

Oak Farm Junior School
Child Protection Policy
April 2015
(Currently with governors for ratification)

Statutory Responsibility

Under the terms of the Education Act 2002 Section 175 the Governors of Oak Farm Junior School are responsible for ensuring that their functions are carried out with a view to safeguarding and promoting the welfare of children.

The following policy complies with DCSF: *Safeguarding Children and Safer Recruitment in Education* and follows locally-agreed inter-agency procedures for protecting children from abuse which are established by the Local Safeguarding Children Board (Hillingdon) and the All London Child Protection Procedures.

Supporting Documentation:

- “Safeguarding Children and Safer Recruitment in Education” published by the DCSF January 2007 provides details of the current guidance and is about the duty of schools to have arrangements for carrying out their functions with a view to safeguarding and promoting the welfare of children.
- “Working Together to Safeguard Children” published by HM Government 2013
- “London Safeguarding Children Board: London Child Protection Procedures” 2014
- “What to do if you are worried a child is being abused” 2006
- “Framework for the Assessment of Children in Need and their Families” 2000

ALL DOCUMENTS ARE HELD IN THE HEADTEACHER’S OFFICE AND ARE FREELY AVAILABLE TO ALL STAFF.

Child Protection Policy

Oak Farm Junior School fully recognises its responsibilities for Child Protection. It also recognises the importance of ensuring all children, in our care, are kept safe and protected whilst in our school and at other times in their lives.

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

The policy is to be made available to parents on request.

The main elements to our policy are:

1. Ensuring we practice safe recruitment in checking the suitability of staff, governors and volunteers to work with children.
2. Raising awareness of Child Protection issues to all school staff of the need to safeguard children and keeping all staff members up to date with their training.

3. Acknowledge the need for effective and appropriate communication between all stakeholders in developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
4. To provide systematic means of monitoring any child known or thought to be at risk of harm and supporting pupils who have been abused in accordance with his/her agreed Child Protection plan.
5. To continue maintaining effective working relationships between all agencies involved in working with pupils at Oak Farm Junior School.
6. Establishing a safe environment in which children can learn and develop, whilst equipping them with the skills needed to keep themselves safe.

Recruitment

The school follows the guidance provided in the document “Safeguarding Children and Safer Recruitment in Education, 2007.” Safe recruitment practice means scrutinising applicants, verifying identity and any academic or vocational qualifications, obtaining professional and character references, checking previous employment history and that a candidate has the health and physical capacity for the job, and a face to face interview as well as a Criminal Records Bureau Check.

The Head teacher and Governors are to ensure that before appointing staff the checks described above are undertaken and are to enlist the support of the LA in obtaining suitable Criminal Records Bureau disclosures now known as the DBS – Disclosure and Barring Service (See also Safer Recruitment Policy)

All staff, teaching and non-teaching, peripatetic music and sport teachers, volunteers and other adults who will be in contact with the children, will be DBS checked on being appointed to Oak Farm Junior School and then every five years unless a sooner check is required by the Governors, the Head teacher or Designated teacher. External agency staff will be checked every three years.

Raising awareness of Child Protection issues and equipping children with the skills needed to keep them safe.

Raising awareness of Child Protection issues

We recognise that because of the day to day contact with children, school staff is well placed to observe the outward signs of abuse. The school will therefore:

Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.

Ensure children know that there are adults in the school whom they can approach if they are worried.

Ensure we have Designated Teachers for Child Protection who have received appropriate training and support for this role. The Designated Teachers for Child Protection are the Head teacher, Mr A. Mills and E Speller

Ensure we have a nominated Governor responsible for Child Protection. The designated Governor is Laura Pearce.

Ensure every member of staff, volunteer and governor knows the name of the Designated Teachers responsible for Child Protection and their roles.

Ensure all staff, stakeholders and volunteers involved in working with pupils understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the Designated Teachers responsible for Child Protection.

All staff working within school have receive Child Protection training on-line or as inset and will have this updated every three years and will know how to respond to disclosures. Adults who come into work in school, will be given guidance on commencing work with the children.

