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# Child Protection Policy

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**Fairfields School**  
Helping children to help themselves

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## 1. INTRODUCTION

Safeguarding is defined as protecting children from maltreatment, preventing impairment of health and/or development, ensuring that children grow up in the provision of safe and effective care and taking action to enable all children to have the best outcomes. (*Keeping Children Safe in Education DfE, September 2016*)

This Child Protection Policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the school. In particular this policy should be read in conjunction with the school's Behaviour Policy, Anti-Bullying Policy, Staff Code of Conduct, Online Safety Policy and E-Safety and Acceptable Users Policy.

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child. (*Keeping Children Safe in Education DfE, September 2016*)

### **Purpose of a Child Protection Policy**

- To inform staff, parents/carers, volunteers and governors about the school's responsibilities for safeguarding children.
- To enable everyone to have a clear understanding of how these responsibilities should be carried out.

### **Northamptonshire Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures**

The school follows the procedures established by the Northamptonshire Safeguarding Children Board; a guide to procedure and practice for all agencies in Northamptonshire working with children and their families: [www.northamptonshirescb.org.uk](http://www.northamptonshirescb.org.uk)

### **Mission Statement**

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to when they have a worry or concern.
- Establish and maintain an environment where school staff and volunteers feel safe, are encouraged to talk and are listened to when they have concerns about the safety and well-being of a child.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Ensure that children, who have additional/unmet needs, are supported appropriately. This could include referral to early help services or specialist services if they are a child in need or have been / are at risk of being abused and neglected.
- Consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff

members should always act in the interests of the child.

In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- The Children Act 1989

## 2. STATUTORY FRAMEWORK

- The Children Act 2004
- **Section 11** of the Children Act 2004 places duties on a range of organisations and individuals to ensure their functions, and any services that they contract out to others, are discharged having regard to the need to safeguard and promote the welfare of children.
- Education Act 2002 (Section 175/157) outlines that Local Authorities and School Governing Bodies have a responsibility to *“ensure that their functions relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils”*.
- Northamptonshire Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures
- Keeping Children Safe in Education (DfE, September 2016)
- Keeping Children Safe in Education: Part One - information for all school and college staff (DfE, September 2016) – APPENDIX 1
- Working Together to Safeguard Children (DfE 2015)
- The Education (Pupil Information) (England) Regulations 2005
- Sexual Offences Act (2003)
- Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty)
- Female Genital Mutilation Act 2003 (Section 74 ,Serious Crime Act 2015)

Working Together to Safeguard Children (DfE 2015) requires each school to follow the procedures for protecting children from abuse which are established by the Northamptonshire Safeguarding Children Board.

Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which:

- (a) a child may have been abused or neglected or is at risk of abuse or neglect
- (b) a member of staff has behaved in a way that has, or may have harmed a child or that indicates they would pose a risk of harm.

## 3. PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

### School Staff & Volunteers

School staff and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with children.

All staff members receive appropriate safeguarding and child protection training which is regularly updated. In addition all staff members receive safeguarding and child protection updates (for example, via email and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. This helps to ensure

that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow.

Regular volunteers are made aware of the safeguarding policies and procedures by the Designated Safeguarding Lead Person - including Child Protection Policy and Staff Code of Conduct.

All school staff have a responsibility to provide a safe environment in which children can learn.

### **Safer Recruitment and Selection**

The school pays full regard to DfE guidance "Keeping Children Safe in Education" September 2016. We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult, including, for example, volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and appropriate checks, including an enhanced DBS check.

The Headteacher, Deputy Headteacher, Assistant Headteacher, School Business Manager and Chair of Governors have undertaken Safer Recruitment training; one of these will always be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

### **Safeguarding Information for pupils**

The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. Pupils know that we have members of staff with responsibility for child protection and know who these are. We inform pupils of the availability of advice and support and whom they might talk to, both in and out of school; their right to be listened to and heard and what steps can be taken to protect them from harm.

### **Prevention**

- Due to the complex special needs of our pupils, staff consistently monitor the progress and welfare of all pupils. Small class groups and high staffing ratios provide a high level of individual support and vigilance. Staff maintain an awareness of the factors which may affect the emotional and physical well-being of the child.
- We establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to. They are also given the message that they will be listened to in times of distress.
- We aim to engender trust within the children so that they feel that they have access to staff at the point of need. We ensure children know that there are adults in the school whom they can approach if they are worried.
- Children will be told that staff are not allowed to keep secrets of a harmful nature and that they may have to discuss the matter with other relevant professionals.

