



Child Protection Policy

Date Approved by the school: 26th November 2019

Review Date (every two years): Autumn 2021

Signed (Executive Executive Head Teacher):

Date:

Chair Governing Body:

Date:

Growing as a learning community through Joshua 1:9, we endeavour to seek what is good, treasure what is true, do what is right. Rooted in our Christian understanding of who we are before God, we strive to be fearless advocates of this, dedicated to service and the flourishing of peace.

"Have I not commanded you? Be strong and courageous. Do not be afraid; do not be discouraged, for the LORD your God will be with you wherever you go." Joshua 1:9

This policy is to read in conjunction with the Online Safety Policy

Police Contact Name	Kelly Hodgson	Police Contact Number	0208 733 5138
LA Contact Name	Naseema Ahmed	LA Contact Number	0208 359 4066

Designated Teacher for Child Protection

The Designated Teacher for Child Protection at Monken Hadley Church of England Primary Monken Hadley is:

- Name: **Julie Eyres**
- Role: **Head of School**

Deputy Designated Teacher for Child Protection

The Deputy Designated Teacher for Child Protection at Monken Hadley Church of England Primary Monken Hadley is a shared role:

- Name: **Lesley Harris**
- Role: **Class Teacher**

Leadership and Management of Safeguarding Policy and Procedures

- Name: **Anthony David**
- Role: **Executive Head Teacher**

Purpose

The child protection policy provides clear direction to staff and others about expected codes of behaviour in dealing with child protection issues. The policy also makes explicit the commitment to the development of good practice and sound internal procedures. This ensures that child protection concerns and referrals may be handled sensitively, professionally and in ways which support the needs of the child.

Aim

The aim of the school is to safeguard and promote children's' welfare, safety, health and guidance by fostering an honest, open, caring and supportive climate. The children's' welfare is of paramount importance.

In order to protect and support children there will be an emphasis on:

- a) Prevention through a positive and open atmosphere, teaching and pastoral support to students.
- b) Protection through following agreed procedures, ensuring staff are appropriately recruited, trained and supported to respond appropriately and sensitively to Child Protection concerns.
- c) Support for children who may have been abused.

This policy applies to all teaching, non-teaching, contract and volunteer staff.

Article 19 of the UN Convention on the Rights of the Child: All children should be protected from violence, abuse and neglect, and governments should protect them.

Legal Documents

This policy has been created with due regard to all relevant legislation including, but not limited to, the following:

Legislation

- Children Act 1989
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Sexual Offences Act 2003
- General Data Protection Regulation (GDPR)
- Data Protection Act 2018

Statutory guidance

- HM Government (2013) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'
- [Updated for 2018] DfE (2018) 'Working Together to Safeguard Children'
- DfE (2015) 'The Prevent duty'
- [Updated for 2019] DfE (2019) 'Keeping children safe in education'
- DfE (2018) 'Disqualification under the Childcare Act 2006'
- Non-statutory guidance
- DfE (2015) 'What to do if you're worried a child is being abused'
- [Updated for 2018] DfE (2018) 'Information sharing'
- DfE (2017) 'Child sexual exploitation'
- [Updated for 2018] DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- Voyeurism (Offences) Act 2019

Our Commitment

We recognise that high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps all children, and especially those at risk of, or suffering from, abuse.

We will:

- a) maintain an ethos where children feel secure and are encouraged to talk, and are listened to.
- b) Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty. The name of the designated teacher for child

protection should be displayed clearly in every classroom (Appendix B – Class Charter).

- c) Include in the curriculum, activities and opportunities which equip children with the skills they need to stay safe from abuse and which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- d) Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

Article 34 of the UN Convention on the Rights of the Child: *Nobody can do anything to your body that you do not want them to do, and grown-ups should protect you.*

Framework

The welfare of children is a corporate responsibility of the entire local authority, working in partnership with other public agencies, the voluntary sector and service users and carers. All local authority services have an impact on the lives of children and families, and local authorities have a particular responsibility towards children and families most at risk of social exclusion. Child protection is the responsibility of all adults especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Local Safeguarding Children Boards. (Local Child Protection Procedures 2011) (Children's Act 1989) (Working together to safeguard children 2006) (Keeping Children Safe in Education 2016, 2018 & 2019)

Roles and Responsibilities

All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children. There are, however, key people within school who have specific responsibilities under Child Protection procedures.

- **[Updated September 2018]** Be confident of the processing conditions under relevant data protection legislation, including information which is sensitive and personal, and information that should be treated as special category data.
- **[Updated November 2019]** Be aware of, and understand, the process for making referrals to CSCS, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Be confident of the processing conditions under relevant data protection legislation, including information which is sensitive and personal, and information that should be treated as special category data.
- Make a referral to CSCS and/or the police immediately, if at any point there is a risk of immediate serious harm to a child

The role of the Designated Child Protection Teacher is to ensure that all aspects of the Child Protection Policy are established and maintained and that safeguarding procedures are fully in place.

