Date written	By	Role	Link Governor for safeguarding	Ratified	Date ratified
Version 2	October 2010	Neena Lall	Deputy Head Teacher	Mazia Yassim	Yes	02/12/2010
Version 3	November 2011	Neena Lall	Headteacher	Julia Weeden	Yes	01/12/2011
Version 4	November 2012	Kenneth Davies	Deputy Head Teacher	Julia Weeden	Yes	29/11/2012
Version 5	October 2013	Neena Lall Kenneth Davies	Headteacher Deputy Head Teacher	Ashley Evans	Yes	10/10/2013
Version 6	October 2014	Neena Lall Adam Bennett	Headteacher Assistant Headteacher	Ashley Evans	Yes	09/10/2014
Version 7	September 2015	Neena Lall Adam Bennett Mark Little	Headteacher Deputy Headteacher School Business Manager	Lori Cox	Yes	28/09/2015
Version 7	September 2016	Neena Lall Adam Bennett Mark Little	Headteacher Deputy Headteacher School Business Manager	Sandipan Chowdhury	Yes	30/09/2016
Version 8	September 2017	Adam Bennett Mark Little	Deputy Headteacher School Business Manager	Sandipan Chowdhury	Yes	30/09/2017
Version 9	September 2018	Adam Bennett Mark Little Jenna Chapman	Deputy Headteacher School Business Manager Assistant Headteacher	Sandipan Chowdhury	Yes	

CHILD PROTECTION POLICY AND PROCEDURES

Introduction

This document has been drawn up in accordance with the London Child Protection Procedures 2007 and 2014 (Part B). The school also references OFSTED documentation on inspecting safeguarding in maintained schools and Keeping Children Safe in Education (Sept 18) and inspecting safeguarding in early years, education and skills settings (August 2016) and Working Together to Safeguard (Feb 2017).

The governors and staff fully recognise the contribution the school makes, in partnership with other local agencies, to safeguarding children. We recognise that all staff, including volunteers, have a full and active part to play in protecting our pupils from harm and that everyone at St. Stephen's has a responsibility to keep children and young people safe.

All staff and governors believe that our primary school, nursery school, Day Care and Children's Centre should provide a caring, positive safe and stimulating environment, which promotes the social, physical and moral development of the individual child. Through its emphasis on prevention and early intervention, this policy aims to reduce the risks of children being abused.

There are five aspects to safeguarding and promoting the welfare of children:

- Ensuring we practice safer recruitment procedures in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep themselves safe.
- Implementing and reviewing rigorous procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting children who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

Aims of the Child Protection Policy:

- Provide a safe environment for children and young people to learn.
- Support the child's development in ways that will foster security, confidence and independence.
- Raise the awareness of all staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- Ensure that every member of staff including temporary, supply staff and volunteers, including the Governing Body, know the name of the Designated Senior Person responsible for child protection and their role.
- Ensure that there is a nominated governor for child protection. The nominated link governor for safeguarding including child protection is Sandipan Chowdhury

- Identify children and young people who are suffering or likely to suffer significant harm, and take appropriate action with the aim of making sure they are kept safe both at home and in school.
- Provide a systematic means of monitoring children known or thought to be at risk of harm.
- Emphasise the importance of good levels of communication between all members of staff.
- Develop and promote effective working relationships with other agencies, especially the Health Centre, Police, Social Services and Local Authority and contribute to effective partnerships working between all those providing services for children.

At St Stephen's School, Nursery School, Day Care and Children's Centre, we ensure that rigorous procedures are in place to keep all children safe. In order to do this we hold a Single Central Record (SCR), which contains details of all adults who come into contact with children. This statement details what checks will be required from those adults working at our school.

- Date of Children's List Check
- CRB/DBS (Disclosure and Barring System) disclosure number and date issued
- Photo ID
- These details are then kept on the SCR as evidence

Staff have a responsibility to inform the school of changes to their CRB/DBS. Staff are required to complete a staff information form annually, where any convictions and disqualifications in the last 12 months should be declared.

Safer Recruitment

- All interview panels will have at least one person qualified in safer recruitment practices as set out by the Local Authority.
- All members of leadership will receive safer recruitment training.
- The School will keep records to demonstrate to Ofsted that the checks have been done, including the number and date of issue of the enhanced CRB/DBS Disclosure.
- In addition, all staff recruited will be required to provide two references, confirmation of ID and qualifications. Staff files will be regularly reviewed to ensure compliance with safer recruitment standards.
- The school has effective systems in place to ensure that practitioners and others likely to have unsupervised access to the children (including those living or working on the premises) are suitable to do so.

