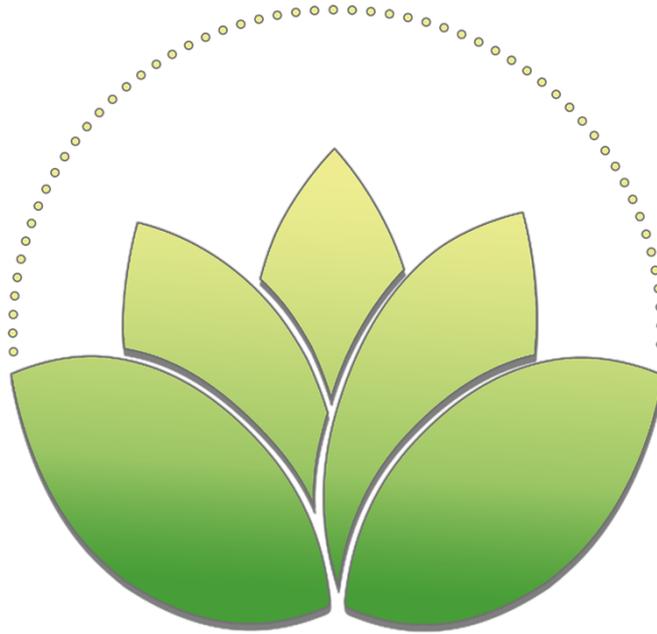


Child Protection Policy 2020

Shapla Primary School



Approved Date: 16.09.20

Review Date: September 2021

Signed: Mark Campbell (Chair of Governors)

Introduction

The health, safety and welfare of all our pupils are of paramount importance to all the adults who work in our school. Our children have the right to protection, regardless of age, gender, race, culture or disability. Our aim is to create an environment where pupils feel safe, secure, valued and listened to and are taken seriously at all times.

We are a multi-faith, multi-cultural community. We recognise and respect that children and families will have differing cultural and religious values. However, the safeguarding of a child is always the most important factor in taking action where concerns are raised. We believe in the importance of good communication with parents and families so that, wherever possible, safeguarding issues can be prevented. Our Parent Support Partner plays an important role in helping and advising parents.

Our safeguarding arrangements take into account the procedures and practice of Tower Hamlets as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board (LSCB). Section 10 of the Children Act 2004 requires a local authority to make arrangements to promote co-operation between itself and its relevant partners and other organisations who are engaged in activities relating to children.

All staff are aware of procedures for handling suspected cases of abuse of pupils, including procedures to be followed if a member of staff is accused of abuse. Parents are made aware of the school's child protection policy (available in a folder in the school office, on our website, given during information meetings).

Statutory Framework

This policy was written with reference to the statutory DfE publication 'Keeping Children Safe in Education' - September 2020. This document and copies of all safeguarding policies are available on the school website. Specific safeguarding information can be found in the Safeguarding Policy.

Aims of the Policy

- to ensure that all pupils are safeguarded
- to ensure that all staff understand their statutory duties to report all concerns or disclosures of child protection issues to Designated Safeguarding Leads (DSL)
- to ensure that systems and procedures for safeguarding children are made clear to all members of the school community
- to produce guidance on the use of the curriculum to promote self-awareness and personal safety issues
- to raise awareness of child protection and safeguarding issues amongst parents and to be open and supportive about these issues

Designated Safeguarding Lead (DSL)

The DSL at Shapla Primary School is the Headteacher – John Musgrave Bolanos, who has overall responsibility for safeguarding and child protection.

The deputy DSLs are the Assistant Headteachers – Dawn Pritchard and Kieran Baker, and Corinna Penn (SLT).

The governor with responsibility for safeguarding is Jill Hankey.

The DSL, deputy DSLs and the safeguarding governor undertake appropriate training at least every two years in Advanced Safeguarding, Child Protection and Safer Recruitment. Training records are maintained in the school office and on the Single Central Record.

Recording of information

All safeguarding and child protection concerns are reported, recorded and monitored securely using an online system called CPOMS. All staff are trained on how to raise child protection and safeguarding concerns.