Ensure that parents have an understanding of the responsibility placed on the school and staff for Child Protection by setting out its obligations in the School Brochure.

Equipping children with the skills needed to keep them safe.

It is important to make children and young people aware of behaviour towards them that is not acceptable and how they can help keep themselves safe. Planned lessons on E safety are incorporated into the ICT plans (See E-safety Policy).

The non-statutory framework for Personal, Social and Health Education (PSHE) provides opportunities for children and young people to learn about keeping safe; **and who to ask for help if their safety is threatened.**

Issues such as Domestic Abuse can be difficult to broach directly in the classroom. However, discussions about personal safety and keeping safe can reinforce the message that any kind of violence is unacceptable. Children are encouraged to talk about their own problems and are signposted to sources of help.

Raising these issues can lead children to bring up personal problems and concerns and staff delivering lessons on these subjects are prepared for that possibility and know what to do if sensitive issues arise.

Nurture time is provided for any child to discuss issues with a supportive Teacher or LSA who works under the guidance of the Head teacher &/or Designated teacher.

Procedures for identifying and reporting cases of alleged abuse.

In order to identify and report alleged cases of abuse:

Staff should be alert to signs of abuse and know the procedures for reporting possible disclosures, concerns or suspicions. All members of staff are aware of who to report these to. All members of staff should record their worries onto a 'concerns form' which should be dated and signed. This should then be given to the designated teacher who will discuss this issue with the teacher and decide upon the action to be taken.

The Designated Teachers have responsibility for co-ordinating action within the school, and for liaising with other agencies and for keeping confidentiality/sharing knowledge on a need to know basis.

Procedure

The Head teacher

The Head teacher should ensure that:

The Policies and Procedures relating to Child Protection adopted by the Governing Body are fully implemented, and followed by all staff.

Sufficient resources and time are allocated to enable the Designated Teachers and other staff to discharge their responsibilities including taking part in regular training, strategy discussions and other Inter-Agency meetings, and contributing to the assessment of children.

All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner.

Children are taught so as to equip them with the skills they will need to keep them safe.

The Designated Teachers.

The Designated Teachers for Child Protection is Mrs E Speller and Mr A Mills

Their role is to:-

- Ensure that the All London Child Protection Procedures 2014 are followed in the school.
- Ensure that all staff are aware of these procedures.
- Attend all appropriate training and support, in addition to basic Child Protection training, the Designated Teachers must undertake training in inter-agency working that is provided by, or to standards agreed by, the LSCB, and refresher training at 2 yearly intervals to keep knowledge and skills up to date.
- Ensure that all staff who work with children undertake appropriate training to equip them to carry out their responsibilities for Child Protection effectively, that is kept up to date by refresher training at 3 yearly intervals. Share the school's arrangements for Child Protection and responsibilities to all temporary staff and volunteers who work with children.
- Ensure that both Head and Designated teachers are kept fully informed of any concerns and share concerns, discussing issues for best outcome.
- Develop effective working relationships with other agencies, services and professionals.

- Decide whether to take further action about specific concerns e.g. refer to Social Care Team.
- Liaise with Social Care teams over suspected cases of child abuse.
- Ensure that accurate records relating to individual children are kept in a secure locked location, separate from the main pupil file and marked 'Strictly Confidential'.
- Submit reports to, and attend, Child Protection Conferences/Child In Need Planning Meetings.
- Ensure that the school effectively monitors children who have been identified as 'At Risk'.
- Provide guidance to parents, children and staff about obtaining suitable support.

School Procedures for all staff

Any member of staff with concerns about a child must inform a Designated Teacher or Head Teacher immediately and then record their concerns onto a 'Concerns sheet'

The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations. It must be dated and signed and given to the designated teacher (Mrs E. Speller)

The Designated Teacher/ Head Teacher will decide whether the concerns should be referred to the Social Care triage team who will direct the concerns to a social work pod, if they judge the concerns to be within their thresholds.