Responsibilities

The Designated Senior Person will

- Refer cases of suspected abuse or allegations to the relevant investigating agencies
- Refer cases of CP allegations against a member of staff to the LADO within 24 hours

- Act as a source of support, advice and expertise within the educational establishment when deciding whether to make a referral by liaising with relevant agencies
- Liaise with Head Teacher (where role not carried out by the Head Teacher) to inform her of any issues and ongoing investigations.
- Ensure that any pupil currently subject of a child protection plan, who is absent without explanation for two days or more, is referred to children's services.
- Track referrals of children to social care to ensure regular flow of information

Training

Training will be provided in order to ensure that

- All staff are able to recognise how to identify signs of abuse and when it is appropriate to make a referral;
- Appropriate staff have a working knowledge of how Local Safeguarding Children Boards operate, the conduct of a child protection case conference and be able to attend and contribute to these effectively when required to do so;
- All staff read and understand the school's child protection policy, code of conduct and the up to date KCSIE part 1; these are read annually by staff.
- All staff have induction training covering child protection and are able to recognise and report any concerns immediately as they arise.
- Appropriate staff are able to keep detailed, accurate, secure written records of referrals/concerns.
- Staff have access to resources and attend any relevant or refresher training courses as appropriate.
- The DSL holds a Safeguarding Training Overview for all stakeholders

Raising Awareness:

- Ensure the child protection policy is updated and reviewed annually and work with the governing body regarding this;
- Ensure parents have access to the child protection policy, which alerts them to the fact that referrals may be made.
- Where children leave the school, ensure their child protection file is copied for new establishment as soon as possible but transferred separately from main pupil file. (N.B. this can be done **electronically**).
- If a child leaves and the new school is not known, the local authority should be alerted so that these children can be included on the database for Children Missing in Education.

Supporting Children

- We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

Our school will support all pupils by:

- Holding the UNICEF Convention Of The Rights Of The Child at the centre of our school behavioural ethos.
- Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying
- Promoting a caring, safe and positive environment within the school.

Confidentiality

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

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.
- All staff will have induction and then ongoing training and updates about child protection organised by the Designated Child Protection Officer.
- We will support such staff by providing an opportunity to talk through their anxieties with the Designated Child Protection Officer and to seek further support as appropriate such as supervision.

Allegations against staff

- If such an allegation is made, the member of staff receiving the allegation will immediately inform the Head teacher. If the allegation is against the Head teacher it should be passed immediately to the Chair of Governors.
- The Head teacher on all such occasions will discuss the content of the allegation with the Local Area Designated Officer (LADO) in the Children's Planning and Review Team.
- The school will follow the Local Safeguarding Children Board (LSCB) protocol for managing allegations against staff, a copy of which is posted on the Newham LSCB website.

Whistleblowing

- Staff have the right to raise any child protection matter through the school's whistleblowing policy.

Physical Intervention/ Restraint

- There may be occasions where a member of staff has to use physical intervention or restraint in order to prevent a pupil from harming themselves or others. Please see the positive handling policy for further guidance.

Anti- Bullying and School Behaviour policies

These are set out in separate policies. It is acknowledged that if staff allow or condone bullying, such conduct may be considered under child protection procedures.

Discrimination on the grounds of race or religion

Our Equality duties are set out in a separate policy and acknowledge that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

Responsibilities of Staff

Injuries

If a child comes to school with an injury the practitioner should always ask how it happened. This should be done as a matter of course. Take time, as soon as possible, to do it in a quiet, informal way, on a one to one basis in the normal classroom setting. Staff should always ask open ended questions e.g. "How did that happen?" as opposed to, "Who did that to you?" Avoid carrying out an interrogation, and do not ask a child to remove clothing to look at or photograph injuries. If the practitioner is satisfied with the child's explanation and there are no grounds for concern, then no further action needs to be taken. However a note must be made in the wellbeing book and passed on to the Designated Senior Person, including a drawing of any visible bruising or marks (never a photo). If the teacher is concerned about the answer or the child is already subject to a Child Protection Plan then the Designated Senior Person must be informed immediately (see below) and the concern should be uploaded to SAFEGUARD software.

Disclosures by Children

If a child approaches a member of staff to make a disclosure then the person who has been approached should make it a priority.

- Find a quiet area to talk outside the classroom
- Listen to the child but do not pressurise the child for facts which they are unwilling to give

- Ascertain the facts. When having a discussion with the pupil, use TED. Tell me, Explain, Describe Do not ask leading questions or suggest things to the child. If you do not feel comfortable having this conversation, please speak to the DSL or a learning mentor.
- Tell the child that you will need to tell other people what they said. Do not promise the child that you won't tell anyone else
- Do not ask the child to repeat what they have said to anyone else
- Reassure the child that they have done the right thing in talking to you
- If the child is at risk of imminent harm or if it is a child already known to the Safeguarding Team, then consult immediately with the DSL AND record on our Safeguard system.
- Make a written record of the disclosure in the wellbeing book using the guidance in the front of the book.