### **Prevention in the Curriculum**

- The school recognises the importance of developing pupils' awareness of behaviour that is unacceptable towards them and others, and how they can help keep themselves and others safe.

- Through daily class 'Circle Time' and the PSHE curriculum (including 'Protective Behaviours') children will be made aware of the right to stay safe and be given the message that all members of staff are there to listen to them in privacy.
- PSHE provides personal development opportunities for pupils to learn about a range of themes. For example, As part of developing a healthy, safer lifestyle, pupils are taught to, for example to:
  - safely explore their own and others' attitudes
  - recognise and manage risks in different situations and how to behave responsibly
  - judge what kind of physical contact is acceptable and unacceptable
  - recognise when pressure from others (including people they know) threatens their personal safety and well-being and develop effective ways of resisting pressure; including knowing when and where to get help
  - use assertiveness techniques to resist unhelpful pressure
  - Internet Safety

#### 4. THE DESIGNATED SAFEGUARDING LEAD PERSON

**The Senior Designated Safeguarding Lead Person for Child Protection in this school is:**

**Sara Clarkson, Assistant Headteacher**

The Deputy Designated Safeguarding Leads for Child Protection in this school are:

Karen Lewis, Headteacher

Lesley Elder, Deputy Headteacher

Nicky Wood, EYFS Phase Leader

Philippa Boyce, Senior Family Support Worker

**The broad areas of responsibility for the Designated Safeguarding Lead Person are found in Annex B of "Keeping Children Safe in Education" 2016. They are:**

➤ **Managing referrals and cases**

- Refer all cases of suspected abuse or neglect to the Multi Agency Safeguarding Hub (MASH), Police (cases where a crime may have been committed) and to the Channel programme where there is a radicalisation concern. **Safeguarding Referrals must be made in one of the following ways:**
  - By telephone contact to the Multi-Agency Safeguarding Hub (MASH): **0300 126 1000**
  - By e-mail to: [MASH@northamptonshire.gcsx.gov.uk](mailto:MASH@northamptonshire.gcsx.gov.uk)
  - By using the online referral form found at <http://www.northamptonshire.gov.uk/thresholdsandpathways>
  - In an emergency outside office hours, contact children's social care out of hours team on **01604 626938** or the Police

- **If a child is in immediate danger at any time, left alone or missing, you should contact the police directly and/or an ambulance using 999.**

### ➤ **Training**

The Designated Safeguarding Lead should undergo formal training every two years. The DSL should also undertake Prevent awareness training. In addition to this training, their knowledge and skills should be refreshed, (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments), at least annually to:

- 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 the latest Thresholds and Pathways document ([www.northamptonshirescb.org.uk/schools/toolkits-docs-schools/thresholds-and-pathways/](http://www.northamptonshirescb.org.uk/schools/toolkits-docs-schools/thresholds-and-pathways/))
- 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 safeguarding and child protection policy and procedures, especially new and part time staff
- Ensure that all staff:
  - ✓ understand what 'Early Help' is
  - ✓ understand what this looks like in their school
  - ✓ understand how to identify children in need of 'Early Help'
  - ✓ understand the difference between a 'concern' and 'immediate danger or at risk of harm'
- Ensure that the school keeps a record of the children who are in receipt of 'Early Help'
- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Understand and support the school 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
- Be able to keep detailed, accurate, secure written records of concerns and referrals
- 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.

### ➤ **Raising Awareness**

- The Designated Safeguarding Leads Person (DSLs) should ensure the school policies are known, understood and used appropriately.
- Ensure the school safeguarding and child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies regarding this.
- Ensure the safeguarding and child protection policy is available publicly and parents/carers are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with the Local Safeguarding Children's Board (LSCB) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

- Where children leave the school, ensure the file for safeguarding and any child protection information is sent to any new school as soon as possible but transferred separately from the main pupil file.
- Obtain proof that the new school/education setting has received the safeguarding file for any child transferring and then destroy any information held on the child in line with data protection guidelines.