- **[New for 2018]** Understand, and keep up-to-date with, local plans for their LSCB's transition to the new multi-agency arrangement of three safeguarding partners.

- **[New for 2018]** Act as the main point of contact with the LSCB, and with the three safeguarding partners following completion of the transition period.
- **[New for 2018]** Hold the details of the LA personal advisor and liaise with them as necessary.
- **[Updated for 2018]** The designated teacher has a responsibility for promoting the educational achievement of LAC and previously LAC, and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.
- **[Updated for 2019]** Keep cases of early help under constant review and refer them to the CSCS if the situation does not appear to be improving.
- Be available at all times during school hours to discuss any safeguarding concerns. NB. The school will determine what “available” means, e.g. it may be appropriate to be accessible by electronic means such as phone or Skype.

The role of the Deputy Child Protection Teacher is to ensure continuity of the above in the absence of the Designated Child Protection Teacher.

The Head of School has overall responsibility for all aspects of child protection and safeguarding within the school.

The Governing Body is responsible for ensuring that the school has appropriate Child Protection Policy and Safeguarding procedures in place which are regularly reviewed and meet the policy. The Governing Body will be given regular updates on general child protection and safeguarding issues, but not details of specific child protection situations due to confidentiality of information.

- **[New for 2018]** Appoint one or more deputy DSL(s) to provide support to the DSL and ensure that they are trained to the same standard as the DSL and that the role is explicit in their job description(s).
- **[New for 2018]** Ensure all relevant persons are aware of the school’s local safeguarding arrangements, and the timelines for their local safeguarding children boards (LSCBs)
- **[Updated September 2018]** Understand the local criteria for action and the local protocol for assessment, and ensure these are reflected in the school’s policies and procedures.
- **[Updated September 2018]** Ensure that staff members have due regard to relevant data protection principles which allow them to share personal information.
- **[Updated November 2019]** Make sure that pupils are taught about safeguarding, including protection against dangers online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

The LA Child Protection Service is responsible for investigating and taking appropriate action, including reporting back to Monken Hadley, when referrals are made due to concerns regarding child protection.

- **[New for 2018]** The school is aware of the expected timeline for its LSCB to fully transition to new system of three safeguarding partners.
- **[Updated September 2018]** Where a need for early help is identified, the school will allow access for CSCS from the host LA and, where appropriate, a placing LA, for that LA to conduct (or consider whether to conduct) a section 17 or 47 assessment.
- **[Updated September 2018]** The school recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils' needs and identify any need for early help.
- **[Updated September 2018]** If staff members are in doubt about sharing information, they will speak to the DSL or deputy DSL.
- **[Updated November 2019]** The school will work with CSCS, the police, health services and other services to protect the welfare of its pupils, through the early help process and by contributing to inter-agency plans to provide additional support.
- Where a need for early help is identified, the school will allow access for CSCS from the host LA and, where appropriate, a placing LA, for that LA to conduct (or consider whether to conduct) a section 17 or 47 assessment.
- The school recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils' needs and identify any need for early help.

Abuse and neglect

- All members of staff will be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be given a specific label and multiple issues often overlap one another.
- All staff members will be aware of the indicators of abuse and the appropriate action to take following a pupil being identified as at potential risk of abuse or neglect.
- When identifying pupils at risk of potential harm, staff members will look out for a number of indicators including, but not limited to, the following:
 - Injuries in unusual places, such as bite marks on the neck, that are also inconsistent with their age
 - Lack of concentration and acting withdrawn
 - Knowledge ahead of their age, e.g. sexual knowledge.
 - Use of explicit language
 - Fear of abandonment
 - Depression and low self-esteem
- All members of staff will be aware of the indicators of peer-on-peer abuse, such as those in relation to bullying, gender-based violence, sexual assaults and sexting.
- All staff will be aware of the necessary procedures to follow to prevent peer-on-peer abuse, as outlined in the school's Anti-Bullying Policy.
- All staff will be aware of the behaviours linked to drug taking, alcohol abuse, truancy and sexting, and will understand that these put pupils in danger.

- Staff members will be aware of the effects of a pupil witnessing an incident of abuse, such as witnessing domestic violence at home.

Types of abuse and neglect

- **Abuse:** A form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Children may be abused in a family, institutional or community setting by those known to them or, more rarely, by others, e.g. via the internet.
- **Physical abuse:** A form of abuse which may involve actions such as hitting, throwing, burning, drowning and poisoning, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.
- **Emotional abuse:** A form of abuse which involves the emotional maltreatment of a child to cause severe and adverse effects on the child's emotional development. This may involve telling a child they are worthless, unloved, inadequate, not giving them the opportunities to express their views, deliberately silencing them, or often making them feel as though they are in danger.
- **Sexual abuse:** A form of abuse which involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, and whether or not the child is aware of what is happening. This may involve physical assault, such as penetrative assault and touching, or non-penetrative actions, such as looking at sexual images or encouraging children to behave in inappropriate ways.
- **Neglect:** A form of abuse which involves the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of a child's health or development. This may involve providing inadequate food, clothing or shelter, or the inability to protect a child from physical or emotional harm or ensure access to appropriate medical treatment.