A child may not approach a member of staff directly but may say something in another context which may arouse concern. In this situation the staff member should follow it up at the earliest opportunity by having a quiet word with the child. This should be very informal and care should be taken not to alarm the child. If the member of staff is still concerned then the Designated Senior Person should be informed at the earliest opportunity.

Record Keeping

All records relating to child protection issues will be kept separate from all other records and will be locked away in either the Headteacher's, DHT or AHT office.

At St Stephen's each class has a pupil well-being book that is kept in a secure and confidential place.

Teachers, EAs and admin staff are to record any concerns regarding physical, emotional and social well-being as well as any incidents of ongoing unacceptable conduct, attendance and behavioural issues (including parents). The Deputy Headteacher, Designated Senior Person, SENCO, learning mentors and family support worker monitor these books half-termly and then address any concerns. A log of monitored pupils is then updated with the Headteacher on the SAFEGUARD system.

Any serious concerns are taken directly to the Designated Safeguarding Lead and immediately uploaded to SAFEGUARD.

Children subject to a child protection plan

- The school needs to be aware of all children who are subject to a child protection plan.
- The Designated Senior Officer is responsible for ensuring that a school representative attends and provides a report for all child protection conferences
- The Designated Senior Officer should liaise with other agencies which support the pupil such as CYPs, Mental Health Service, Health Visitors, Education Welfares Service, Educational Psychology Service and the police, through Operation Encompass.

- The Designated Senior Officer should ensure that where a pupil with a child protection plan leaves, their information is transferred to a new school immediately and the child's social worker is informed.

Children that are Looked After

CLA children receive the following:

- Designated Person to attend PEP/LAC reviews and parents meetings.
- Before school Breakfast Club - primary school children
- Weekly Learning Mentor sessions - primary school children

Categories Of Child Abuse

Abuse is categorised under four headings: physical abuse, neglect, emotional abuse, and sexual abuse. There are many signs which may indicate that a child is being abused. For example, overt and inappropriate sexual behaviour may be a specific sign that the child is being exposed to sexual abuse. However, a withdrawn and unhappy looking child could possibly be suffering from any of the four categories of abuse, but it may not be obvious as to what is the cause of the unhappiness. Staff should always be aware of children who show:

- Uncharacteristic aggression or temper tantrums
- An inability to make friends or relate to other children of the same age group.
- Bursts of tearfulness
- Frequent complaints of tummy aches and headaches.
- An air of depression.

Physical Abuse

Physical abuse is where there is an injury to a child and there is either definite knowledge or a reasonable suspicion that the injury was not accidental. This suspicion may arise when the nature of the injury is not consistent with the explanation given by the child or the parent. Signs of physical abuse could include:

- Obvious major injuries such as fractures, black eyes, cuts, and burns.
- Frequent "minor" injuries such as bruising, swelling, and redness, which may be evident in P.E.
- A child walking stiffly or holding themselves in an awkward way which might indicate an injury hidden beneath their clothing
- An unwillingness to change for P.E.
- Flinching at sudden movements
- An air of watchfulness and fear
- Inappropriate physical chastisement

Neglect

Neglect is the persistent or severe neglect of a child, which results in serious impairment of the child's health or development. It includes allowing the child to be exposed to dangerous situations. Signs of neglect could include:

- Constant hunger
- Thin or weak looking physique
- Untreated medical problems
- Poor personal hygiene and a dirty, unkempt appearance
- Lack of warm clothes in cold weather
- Constant tiredness
- A young child who comes to school and goes home unaccompanied
- A child who is left in the home without adult supervision
- A child who clings to adults and seeks affection

Emotional Abuse

Emotional abuse is the persistent and severe emotional rejection or ill treatment of the child. It also includes situations where the child is witnessing domestic violence within the home. It is probably the most difficult type of abuse to recognise. The signs are behavioural rather than physical. Emotional abuse may often indicate the presence of other kinds of abuse.

Signs of emotional abuse could include:

- Withdrawal and an air of detachment
- Depression
- Poor self esteem and lack of confidence
- A loss of appetite
- Being in a household with Domestic Violence

Sexual Abuse

Sexual abuse is the involvement of children in sexual activities which they do not comprehend and to which they are unable to give informed consent. Signs of sexual abuse could include:

- Child complaining of soreness / itching in the genital area
- Difficulty in walking or sitting
- Overt sexual behaviour or playing of a sexual nature
- Sexualised drawings
- Frequent soiling or wetting

Any disclosures, reports or suspicions of children missing in education, child sexual exploitation, peer on peer abuse, female genital mutilation, breast ironing or any section 47 offence will be immediately referred to the relevant agencies, following a safeguarding team meeting.