During term time, at least one of the Designated Safeguarding Leads (DSL's) will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. In addition MASH have contact details for DSLs during out-of-hours.

## 5. THE GOVERNING BODY

The School Governing Body must ensure that it complies with its duties under legislation. It must also have regard to this guidance to ensure that the policies, procedures and training at Fairfields are effective and comply with the law at all times.

The nominated governors for child protection are:

**Mary Doveston and Kevin Brooks**

The responsibilities placed on governing bodies include:

- their contribution to inter-agency working, which includes providing a coordinated offer of 'Early Help' when additional needs of children are identified
- ensuring that an effective child protection policy is in place, together with a staff code of conduct
- ensuring staff are provided with Part One of 'Keeping Children Safe in Education' (DfE 2016) and are aware of specific safeguarding issues
- ensuring that staff induction is in place with regards to child protection and safeguarding
- appointing appropriate members of staff, including senior members of staff, to act as Designated Safeguarding Leads
- ensuring that the role of the **Senior** DSL is explicit in the role-holder's job description (see Annex B of 'Keeping Children Safer In Education' - September 2016), which describes the broad areas of responsibility and activities related to the role
- ensuring that all of the Designated Safeguarding Leads undergo formal child protection training every two years (in line with LSCB guidance) and receive regular (annual) safeguarding refreshers (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments)
- prioritising the welfare of pupils and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns
- ensuring that children are taught about safeguarding in an age appropriate way, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- ensuring appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material

Additional information to support governing bodies and proprietors is provided in Annex C of **Keeping Children Safe in Education (DfE 2016)**.

## 6. THE HEADTEACHER

The Headteacher will:

- ensure that the policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff
- ensure that there is a record of training dates which is well maintained
- ensure that sufficient resources and time are allocated to enable the Designated Safeguarding Leads and other staff to discharge their responsibilities
- ensure that all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children and ensure that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.
- liaise with Designated Officers (formerly LADO) when managing all allegations made against members of staff.

## 7. WHEN TO BE CONCERNED

### **A child centred and coordinated approach to safeguarding:**

Safeguarding and promoting the welfare of children is **everyone's responsibility**. In order to fulfil this responsibility effectively, all professionals should make sure their approach is **child centred**. This means that they should consider, at all times, what is in the best interests of the child.

At Fairfields School we recognise that we form part of the wider safeguarding system for children. This system is based on the principle of providing help for families to stay together where it is safe for the children to do so, and looking at alternatives where it is not, whilst acting in the **best interests** of the child at all times.

### **Children who may require 'Early Help':**

All staff should be aware of the **'Early Help' process**, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child's needs. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the Designated Safeguarding Leads any ongoing/escalating concerns so that consideration can be given to a referral to Children's Services if the child's situation does not appear to be improving.

### **Early Help Links:**

- Follow this link: [www.northamptonshirescb.org.uk/social-care/early-help/](http://www.northamptonshirescb.org.uk/social-care/early-help/) to access Northamptonshire's information and support for professionals regarding Early Help.
- The Early Help Strategy  
[www.northamptonshirescb.org.uk/social-care/early-help/early-help-strategy/](http://www.northamptonshirescb.org.uk/social-care/early-help/early-help-strategy/)
- Early Help Co-ordinator

[www.northamptonshire.gov.uk/earlyhelp](http://www.northamptonshire.gov.uk/earlyhelp)

Staff and volunteers working within the school should be alert to the potential need for Early Help for children also who are more vulnerable. For example:

- **Children with a disability and/or specific additional needs.**
- **Children with special educational needs.**
- **Children who are acting as a young carer.**
- **Children who are showing signs of engaging in anti-social or criminal behaviour.**
- **Children whose family circumstances present challenges, such as substance abuse, adult mental health or learning disability, domestic violence.**
- **Children who are showing early signs of abuse and/or neglect.**

School staff members should be aware of the main categories of maltreatment: **physical abuse, emotional abuse, sexual abuse and neglect**. They should also be aware of the indicators of maltreatment and **specific safeguarding issues** so that they are able to identify cases of children who may be in need of help or protection.

