

SAFEGUARDING AND CHILD PROTECTION POLICY

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SAFEGUARDING AND CHILD PROTECTION

1. INTRODUCTION AND RATIONALE FOR POLICY

In line with the Government's vision for all services for children and young people and the Department for Education Statutory Guidance "Keeping Children Safe in Education" September 2016, the governors and all school staff recognise that children have a fundamental right to learn in a safe environment and to be protected from harm. Young people are less likely to learn effectively and go on to lead positive and independent lives if they are not kept healthy and safe. This school is therefore committed to providing an environment which is safe and where the welfare of each child is of paramount importance. This will include a commitment to ensuring that all pupils feel confident that any concerns they may have will be listened to and acted upon.

To this end, governors and school staff will be committed to ensuring that all members of the school community are aware of school responsibilities and procedures in this area. This will include communicating policies and procedures effectively with parents/carers, ensuring all staff and relevant governors attend appropriate training and working effectively with other professionals on behalf of children in need or enquiring into allegations of child abuse.

2. AIMS OF POLICY

- To raise awareness of all school staff of the importance of safeguarding and child protection, and in particular to make clear responsibilities for identifying and reporting actual or suspected abuse;
- To ensure pupils and parents are aware that the school takes child protection seriously, listening to children and will follow the appropriate procedures for identifying and reporting abuse and for dealing with allegations against staff;
- To promote effective liaison with other agencies including Early Help Services in order to work together for the protection and welfare of all pupils;
- To support pupils' development in ways which will foster security, confidence and independence;
- To integrate a child protection curriculum within the existing curriculum, allowing for continuity and progress through all the Key Stages;
- To make appropriate links and reference to policies in related areas such as discipline and bullying.

The attached document reflects the content of information all school staff should as part regular safeguarding and child protection training covering the following areas:

- Legislative framework
- Definitions and categories of abuse and neglect

- Possible indicators of abuse and neglect
- Action by person receiving or identifying a concern
- Action by designated person
- Consent – child and parent/carer
- Recording and the referral process
- Guidelines for safe practice – professional conduct
- Reports for case conferences

3. GUIDING PRINCIPLES FOR INTERVENTION TO PROTECT CHILDREN

The governors will ensure that the principles identified below, many of which derive from the Children Act 1989, are followed by all staff.

- All children have a right to be kept safe and protected from abuse;
- Child abuse can occur in all cultures, religions and social classes;
- Staff must be sensitive to the families cultural and social background;
- Children must have the opportunity to express their views and be heard
- If there is a conflict of interests between the child and parent, the interests of the child must be paramount;
- The responsibility to initiate agreed procedures rests with the individual who identifies the concern;
- All staff must endeavour to work in partnership with those who hold parental responsibility for a child
- Information in the context of a child protection enquiry must be treated as CONFIDENTIAL and only shared with those who need to know.
- All staff should have access to appropriate and regular training
- School management must allow staff sufficient time to carry out their duties in relation to child protection and safeguarding

4. RESPONSIBILITIES OF HEAD/DESIGNATED TEACHER

Governors will ensure that the school has identified a Designated Safeguarding Lead for child protection and that the Head/Designated Safeguarding Lead undertakes the following responsibilities:

- To ensure all staff are familiar with school and Tri Borough procedures and guidelines for identifying and reporting abuse, including allegations of abuse against staff;
- To ensure all staff receive training in the above, including staff who are temporary or start mid-year;
- To be responsible for co-ordinating action and liaising with school staff and support services over child protection issues;

- To be aware of all children within the school who are the subject of a Child Protection Plan or who are Looked After Children and ensure the child's social worker is informed if such children are subject of an exclusion from the school;
- To ensure the school is represented at child protection case conferences, Core Group Meetings and Child In Need Meetings and that written reports are provided as required;
- To follow as appropriate recommendations made by Local Safeguarding Children Board (LSCB);
- To be aware of new legislation, guidance, policy and procedures in the area of Safeguarding and Child protection;
- To support and advise staff on child protection issues generally;
- To disseminate relevant information between agencies to the appropriate staff e.g. to learning mentors;
- To maintain accurate and secure child protection records and send on to new schools (where relevant).