If a referral is made to the Social Care Team, the Designated Teacher will ensure that a written report of the concerns is sent to the Social worker, or Pod, dealing with the case within 48 hours. **(Common Assessment Framework – CAF or Hillingdon multi agency referral form)** Checking with the Belinda Hearn to see if a CAF/ referral form is already in place. Ensure that we have completed one of these forms. If the Social Care Team or other agency prefer the new inter agency form to be completed, instead of the CAF, this should be done and Faxed to their office, the same day where possible, but no longer than the next day.

Particular attention will be paid to the attendance and development of any child who has been identified as at risk and the parties involved will be informed.

If an "at risk" pupil changes school, the Designated Teacher will inform the Social Worker responsible for the case, and transfer the appropriate records to the receiving school.

If there are concerns over E safety, the procedures incorporated within the E Safety Policy will be followed – (See E Safety Policy)

If you are concerned that a child's safety is at risk because you suspect someone is using communication technologies (such as social networking sites) to make inappropriate contact with the child

- Report to and discuss with the named child protection officer in school and contact parents
- Advise the child on how to terminate the communication and save all evidence

- Contact CEOP at www.ceop.gov.uk/contact_us.html
- Consider the involvement of police and social services
- Inform the LA e-safety officer.

When to be concerned

Staff should be concerned if a pupil;

- Has any injury which is not typical of the bumps and scrapes normally associated with children's activities?
- Regularly has unexplained injuries.
- Frequently has an injury, or visits the medical room frequently, even when apparently reasonable explanations are given.
- Offers confused or conflicting explanations about on how injuries were sustained.
- Exhibits significant changes in behaviour, performance or attitude.
- Indulges in sexual behaviour which is unusually explicit and/or inappropriate to his or her age.
- Discloses an experience in which he or she may have been significantly harmed.
- Have regular or unexplained periods of absence.

Dealing with a disclosure

If a pupil discloses that he or she has been abused in some way, the member of staff should:

- Listen to what is being said without displaying shock or disbelief.
- Accept what is being said.
- Allow the child to talk freely.
- Reassure the child, but not make promises which it might not be possible to keep.
- Not promise confidentiality, as it might be necessary to refer the case to the Social Care Team.
- Reassure the pupil that what has happened is not their fault.
- Stress that it was the right thing to tell.
- Listen, rather than ask direct questions and never ask leading questions.
- Ask open questions rather than leading questions if necessary, for clarification
- Explain what has to be done next and who has to be told.

Record keeping

When a pupil has made a disclosure, the member of staff should:

- Inform a designated teacher as soon as possible.
- Make some brief, but concise notes as soon as possible after the conversation. Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child. Sign the end of the statement.
- Record statements and observations, rather than interpretations or assumptions
- Draw a diagram to indicate the position of any bruising or other injury.
- Not destroy the original notes in case they are needed by a court.

Support

Dealing with a disclosure from a child is likely to be a stressful experience. The member of staff concerned should consider seeking support for him/herself and discuss this with the Designated Teacher &/or Head Teacher.

Allegations involving school staff

If a child, or parent, makes a complaint of abuse against a member of staff, the person receiving the complaint must take it seriously and immediately inform the Head teacher.

Any member of staff who has reason to suspect that a pupil may have been abused by another member of staff, either at school or elsewhere, must immediately inform the Head teacher. A record of the concerns must be made, including a note of anyone else who witnessed the incident or allegation.

If the concerns are about the Head teacher, the Child Protection Officer for Education must be contacted. Tel: 01895 277463. The Chair of Governors is nominated to be responsible for liaising with the LA and /or partner agencies, as appropriate, in the event of allegations of abuse being made against the Head teacher.

The Head teacher will **not** investigate the allegation itself, or take written or detailed statements, but he/she will assess whether it is necessary to refer to the local Social Services team in accordance with the Child Protection procedures. In doing this, the Head teacher **will** consult with the **LADO (Local authority designated officer)**.

If the Head teacher decides that the allegation warrants further action through Child Protection procedures, he/she must make a referral direct to the local Social Services team. If the allegation constitutes a serious criminal offence, it will be necessary to contact the LADO before informing the member of staff.