***See Appendix 1 of this policy for information on indicators of abuse and on specific safeguarding issues, including child sexual exploitation and female genital mutilation.***

***See Appendix 2 for safeguarding pupils who are vulnerable to extremism and radicalisation***

#### **Children with special educational needs and disabilities:**

Additional barriers can exist when recognising abuse and neglect in this group of children.

This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration
- Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying - without outwardly showing any signs
- Communication barriers and difficulties
- Reluctance to challenge carers, (professionals may over empathise with carers because of the perceived stress of caring for a disabled child)
- Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased
- A disabled child's understanding of abuse
- Lack of choice/participation
- Isolation

#### **Directory Of Services for Children With Disabilities:**

<http://www.northamptonshire.gov.uk/SEND>

**Northamptonshire's Local Offer:**

<http://www.northamptonshire.gov.uk/localoffer>

#### **Peer on Peer Abuse**

Education settings are an important part of the inter-agency framework not only in terms of evaluating and referring concerns to Children's Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting.

Staff should recognise that children are capable of abusing their peers.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

- Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- Whether the perpetrator has repeatedly tried to harm one or more other children; or
- Whether there are concerns about the intention of the alleged perpetrator.

Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender based violence/sexual assaults, sexting, domestic abuse, peer-on-peer exploitation, serious youth violence, sexual bullying or harmful sexual behaviour.

In order to minimise the risk of peer on peer abuse the school:

- Provides a developmentally appropriate PSHE curriculum which develops pupils understanding of acceptable behaviour and keeping themselves safe.
- Have systems in place for any pupils to raise concerns with staff, knowing that they will be listened to, believed and valued.
- Develop robust risk assessments where appropriate.
- Have relevant policies in place (e.g. behaviour policy).

## **8. RESPONDING TO A DISCLOSURE**

If a child discloses that he or she has been abused in some way, the member of staff/volunteer 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.
- Never promise a child that they will not tell anyone - as this may ultimately not be in the best interests of the child.
- Reassure him or her that what has happened is not his or her fault.
- Stress that it was the right thing to tell.
- Listen, only asking questions when necessary to clarify. Questions should be kept to a minimum and of an "open" nature e.g. "Tell me." "Explain." "Describe." (TED)
- Not criticise the alleged perpetrator.
- Explain what has to be done next and who has to be told.
- Record on 'My Concern' software (specifically designed to record and manage child protection concerns), which automatically passes on the information to the Designated Safeguarding Leads through an email alert.
- If the child is at risk of significant harm, then immediately find one of the Designated Safeguarding Leads, in person, to pass on the concern.

It is *not* the responsibility of the school staff to investigate concerns or to determine the truth of any disclosure or allegation.

### **Staff will immediately report to a DSL:**

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation for injury given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)

### **Support**

Dealing with a disclosure from a child and with safeguarding issues can be stressful. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with one of the Designated Safeguarding Leads.

**If a school staff member receives a disclosure about potential harm caused by another staff member, they should see section 13 of this policy – *Allegations involving school staff/volunteers.***

For referrals regarding adults in education and other information on the role of the Designated Officer (formerly LADO) follow the link below:

<http://www.northamptonshirescb.org.uk/about-northamptonshire-safeguarding-children-board/who-is-who/designated-officer/>

## **9. RECORD KEEPING**

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements staff should discuss with one of the Designated Safeguarding Leads.

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

- Record as soon as possible after the conversation, using 'My Concern' software, ensuring that the record is based on statements and observations rather than interpretations or assumptions.
- Information recorded will include the date, time, place, a summary of the concern, the details of the concern (including any noticeable non-verbal behaviour and any words used by the child) and any action taken
- Draw a diagram on a 'Body Map' to indicate the position of any injuries. This can be uploaded onto 'My Concern'

- Any volunteers reporting a concern will make hand written notes to pass on to a Designated Safeguarding Lead or give a verbal report, as appropriate. The DSL will then log the concern using 'My Concern' software.