5. RESPONSIBILITIES OF SCHOOL STAFF

- a) All school staff have a responsibility to identify and report suspected abuse and to ensure the safety and well being of the pupils in their school. In doing so they should seek advice and support as necessary from the Head/Designated Teacher and other senior staff members.
- b) Staff are expected to provide a safe and caring environment in which children can develop the confidence to voice ideas, feelings and opinions. Children should be treated with respect within a framework of agreed and understood behaviour.
- c) All school staff are expected to:
 - Be able to identify signs and symptoms of abuse including specific safeguarding issues outlined in Keeping Children Safe in Education e.g. Radicalisation in line with the Prevent Duty 2015, Children Missing from Education Child Sexual Exploitation, Female Genital Mutilation in line with the mandatory reporting of concerns from October 2015;
 - Report concerns (including concerns about other staff/professionals) to the Designated Teacher or other senior staff members as appropriate;
 - Be aware of the relevant local procedures and guidelines;
 - Monitor and report as required on the welfare, attendance and progress of all pupils;
 - Keep clear, dated, factual and confidential records of child protection concerns;
 - Respond appropriately to disclosures from children and young people (stay calm, reassure without making unrealistic promises, listen, avoid leading questions, avoid being judgemental and keep records).

6. APPOINTMENT OF STAFF

When appointing staff, Governors will take account of the guidance issued by the Local Authority's Human Resources Section or Human Resources provider and observe the following safeguards:

- That documentation sent out to potential candidates will make it clear that child protection is a high priority of the school and that rigorous checks will be made of any candidate before appointments are confirmed;
- That all references will be taken up and verified by telephoning referees;
- That a reference will always be obtained from the last employer;
- That at interview candidates will be asked to account for any gaps in their career/employment history;
- That candidates will be made aware that all staff are subject to enhanced DBS checks;
- That evidence of relevant checks will be recorded and stored in a single, central location, easily accessible when appropriate and necessary;
- The school will maintain an accurate Single Central Record for all staff and adults in the school.

7. ALLEGATIONS AGAINST STAFF

- a. Governors recognise that because of their daily contact with children in a variety of situations, including the caring role, teachers and other school staff are vulnerable to accusations of abuse.
- b. Governors further recognise that, regrettably, in some cases such accusations may be true. The governors, therefore, expect all staff to follow the agreed procedures for dealing with allegations against staff. This will initially mean a discussion with the designated teacher, headteacher and notification/consultation with the Local Authority Designated Officer (LADO).
- c. Where an allegation is made about the headteacher the Chair of Governors will be informed and the LADO will be notified by the Chair of Governors.

8. STAFF CONTACT WITH PUPILS

In order to minimise the risk of accusations being made against staff as a result of their daily contact with pupils, all school staff should familiarise themselves with the school's expectations regarding professional conduct. The use of control and physical restraint is last resort and should only be considered in exceptional circumstances to keep the child/young person

safe and /or those around them safe and will only be undertaken by staff trained to do so. A record will be made and parents informed.

9. STAFF TRAINING AND SUPPORT

- a. Governors recognise the importance of child protection training for Designated Safeguarding Lead and for all other school staff who have contact with children. The designated Governor for Child Protection will have specific training in their role, available from the Local Authority.
- b. Governors expect the Head/Designated Safeguarding Lead to ensure that all school staff, including support and ancillary staff, receive training in child protection and that new staff are made aware of school policy, procedures and guidelines when they join the school and receive annual training thereafter.
- c. The Head is also expected to ensure that all staff receive regular support in respect of child protection work and know which senior member of staff to refer to for advice in the absence of the Designated Safeguarding Lead.

10. CURRICULUM

The governors believe that the school curriculum is important in the protection of children. They will aim to ensure that curriculum development meets the following objectives (these are often met through the PSHE and citizenship curriculum):

- Developing pupil self-esteem;
- Developing communication skills;
- Informing about all aspects of risk;
- Developing strategies for self-protection;
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults;
- Developing non-abusive behaviour between pupils.

11. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

Governors recognise that children with special educational needs may be especially vulnerable to abuse and expect staff to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other pupils. The Designated Safeguarding Lead will work with the special educational needs co-ordinator to identify pupils with particular communication needs and to ensure clear guidance is available for staff in relation to their responsibilities when working with children with intimate care needs.

12. CONFIDENTIALITY

Governors accept that child protection raises issues of confidentiality, which should be clearly understood by all staff.