The DSL keeps a record of children subject to a Child Protection plan and those causing concern with regards to wellbeing. This information is confidential and is only shared on a strictly need to know basis. These records are locked in a secure place away from the children's academic records.

We also record information on concerns about the wellbeing of a child on a Common Assessment Framework (CAF) so that information can be shared between agencies if necessary.

Types of abuse and neglect

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Abuse - a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (for example, via the internet). They may be abused by one adult, more than one adult, or by another child or more than one child.

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

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse - the persistent emotional maltreatment of a child such as to cause severe

and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

- adequate food, clothing and shelter (including exclusion from home or abandonment)
- protection of a child from physical and emotional harm or danger
- adequate supervision (including the use of inadequate care-givers)
- access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Role of the DSLs

The DSL and deputy DSLs:

- have responsibility for co-ordinating action within the school and for liaising with other agencies
- attend appropriate training every 2 years
- ensure that all procedures outlined in the statutory and non-statutory guidance are followed
- report to governors annually
- ensure that all staff are aware of, understand and follow procedures

- ensure that all staff receive regular, appropriate safeguarding training
- ensure that on-going support and updated information is provide to all staff as required
- ensure that all staff have read the necessary policies and documentation
- ensure staff follow the Safer Care Code of Conduct
- take action about specific concerns regarding safeguarding of a child, and seek advice where necessary
- report any concern that a child has suffered from serious harm or is at risk of immediate serious harm to a child immediately
- liaise with other agencies as required to ensure that advice is sought and referrals made in accordance with procedures.
- initiate a Common Assessment Framework where a multi-agency approach is required
- maintain confidential records of which children at Shapla are subject to a Child Protection Plan and of concerns that have arisen about the wellbeing of children
- submit reports to, and attend, all child protection conferences
- 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

All staff and volunteers should be alert to signs of abuse and report any concerns or suspicions to the DSLs

Information sharing & the transferring of information when children change schools

Good record keeping, information sharing and the transfer of information when children change schools/settings have a very important role to play in safeguarding the welfare of children. We will ensure that:

- full records are transferred, including concerns about a child's welfare (sent separately to the new school's DSL via recorded delivery and marked Private and Confidential)
- we will notify the Attendance Welfare Advisor (AWA) if we do not receive the records of a new child
- we will notify the AWA if we do not receive a request for records when a child is moving to another school
- we will keep a record of all actions

Staff guidelines

All staff are expected to be aware of, and follow, the school Child Protection policy. Staff should be aware of the kinds of behaviour towards children that are abusive and the possible signs and symptoms which might indicate that a child is experiencing abusive behaviour. These might include:

- an unusual or unexplained injury
- regular unexplained injuries
- general welfare concerns
- frequent injuries even when apparently reasonable explanations are given
- when confused or conflicting explanations are given about how injuries were sustained

- significant changes in behaviour, performance or attitude
- sexual behaviour which is unusually explicit or inappropriate for the age of the child

Dealing with a disclosure - procedures

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
- allow the child to talk freely
- be open to listening rather than questioning children
- do not ask leading or investigative questions; ask open questions rather than closed questions
- reassure the child but not make promises which it might not be possible to keep
- do not promise confidentiality
- reassure the child that what has happened is not their fault
- stress that it was the right thing to tell someone
- explain what needs to be done next
- keep confidentiality

When dealing with a disclosure or child protection incident you must record any concerns you have. If you speak directly to the child please remember the following:

- Is there evidence of injury? If so, please indicate on the CPOMS body-outline diagram to show where.
- What other indicators are there? (for example, appearance, behaviour)
- State where and when a disclosure was made and who else was present
- Record your concern using CPOMS straight away
- In the case of a serious concern where the child is at risk of immediate danger, inform the DSL immediately, in person

You must NOT:

- interrogate the child -let them lead the conversations and tell you (as far as possible)
- ask probing/leading questions or suggest responses
- let the child think you are judging in any way
- promise to keep a secret

Use the 'TED prompt' - Tell me Explain.....Describe.....