### **The Designated Safeguarding Leads should ensure that:**

- Accurate records are kept and that they clearly distinguish between observation, fact, opinion and hypothesis. All records will be logged on 'My Concern', any information given will be recorded verbatim, where possible, and a note made of the location and description of any injuries seen.
- All concerns recorded on 'My Concern' are checked, monitored and regularly reviewed.
- All child protection documents are marked as such and kept securely locked and accessible only by the headteacher and DSLs. These will be kept securely in a locked filing cabinet in the Family Support Worker's office.
- These records will be copied and the copy transferred to any school or setting the child moves to, clearly marked 'Child Protection/Confidential, for attention of Designated Safeguarding Lead - Child Protection.' The sending and receiving of files should be evidenced. The original file should be kept by the establishment. 'My Concern' records will be transferred electronically.
- When details of the receiving establishment are not known, schools should follow the 'Missing Child' procedure. If the child is subject to a Child Protection Plan the Social Worker must be informed and arrangements must be made to transfer the files.
- When admitting a new pupil, where there are existing child protection records that have not been passed on, these records must be chased within a reasonable timescale.

## **10. CONFIDENTIALITY**

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Services and the Police).
- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tells the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe. This may ultimately not be in the best interests of the child.
- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

## **11. SCHOOL PROCEDURES**

*Please see Appendix 4: What to do if you are worried a child is being abused flowchart.*

If any member of staff is concerned about a child he or she must inform one of the Designated Safeguarding Lead Persons. The Designated Safeguarding Lead Person will decide whether the concerns should be referred to Children's Services. If it is decided to make a referral to Children's Services this will be discussed with the parents, unless to do so would place the child at further risk of harm.

Whilst it is the role of the DSLs to make referrals, **any staff member** can make a referral to Children's Services. If a child is in immediate danger or is at risk of harm (e.g. concern that a family might have plans to carry out FGM), a referral should be made to Children's Services and/or the Police immediately. Where referrals are not made by the DSLP, the DSLP should be informed as soon as possible.

If a **teacher** (persons employed or engaged to carry out teaching work at schools and other institutions in England), in the course of their work in the profession, discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18 **the teacher must report** this to the police after informing one of the Designated Safeguarding Leads. **This is a mandatory reporting duty.** See Appendix 3- Keeping Children Safe in Education (DfE 2016): Annex A for further details.

The member of staff must record information regarding the concerns on the same day, using 'My Concern'. The recording must be a clear, precise, factual account of the observations. Particular attention will be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a child protection plan and a written record will be kept.

If a pupil who is or has been the subject of a child protection plan changes school, one of the Designated Safeguarding Leads will inform the social worker responsible for the case and transfer the appropriate records to the Designated Safeguarding Lead at the receiving school, in a secure manner, and separate from the child's academic file.

The Designated Safeguarding Leads are responsible for making the senior leadership team aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged.

## 12. COMMUNICATION WITH PARENTS/CARERS

Fairfields School will ensure the Child Protection Policy is available publicly via the school website.

Parents/carers should be informed prior to referral, unless it is considered to do so might place the child at increased risk of significant harm by:

- The behavioural response it prompts e.g. a child being subjected to abuse, maltreatment or threats/forced to remain silent if alleged abuser informed
- Leading to an unreasonable delay
- Leading to the risk of loss of evidential material.

(The school may also consider not informing parent(s) where it would place a member of staff at risk).

Ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

### **13. ALLEGATIONS INVOLVING SCHOOL STAFF/VOLUNTEERS**

An allegation is any information which indicates that a member of staff/volunteer may have:

- Behaved in a way that has, or may have harmed a child
- Possibly committed a criminal offence against/related to a child
- Behaved towards a child or children in a way which indicates she/he would pose a risk of harm if they work regularly or closely with children

This applies to any child with whom the member of staff/volunteer has contact within their personal, professional or community life.

#### **What school staff should do if they have concerns about safeguarding practices within the school:**

- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding arrangements.
- Appropriate whistle blowing procedures, which are suitably reflected in staff training and staff behaviour policies, are in place for such concerns to be raised with the school's senior leadership team.

If staff members have concerns about another staff member then this should be referred to the Head Teacher. Where there are concerns about the Head Teacher, this should be referred to the Chair of Governors.

The Chair of Governors At Fairfields is:

#### **Mary Doveston**

In the absence of the Chair of Governors, the Vice Chair should be contacted. The Vice Chair at Fairfields is:

#### **Bob Payne**

The contact details for the chair and vice chair of governors are kept in the main school office.

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. She/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.