13. RECORD KEEPING AND REPORTS

- a. Governors expect all staff to maintain high quality signed and dated child protection records, which separate fact, allegation, hearsay and opinion and which clearly indicate decisions and action taken. These records may in some cases be required in court proceedings.
- b. Governors further expect school staff to assist the Family and Children's Services Department by providing information for child protection case conferences as required.

14. MONITORING PUPILS ON THE CHILD PROTECTION REGISTER

Governors expect the Head to ensure that teachers monitor closely the welfare, progress and attendance of all pupils. Relevant and pertinent information relating to children either subject to a Child Protection Plan or deemed Children in Need will be provided in a timely fashion to Family and Children's Services staff.

15. COMMUNICATING POLICY TO PARENTS AND PUPILS

- a. The governors expect parents and pupils to be informed that the school has a child protection policy and is required to follow national and local guidance for reporting suspected abuse to the Family and Children's Services Department.
- b. Pupils and parents should know how the school's child protection system works and with whom they can discuss any concerns. They should also be made aware of local or national telephone help lines.

c. MONITORING AND EVALUATING EFFECTIVENESS OF SCHOOL'S POLICY.

The governors require the Head and/or Designated Safeguarding Lead to report to them annually on the effectiveness of the school's child protection policy and on associated issues in the school over the preceding year.

16. CHILD PROTECTION IN RELATION TO OTHER SCHOOL POLICIES

This child protection policy should be read in conjunction with other relevant school policies such as behaviour and discipline, anti-bullying and use of restraint and equality policies.

Appendix

1. FEMALE GENITAL MUTILATION – CHILD PROTECTION AWARENESS AND PROCEDURES

Since the Female Genital Mutilation Act 2003, it is an offence to subject a girl or woman to FGM in the UK; to assist a girl to perform it on herself; for UK nationals or permanent residents to perform FGM abroad; or to assist anyone to perform FGM abroad. FGM includes any mutilation of a female's genitals, including the partial or total removal of the external genitalia for so-called cultural or other non-medical reasons.

FGM is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life. FGM is illegal and is a child protection issue. FGM can be practised at any age; however the majority of cases take place between the ages of 5 and 8 years old. It is estimated that in the UK there are approximately 20,000 girls under the age of 15 at risk of FGM each year. People from African countries as well as parts of the Middle East and Asia are more likely to practise FGM than other communities.

Whilst not all people from these regions will practise FGM, and indeed there are many people in these communities in the UK who are working to eradicate this harmful and abusive practice, professionals should be aware of this issue for girls from these regions. It should also be remembered that FGM is not practised for any religious reasons and indeed it is known to pre-date the religions within which FGM is prevalent. Safeguarding girls at risk of harm through FGM poses specific challenges because the families involved may give no other cause for concern with regard to their parenting responsibilities or relationships with their children. However, there remains a duty for all professionals to act to safeguard girls at risk of FGM under Working Together 2013. 9

Anyone who has information that a child is potentially or actually at risk of significant harm should inform social care or the police. The London FGM procedures state that "any female child born to a woman who has been subjected to FGM must be considered to be at risk, as must other female children in the extended family". The local authority will make enquiries to safeguard a girl's welfare under section 47 of the Children Act 1989 if it has reason to believe that a girl is likely to be subjected to, or has been subjected to, FGM. For further information see the London Safeguarding Children Board FGM resource pack and procedures here: <http://www.londonscb.gov.uk/fgm/>. Professionals also have a responsibility to ensure that individuals, families and communities know that FGM is illegal and that agencies are actively tackling FGM and supporting communities not to practise it. This knowledge alone may deter families from having FGM performed on their children, and safeguard girls and women from harm.