If it is decided that it is not necessary to refer to Social Services the head teacher will consider whether there needs to be an internal investigation.

The procedures for responding to allegations of abuse involving staff in schools issued by Hillingdon LA, are kept by the Designated Teacher and Head teacher. (See Allegations Against Staff Policy)

Supporting pupils who have been abused.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued. Dedicated nurture time with a person who is familiar/known to the child.
- . The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as Social Care Team, Child and Adult Mental Health Service, Education Welfare Service and Educational Psychology Service.

Establishing a safe environment in which children can learn and develop.

Extended Schools, Before and After School Activities & External "Lets"

The Governing Body of a school controls the use of the school premises both during and outside school hours, except where a transfer of control agreement has been made. The other body, known as the 'controlling body', will control the occupation and use of the premises during the times specified in the agreement. Transferring control of the premises to local community groups, sports associations and service providers can enable school facilities to be used without needing ongoing management or administrative time from school staff.

Where the Governing Body provides services or activities directly under the supervision or management of school staff, the school's arrangements for Child Protection will apply. Where services or activities are provided separately by another body, the Governing Body should seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and Child Protection, and there are arrangements to liaise with the school on these matters where appropriate.

Confidentiality

We comply with the government requirements set out in DHS Circular LA 83/14 and by the LA with regard to confidentiality. The files we keep on children are open to parents. Information from third parties will not be disclosed without their prior consent. Access to these files may be withheld in certain prescribed cases where there are instances of actual or alleged abuse (see DfES circular 16/19). Working notes are not subject to disclosure, but will be summarised and then kept on file. These guidelines of ours are in line with the safeguards on disclosure of information set out in the Education (school records) Regulations 1989

The Prevent Strategy

Promoting Fundamental British Values

In school

It is expected that all staff and pupils should understand that while different people may hold different views about what is right and wrong, all people who are part of the Oak Farm Community are subject to the laws of England. All school partners should understand and promote and uphold English civil and criminal law. Partners should clearly understand the differences between English law and religious law.

The Oak Farm schools will promote this clear understanding through educating children in British values and democracy, freedom of speech, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

This clear understanding will be delivered through the inclusive ethos of both Oak Farm schools and through the SMSC provision provided at both schools.

Through school systems we will actively promote:

- an understanding of how citizens can influence decision making through developing an understanding of the democratic process.
- an understanding that living under the British rule of law protects individual citizens and is essential for their wellbeing and safety.
- an understanding of the roles of the police, army and the courts.
- an understanding that the freedom to choose and hold your own faith is protected by law.
- an understanding that people have the right to choose their own faith and beliefs and that right is protected by British law.
- an understanding of the need to develop an inclusive society, identifying and combating discrimination.

The Oak Farm schools will develop and promote these clear understandings through:

1. include in their curriculums content where appropriate on the advantages and disadvantages of democracy and how democracy and the law works in Britain, in contrast to other forms of government in other countries.

2. ensure that all pupils in both schools have a voice and are listened to, through promoting the democratic process.
3. demonstrate the values of elections within the democratic process by holding school election's and hosting's for different posts within the schools.
4. develop an understanding of a range of faiths and beliefs.
5. Continue to listen and engage the local community in school life to develop an inclusive and integrated community

This document is created in line with DoE – Promoting fundamental British values as part of SMSC in schools – November 2014

Further information on Child Sexual Exploitation and Female Genital Mutilation

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 also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

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. 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 on pages 11-12 of the Multi-Agency Practice Guidelines referred to previously. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Oak Farm Junior School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Date policy was written: April 2015

Written by A Mills & E Speller
Review date: April 2016 ,annually

Signed for school:

Designated teacher Date

Signed for school:

Head Teacher

Date:

Signed for Governors:

Date

Oak Farm Junior School CHILD PROTECTION POLICY

Reviewed on: April 2015

Ratified by Governors on:

Governor's signature:

Head's signature:

Designated Teacher
Signature:

To be reviewed: April 2016