Actions to be taken include making an immediate written record of the allegation using the informant's words – including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Head Teacher. The recipient of an allegation must **not** unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

The Head Teacher/Chair of Governors will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Designated Officer (formerly LADO):

**Designated Officers (formerly LADO):**  
[doreferral@northamptonshire.gov.uk](mailto:doreferral@northamptonshire.gov.uk)

For referrals regarding adults in education and other information on the role of the Designated Officer (formerly LADO) follow the link below:

<http://www.northamptonshire.gov.uk/lado>

If the allegation meets any of the three criteria set out at the start of this section, contact should always be made with the Designated Officer (formerly LADO) without delay.

If it is decided that the allegation does not meet the threshold for safeguarding, it will be handed back to the employer for consideration via the school's internal procedures.

The Head Teacher should, as soon as possible, **following briefing** from the Designated Officer, inform the subject of the allegation.

Where a staff member feels unable to raise an issue with their employer through the whistle blowing procedure or feels that their genuine concerns are not being addressed, other whistle blowing channels may be open to them:

- Multi-Agency Safeguarding Hub: **0300 126 1000 (Option 1)**
- NSPCC whistle blowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: **0800 028 0285** – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

### **Safer working practice**

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the school staff handbook/Staff Code of Conduct and Safer Recruitment Consortium document ***Guidance for safer working practice for those working with children and young people in education settings (September 2015)***.

The document seeks to ensure that the responsibilities of school leaders towards children and staff are discharged by raising awareness of illegal, unsafe, unprofessional and unwise behaviour. This includes guidelines for staff on positive behaviour management in line with the ban on corporal punishment (School Standards and Framework Act 1998). Please see the school's behaviour management policy for more information.

## **14. Related School Policies / Procedures**

Fairfields School recognises that a number of other policies and procedures developed and operated by school form part of the wider agenda of safeguarding and promoting children's welfare.

This encompasses issues such as e-safety; pupil health and safety; anti-bullying; medical needs of children; positive handling; providing first aid; school security; drugs and substance misuse; racist incidents etc.

### **Children Missing from Education**

The school recognises the importance of all children being entitled to full time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

The school recognises a child missing from education is a potential indicator of abuse or neglect.

The school will follow the details set out in the LSCB procedure 'Children Missing from Education' to report and respond to incidences of children missing from school. Fairfields will also comply with the guidance in Keeping Children Safe in Education 2016.

Fairfields will also ensure that additional risks are considered to those missing from education including those who may be potential victims of sexual exploitation, FGM, Forced Marriage or have potential safeguarding concerns due to travelling to conflict zones.

### **Whistleblowing**

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

Fairfields School recognises that the ethos of the school should be one where concerns can be raised easily. As such we have a 'Whistleblowing' policy.

### **Implementation, Monitoring and Review of the Child Protection Policy**

The policy will be reviewed annually by the governing body. It will be implemented through the school's induction and training programme, and as part of day to day practice. Compliance with the policy will be monitored by the Designated Safeguarding **Leads** and through staff performance measures.

### **Useful Links:**

#### **NSCB**

<http://www.northamptonshirescb.org.uk/>

#### **NSCB Schools**

<http://www.northamptonshirescb.org.uk/schools/>

#### **National Society for Prevention of Cruelty to Children (NSPCC):**

<http://www.nspcc.org.uk/>

**0808 800 5000**

#### **Childline:**

<https://www.childline.org.uk/>

**0800 1111**

#### **Child Exploitation and Online Protection (CEOP):**

<http://ceop.police.uk/>

**0870 000 3344**

## APPENDIX 1: INDICATORS OF ABUSE AND NEGLECT

The framework for understanding children's needs:



*Working Together to Safeguard Children (DFE, 2015)*

### Physical abuse

*Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.*

### Child

Bruises – shape, grouping, site, repeat or multiple

Withdrawal from physical contact

Bite-marks – site and size	Aggression towards others, emotional and behaviour problems
Burns and Scalds – shape, definition, size, depth, scars	
Improbable, conflicting explanations for injuries or unexplained injuries	Frequently absent from school
Untreated injuries	Admission of punishment which appears excessive
Injuries on parts of body where accidental injury is unlikely	Fractures
Repeated or multiple injuries	Fabricated or induced illness
<b>Parent</b>	<b>Family/environment</b>
Parent with injuries	History of mental health, alcohol or drug misuse or domestic violence.
Evasive or aggressive towards child or others	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Explanation inconsistent with injury	Marginalised or isolated by the community.
Fear of medical help / parents not seeking medical help	Physical or sexual assault or a culture of physical chastisement.
Over chastisement of child	