INDICATORS THAT A GIRL MAY BE AT RISK OF FGM

- She has a parent from a practicing community (see attached map)
- She and her family have a low level of integration into the community

- The mother or any sisters have experienced FGM She is withdrawn from PSHE
- She has talked about, or you know about, the arrival of a female family elder
- She talks about it to other children
- She refers to a 'special procedure' or 'special occasion' or the fact she is to 'become a woman'
- She is out of the country for a prolonged period
- She is taking a long holiday to her country of origin or another country where the practice is prevalent (parents may talk about it too)

INDICATORS THAT A GIRL HAS EXPERIENCED FGM

- A girl has problems walking/standing/sitting
- She spends a lot of time in the bathroom/toilet
- She has bladder or menstrual problems
- She has prolonged or repeated absences from school
- She has a reluctance to undergo medical examinations
- She is asking for help but giving a lack of explicit information

WHAT TO DO IF YOU ARE WORRIED ABOUT A GIRL WHO MAY BE AT RISK OF FGM – Should any member of staff have any concerns regarding a student please notify:

Jessica Finer (Designated Safeguarding Lead) or Sarah Howell or Alex Gingell (designated Deputy leads).

All concerns must be placed in writing and you must include:

Pupils's name, Year Group and clearly state your concerns.

Please sign and print your name and add the date and time.

The Senior Leadership Team will then follow the set procedures and make a referral to Children's Social Care.

PROCEDURES FOR SENIOR LEADERSHIP TEAM AT MARLBOROUGH SCHOOL

1. Contact Gourita Gibbs on 020 7641 1610. She is the FGM lead for Kensington and Chelsea, Westminster City Council and Hammersmith and Fulham. Call her to discuss any worries, suspicions or questions you have. This can be in the form of a pre-referral consultation if you are not sure whether the case requires a referral or not.

2. Call the Police on 999 if you have concerns that a child is at immediate risk of harm (such as a girl telling you that FGM is occurring that evening/the next day etc.). For advice from the Police contact the Metropolitan Police, Child Abuse Investigation Command, Project Azure (020 7161 2888).

3. Contact the NSPCC FGM Helpline on 0800 028 3550 or email them fgmhelp@nspcc.org.uk.

FGM – BACKGROUND INFORMATION FOR SCHOOLS

“The women in my family have been cut in the past. I am very worried this will happen to me. I spoke to my teacher about my concerns and she explained that there are people who can help and protect me. A social worker came and spoke to me and then to my family. By talking about this, my parents are educated about the law and they can understand my fears and protect me.”
(Quote from a 10 year old girl)

INTRODUCTION

It is believed that FGM happens to British girls in the UK as well as overseas (often in the family's country of origin). Girls of school age who are subjected to FGM overseas are thought to be taken abroad at the start of the school holidays, particularly in summer, in order for there to be sufficient time for her to recover before returning to school. Despite the harm it causes, many women from FGM practising communities consider FGM normal to protect their 'cultural identity'. As a result of the belief systems of the cultural groups who practise FGM, many women who have undergone FGM believe they appear more attractive than women who have not undergone FGM. Women who have attempted to resist exposing their daughters to FGM report that they and their families were ostracised by their community and told that nobody would want to marry their daughters. In some cases where women are deemed to have shamed the family honour, they have been subjected to 'honour' based abuse.

PREVALENCE OF FGM IN THE UK

The prevalence of FGM in the UK is difficult to estimate because of the hidden nature of the crime. However, a recent study estimated that: Approximately 60,000 girls aged 0-14 were born in England and Wales to mothers who had undergone FGM. Approximately 103,000 women aged 15-49 and approximately 24,000 women aged 50 and over who have migrated to England and Wales are living with the consequences of FGM. Approximately 10,000 girls aged under 15 who have migrated to England and Wales are likely to have undergone FGM. It is possible that, due to population growth and immigration from practising countries since 2001, FGM is significantly more prevalent than these figures suggest. There is likely to be an uneven distribution of cases of FGM around the country, with more occurring in those areas of the UK with larger communities from the practising countries. The same study found these areas to be London, Cardiff, Manchester, Sheffield, Northampton, Birmingham, Oxford, Crawley, Reading, Slough and Milton Keynes. However, all areas, local authorities and professionals must be aware of and actively prevent and tackle FGM.

INDICATION THAT FGM MAY BE ABOUT TO TAKE PLACE SOON

The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is new born, during childhood or adolescence, at marriage or during the first pregnancy. However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk. It is believed that FGM happens to British girls in the UK as well as overseas (often in the family's country of origin). Girls of school age who are subjected to FGM

overseas are thought to be taken abroad at the start of the school holidays, particularly in the summer holidays, in order for there to be sufficient time for her to recover before returning to her studies.