APPENDIX 1

Situations where there should be a referral to Newham Triage team

- 1. When it is suspected a child has suffered or is at risk of suffering significant harm either because disclosures or allegations have been made or from the presenting evidence. (Section 47)**
 - Physical abuse - when a parent or carer deliberately injures or induces illness in a child by hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating or otherwise causing physical harm.
 - Emotional abuse - when a child is persistently maltreated as to cause severe and persistent adverse effects to their emotional development. When you think a child is traumatised, injured or neglected as a result of domestic violence or persistent serious verbal threats.
 - Sexual abuse - forcing or enticing a child to take part in sexual activities including both contact and non contact (pornographic, voyeuristic) abuse. When a girl under 13 is pregnant.
 - Neglect - the persistent failure to meet a child's basic physical and psychological needs which could cause significant harm to their health & development.

- 2. When there is a concern that a parent or carer poses a risk to children, including when someone has criminal convictions which suggest a risk to children or he/she poses a risk to a child of FGM, honour-based violence, forced marriage, breast ironing, CSE or any serious child protection concern (Section 47)**
 - Children living in contact with adults with former schedule 1 offences or known to MAPPA /MARAC processes
 - Children/unborn babies of parents who have previously had children removed or with issues such as substance misuse, mental health problems or disabilities which could place children at risk of significant harm.
 - Children whose parents suffer from mental health problems where the child is the subject of parental delusions - even if the parent is not living with the child.

In such cases parents should not be informed without seeking advice from Newham Social Care.

- 3. When a child is abandoned, home alone, lost or no-one has parental responsibility. (section 17 or 47)**
 - This includes vulnerable children left home alone and children whose parents are incapacitated through physical or mental ill health from caring for them.

- 4. When a child or young person is at risk of imminent family breakdown or breakdown has already occurred. (section 17 or 47)**

- Children whose parents are experiencing a crisis or domestic violence dispute and are temporarily incapable of caring for them. When the parents' drug and alcohol misuse, learning difficulties, physical and/or mental health are preventing them from caring for their children.
- Young people who are in crisis with their parents and who require professional intervention to prevent family breakdown.

5. When a child has a disability, serious or terminal illness. (Section 17)

- Including where a child has been in hospital for 3 months or more
- Where a child may need a package of services to support living at home

6. When a child may be privately fostered. (Section 17)

- Children who are looked after by someone other than a parent, step-parent, grandparent, aunt, uncle or sibling

7. When there is a suspicion that a child may be a 'child in need' which means they are unlikely to reach or maintain a satisfactory level of health or development without the provision of services. (Section 17)

- Children of disabled parents entitled to carers assessment
- Children who are suspected of being trafficked

8. Young people remanded into Care because of criminal activity

List of designated people

Neena Lall Headteacher				
Adam Bennett DHT Federation Safeguarding Lead			Mark Little SBM Federation Health and Safety	
	Primary	Nursery	Day Care	Children's Centre
Designated Safeguarding Lead	Jenna Chapman AHT	Janet Patterson AHT	Harsha Mesuria Day Care Manager	Marie Foley Children's Centre Manager
Deputy Designated Safeguarding Lead	Neena Lall HT			Rebecca Ross Senior Family Support Worker
SENDCo	James Frecknall AHT	Emilie Johanson		
Designated person for Looked After	James Frecknall AHT	Janet Patterson AHT		

Role of the Designated Safeguarding Lead

The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection. This person should have the appropriate status and authority within the school to carry out the duties of the post. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection, as set out above, remains with the designated safeguarding lead; this **lead responsibility** should not be delegated.

Manage referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

Work with others

The designated safeguarding lead is expected to:

- liaise with the headteacher to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations; join
- as required, liaise with the "case manager" (as per Part four) and the LADO at the local authority for child protection concerns (all cases which concern a staff member); and
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

Training

- The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.
- The designated safeguarding lead should undertake Prevent awareness training.
- In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:
 - 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 or college's child protection policy and procedures, especially new and part time staff;
 - are alert to the specific needs of children in need, those with special educational needs and young carers;
 - are able to keep detailed, accurate, secure written records of concerns and referrals;

- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;"
- obtain access to resources and attend any relevant or refresher training courses; and

87 Section 17(10) Children Act 1989: those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children.

- 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.

Raise Awareness

The designated safeguarding lead should:

- ensure the school or college's child protection policies are known, understood and used appropriately;
- ensure the school or college's child protection policy is reviewed annually (as a minimum) 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; and
- link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child protection file

Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for the school, working with the designated safeguarding lead, to define what "available" means, which in exceptional circumstances may mean availability via phone.

Signature	
Deputy DSL with responsibility for	
Date	