### Emotional abuse

***Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, not giving the child opportunities to express their views, 'making fun' of what they say or how they communicate - hearing the ill-treatment of another and serious bullying (including cyber bullying).***

### Child

Self-harm	Over-reaction to mistakes / Inappropriate emotional responses
Chronic running away	Abnormal or indiscriminate attachment
Drug/solvent abuse	Low self-esteem
Compulsive stealing	Extremes of passivity or aggression
Makes a disclosure	Social isolation – withdrawn, a 'loner' Frozen watchfulness particularly pre school
Developmental delay	Depression
Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)	Desperate attention-seeking behaviour

<b>Parent</b>	<b>Family/environment</b>
Observed to be aggressive towards child or others	Marginalised or isolated by the community.
Intensely involved with their children, never allowing anyone else to undertake their child's care.	History of mental health, alcohol or drug misuse or domestic violence.
Previous domestic violence	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
History of abuse or mental health problems	Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Mental health, drug or alcohol difficulties	Wider parenting difficulties
Cold and unresponsive to the child's emotional needs	Physical or sexual assault or a culture of physical chastisement.
Overly critical of the child	Lack of support from family or social network.

### **Neglect**

***Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.***

### **Child**

Failure to thrive - underweight, small stature	Low self-esteem
Dirty and unkempt condition	Inadequate social skills and poor socialisation
Inadequately clothed	Frequent lateness or non-attendance at school
Dry sparse hair	Abnormal voracious appetite at school or nursery
Untreated medical problems	Self-harming behaviour
Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold	Constant tiredness
Swollen limbs with sores that are slow to heal, usually associated with cold injury	Disturbed peer relationships
<b>Parent</b>	<b>Family/environment</b>
Failure to meet the child's basic essential needs including health needs	Marginalised or isolated by the community.
Leaving a child alone	History of mental health, alcohol or drug misuse or domestic violence.
Failure to provide adequate caretakers	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Keeping an unhygienic dangerous or hazardous home environment	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or

	sexual assault
Unkempt presentation	Lack of opportunities for child to play and learn
Unable to meet child's emotional needs	Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
Mental health, alcohol or drug difficulties	
<b>Sexual abuse</b>	
<i>Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact or non-contact activities, such as involving children in looking at sexual images or being groomed on line / child exploitation.</i>	
<b>Child</b>	
Self-harm - eating disorders, self-mutilation and suicide attempts	Poor self-image, self-harm, self-hatred
Running away from home	Inappropriate sexualised conduct
Reluctant to undress for PE	Withdrawal, isolation or excessive worrying
Pregnancy	Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
Inexplicable changes in behaviour, such as becoming aggressive or withdrawn	Poor attention/concentration (world of their own)
Pain, bleeding, bruising or itching in genital and /or anal area	Sudden changes in school work habits, become truant
Sexually exploited or indiscriminate choice of sexual partners	
<b>Parent</b>	<b>Family/environment</b>
History of sexual abuse	Marginalised or isolated by the community
Excessively interested in the child	History of mental health, alcohol or drug misuse or domestic violence
Parent displays inappropriate behaviour towards the child or other children	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Conviction for sexual offences	Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Comments made by the parent/carer about the child	Grooming behaviour
Lack of sexual boundaries	Physical or sexual assault or a culture of physical chastisement.

**Child Sexual Exploitation (CSE)** is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are

voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

### **Female Genital Mutilation**

FGM comprises all procedures involving partial or total alteration to or removal of the external female genitalia, for non-medical reasons. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at [Mandatory reporting of female genital mutilation procedural information](#).

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school designated safeguarding lead and involve children’s social care as appropriate.

### **Children Missing from Education**

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. School and college staff should follow their procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. (Keeping Children Safer in Education 2016)

The DfE have published guidance on Children Missing from Education September 2016:

<https://www.gov.uk/government/publications/children-missing-education>

### **Private Fostering**

- The nationally accepted definition of Private Fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'.
- This is a private arrangement made between a parent and a carer for 28 days or more.

- Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity).
- Many private fostering arrangements remain unknown to the local authority. This is a cause for concern as privately fostered children and young people, without the safeguards provided by law, are a particularly vulnerable group.
- All staff should be alert to the definition and wider aspects relating to private fostering.
- Northamptonshire Children's Services must be informed of all private fostering arrangements.
- If professionals become aware of a child who is being privately fostered they should encourage the parent/carer to inform Children's Services of the arrangement or contact Children's Services themselves if they think parents/carers may not have done so already.
- Further information on private fostering can be found on the NSCB website: [www.northamptonshirescb.org.uk/health-professionals/taking-action/private-fostering/](http://www.northamptonshirescb.org.uk/health-professionals/taking-action/private-fostering/)

## APPENDIX 2: Safeguarding pupils who are vulnerable to extremism and radicalisation

Our school recognises the duties placed on us by the Counter Terrorism Bill (February 2015) to prevent pupils being drawn into terrorism.

These duties include:

- Assessing the risk of pupils being drawn into terrorism
- Working in partnership with relevant agencies under the LCSB procedures
- Appropriate staff training
- Appropriate on-line filtering

Our school is committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

There is a current threat from terrorism in the UK and this can include the exploitation of vulnerable young people; aiming to involve them in terrorism or to be active in supporting terrorism.

Our school seeks to protect children against the messages of violent extremism including, but not restricted to, those linked to Islamic ideology, Far Right / Neo Nazi / White Supremacist ideology etc. Concerns should be referred to one of the DSLs / Headteacher who have local contact details for Prevent and Channel referrals. They will also consider whether circumstances require the Police to be contacted.

## APPENDIX 3: WHAT TO DO IF YOU ARE WORRIED A CHILD IS BEING ABUSED: ADVICE FOR PRACTITIONERS (DfE 2015)

### Flowchart

#### Be alert

- Be aware of the signs of abuse and neglect
- Identify concerns early to prevent escalation.
- Know what systems the school have in place regarding support for safeguarding e.g. induction training , staff behaviour policy / code of conduct and the role of the Designated Safeguarding Lead ( DSL).

#### Question behaviours

- Talk and listen to the views of children, be non -judgemental.
- Observe any change in behaviours and question any unexplained marks / injuries
- To raise concerns about poor or unsafe practice, refer to the HT, if the concerns is about the HT report to Chair of Governors. Utilise whistleblowing procedure.

#### Ask for help

- Record and share information appropriately with regard to confidentiality.
- If staff members have concerns, raise these with the school's Designated Safeguarding Lead ( DSL)
- Responsibility to take appropriate action, do not delay.

#### Refer

- DSL will make referrals to children servcies but in an emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to Children's Services on 03001234043 .

## Guidance will commence: 5 September 2016

### APPENDIX 4: KEEPING CHILDREN SAFE IN EDUCATION (DfE 2016)

#### Part One: Information for all school and college staff

#### Annex A: Further information

On publication of this Child Protection Policy the guidance Keeping Children Safe in Education commenced on 5<sup>th</sup> September 2016. The DfE have confirmed that this guidance will be updated annually thereafter.

The DfE have published guidance on Children Missing from Education September 2016: <https://www.gov.uk/government/publications/children-missing-education>

Keeping Children Safe in Education September 2016 mentions that there will be also be updates likely to the definition of Child Sexual Exploitation.

It is **essential** that **all** staff have access to this document and read Part 1 and Annex, which provides further information on:

- children missing from education
- child sexual exploitation
- 'honour based' violence
- FGM mandatory reporting duty
- forced marriage
- preventing radicalisation

This is to assist staff to understand and discharge their role and responsibilities as set out in this guidance.

At Fairfields School, staff are asked to sign to say they have read and understood these sections and are subsequently provided these documents again should any changes occur.

### Link to Keeping Children Safe in Education:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

## APPENDIX 5: DECLARATION FOR STAFF



**Name:**

I can confirm that I have read, understood and will adhere to the guidance in the following policies/documents:

Policy/Document	Signature	Date
Keeping Children Safe in Education: Part 1, September 2016 Edition		
Child Protection Policy: November 2016		
E – Safety Policy		
Staff Code of Conduct		

I can confirm that I understand the role of the Designated Safeguarding Leads in school and that this was covered during my induction

..... signed