SAFEGUARDING

Safeguarding girls at risk of harm of FGM poses specific challenges because the families involved may give no other cause for concern, for example with regard to their parenting responsibilities or relationships with their children. However, there still remains a duty for all professionals to act to safeguard girls at risk – with four key issues to consider:

1. An illegal act being performed on a female, regardless of age.
 2. The need to safeguard girls and young women at risk of FGM.
 3. The risk to girls and young women where a relative has undergone FGM.
 4. Situations where a girl may be removed from the country to undergo FGM.
- Nurseries, schools and colleges may be aware of girls in their settings who are from affected communities and may have opportunities to identify those at particular risk.

2. PREVENT

Prevent is one strand of the government's wider counter-terrorism strategy and works to safeguard vulnerable individuals from supporting or committing acts of terrorism and violent extremism. Its core focus is to prevent vulnerable people from becoming radicalised. As such, Prevent-related work is conducted in the pre-criminal space.

The Prevent team offer a specific training package for schools to raise their awareness of Prevent-related risks and vulnerabilities and to explain what support is available to staff.

The team have also developed Prevent-focused lesson plans to help students increase their resilience to extremist narratives and influences e.g. internet safety, critical thinking and social media propaganda. These training resources are delivered throughout the three boroughs by a designated Prevent Schools Officer.

The increasing engagement between the Prevent team and schools has led to a substantial increase in the number of legitimate concerns and issues being raised by schools, who have recognised these areas of risks as being of genuine concern and relevance.

SHOULD ANY MEMBER OF STAFF HAVE ANY CONCERN PLEASE PUT YOUR CONCERN IN WRITING TO

Jessica Finer (Designated Safeguarding Lead) or Sarah Howell and Alex Gingell (designated Deputy Safeguarding Leads).

INDICATE CLEARLY NAME OF PUPIL, YEAR GROUP, NATURE OF CONCERN. Add the date, time and your signature.

They will then contact The Prevent Team for further advice.

THE KEY CONTACTS FOR SCHOOLS WITHIN THE PREVENT TEAM ARE:

Hammersmith and Fulham and Kensington and Chelsea

Rebecca (Becky) Skellett, Prevent Officer – Counter Extremism

Tel: 020 8753 6250 | Email: Rebecca.Skellett@lbhf.gov.uk

Westminster

Mark Chalmers, Prevent Programme Manager

Tel: 020 7641 6032 | Email: mchalmers@westminster.gov.uk

3. PRIVATE FOSTERING

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) with someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

Given concerns about the level of 'hidden' private fostering arrangements, local authorities are required to concentrate on 'awareness-raising' among professionals and the general public as local authorities have duties set out in the Children (Private Arrangements for Fostering) Regulations 2005 and national minimum standards to meet.

If you know of a private fostering arrangement of which the local authority may not be aware, or have any other related query PLEASE PUT YOUR CONCERN IN WRITING TO: Jessica Finer (Designated Safeguarding Lead) or Sarah Howell and Alex Gingell (designated Deputy Safeguarding Leads).

The CP TEAM only will contact:

Rochell–Ann Naidoo (previously du Plessis) Senior Practitioner, Tri Borough MASH

Tel: 020 7641 7564 Email: rnaidoo@westminster.gov.uk

4. 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.

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, teenage relationship abuse, peer-on-peer exploitation, serious youth violence, sexual bullying or harmful sexual behaviour.

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.

Staff should recognise that children are capable of abusing their peers and should not be tolerated or passed off as “banter” or “part of growing up”.

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

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

Teachers are encouraged to use The Sexual Behaviours Traffic Light Tool by the Brook Advisory Service to help assess and respond appropriately to sexualised behaviour. The traffic light tool can be found at www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool.

Guidance on responding to and managing sexting incidents can be found at:

http://www.thegrid.org.uk/info/welfare/child_protection/reference/index.shtml#sex

WHAT TO DO IF YOU ARE WORRIED ABOUT PEER ON PEER ABUSE

Should any member of staff have any concerns regarding a student please notify:

Jessica Finer (Designated Safeguarding Lead) or Sarah Howell or Alex Gingell (designated Deputy leads).

All concerns must be placed in writing and you must include:

Pupils’s name, Year Group and clearly state your concerns.

Please sign and print your name and add the date and time.

The Senior Leadership Team will then follow the set procedures.