If a child makes a disclosure about physical chastisement then we will need the following information:

- When did it happen?
- What reason was given?
- Where on the body?
- Is there a mark?

- Was an implement used?
- How many times did it happen?
- Has this happened before?

If you can get this information during the initial conversation then please record the answers given using CPOMS. If not, then the DSL will have to get the information from the child during another discussion.

These procedures should be followed by any member of staff who suspects or has evidence of abuse of a child, or is concerned about the ability of the carers to provide for the child's protection, safety or wellbeing (this is a legal requirement).

- Any member of staff can contact the police straight away if they are aware that a child has suffered serious harm or is at risk of immediate serious harm
- Any suspicion of physical or sexual abuse or an actual disclosure by a child that he or she has been physically or sexually abused must be reported immediately to the DSL, who will report this directly to Children's Social Care
- Any member of staff concerned about a child's safety and wellbeing, or possible abuse (either inside and outside of school) should report their concerns - they will be asked to submit a report using CPOMS immediately
- The DSL will decide if there is a need to follow this up with Children's Social Care and, if so, will complete a MASH form and inform the Duty Officer on the CP Advice Line
- The DSL may be advised the not to speak to parents, if this may present a safeguarding issue
- The DSL will follow the advice of the Duty Line Social Worker
- The DSL will keep a confidential record of all reported incidents, disclosures and subsequent actions taken using CPOMS
- The DSL may require staff to report additional information regarding the safeguarding of a child if there is an on-going concern, investigation, or if the child is subject to as Child Protection Plan
- If it is not possible for the member of staff to report to the DSL or deputy DSLs, they must report directly to the Child Protection Advice Line themselves on 0207 364 3444 - this is confidential and must not be discussed with parents unless advised by the investigative agency
- If a minor injury or other less serious concern is noted, or if the parent makes a reference to minor physical punishment, the DSL should raise this with parents where possible, and a record of concern should be kept - f there are any inconsistencies or no reasonable, satisfactory explanation, this may be reported to Children's Social Care.
- If the school suspects that a parent is affected by alcohol or substance misuse, LBTH Child Protection procedures should be followed
- If a child is not collected from school and there is a serious concern about safeguarding LBTH Child Protection procedures should be followed.

All staff are duty bound to raise any concerns with the Governor responsible for safeguarding if they feel inappropriate or insufficient action has been taken by the DSL.

Monitoring children who are the subject of a Child Protection Plan

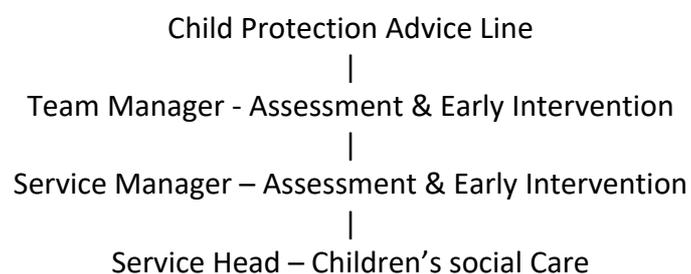
The DSL will be given the name of the Social Worker leading the CP plan. The DSL (or appropriate representative) will attend Core Group meetings to monitor the progress of the action plan, and the wellbeing of the child, along with other agencies. The DSL will also monitor the attendance and wellbeing of the child in school. They will notify the Social Worker of any new concerns or break-down in the agreed actions.

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 Headteacher (DSL). It is the legal duty of any member of staff who has reason to suspect that a pupil may have been abused by a member of staff to immediately inform the Headteacher (DSL). The Headteacher will not investigate the allegation itself but will refer immediately to Children's Social Care team in accordance with Child Protection procedures and follow the advice given.

Escalating concerns about child protection

If you are worried about the initial response from the Child Protection Advice Line or MASH team and feel a different response is needed then please escalate your concerns:



Where there is particular concern about the progress of cases involving allegations against members of staff, then the Headteacher, Chair of Governors of the School or the Manager or LA Officer with responsibility for the Centre/Service should contact the Local Authority Designated Officer (LADO).