FGM

- For the purpose of this policy, FGM is defined as the partial or total removal of the external female genitalia, or any other injury to the female genital organs.
- FGM is considered a form of abuse in the UK and is illegal.
- All staff will be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff members are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with social care and/or the police.
- **[Emphasised for 2018]** Teaching staff are **legally required** to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under the age of 18. Teachers failing to report such cases will face disciplinary action.

NB. The above does not apply to any suspected or at-risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.

- There are a range of potential indicators that a pupil may be at risk of FGM. While individually they may not indicate risk, if two or more indicators are present, this could signal a risk to the pupil.

- Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the pupil may not yet be aware of the practice or that it may be conducted on them, so staff will be sensitive when broaching the subject.
- Indicators that may show a heightened risk of FGM include the following:
 - The socio-economic position of the family and their level of integration into UK society
 - Any girl with a mother or sister who has been subjected to FGM
 - Any girl withdrawn from PSHE
- Indicators that may show FGM could take place soon include the following:
 - When a female family elder is visiting from a country of origin
 - A girl may confide that she is to have a 'special procedure' or a ceremony to 'become a woman'
 - A girl may request help from a teacher if she is aware or suspects that she is at immediate risk
 - A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent
- Staff will be vigilant to the signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin.
- Indicators that FGM may have already taken place include the following:
 - Difficulty walking, sitting or standing
 - Spending longer than normal in the bathroom or toilet
 - Spending long periods of time away from a classroom during the day with bladder or menstrual problems
 - Prolonged or repeated absences from school followed by withdrawal or depression
 - Reluctance to undergo normal medical examinations
 - Asking for help, but not being explicit about the problem due to embarrassment or fear
- Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they will report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve CSCS as appropriate.
- FGM is also included in the definition of 'honour-based' violence (HBV), which involves crimes that have been committed to defend the honour of the family and/or community, alongside forced marriage and breast ironing.
- All forms of HBV are forms of abuse and will be treated and escalated as such.
- Staff will be alert to the signs of HBV, including concerns that a child is at risk of HBV, or has already suffered from HBV, and will consult with the DSL who will activate local safeguarding procedures if concerns arise.

Forced marriage

- For the purpose of this policy, a **“forced marriage”** is defined as a marriage that is entered into without the full and free consent of one or both parties, and where violence, threats or any other form of coercion is used to cause a person to enter into the marriage. Forced marriage is classed as a crime in the UK.
- As part of HBV, staff will be alert to the signs of forced marriage including, but not limited to, the following:
 - Becoming anxious, depressed and emotionally withdrawn with low self-esteem
 - Showing signs of mental health disorders and behaviours such as self-harm or anorexia
 - Displaying a sudden decline in their educational performance, aspirations or motivation
 - Regularly being absent from school
 - Displaying a decline in punctuality
 - An obvious family history of older siblings leaving education early and marrying early
- If staff members have any concerns regarding a child who may have undergone, is currently undergoing, or is at risk of, forced marriage, they will speak to the DSL and local safeguarding procedures will be followed – this could include referral to CSCS, the police or the Forced Marriage Unit.

Child sexual exploitation (CSE)

- For the purpose of this policy, **“child sexual exploitation”** is defined as: a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity, for either, or both, of the following reasons:
 - In exchange for something the victim needs or wants
 - For the financial advantage or increased status of the perpetrator or facilitator
- CSE does not always involve physical contact, as it can also occur online. It is also important to note that a child can be sexually exploited even if the sexual activity appears consensual.
- The school has adopted the following procedure for handling cases of CSE, as outlined by the DfE:

Identifying cases

- School staff members are aware of and look for the key indicators of CSE; these are as follows:
 - Going missing for periods of time or regularly going home late
 - Regularly missing lessons
 - Appearing with unexplained gifts and new possessions
 - Associating with other young people involved in exploitation
 - Having older boyfriends or girlfriends
 - Undergoing mood swings or drastic changes in emotional wellbeing

- Displaying inappropriate sexualised behaviour
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying changes in emotional wellbeing
- Misusing drugs or alcohol

Referring cases

- Where CSE, or the risk of it, is suspected, staff will discuss the case with the DSL. If after discussion a concern still remains, local safeguarding procedures will be triggered, including referral to the LA.

Support

- The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.

Homelessness

- The DSL and deputy(s) will be aware of the contact details and referral routes in to the Local Housing Authority so that concerns over homelessness can be raised as early as possible.
- Indicators that a family may be at risk of homelessness include the following:
 - Household debt
 - Rent arrears
 - Domestic abuse
 - Anti-social behaviour
 - Any mention of a family moving home because “they have to”
- Referrals to the Local Housing Authority do not replace referrals to CSCS where a child is being harmed or at risk of harm.
- For 16- and 17-year-olds, homelessness may not be family-based and referrals to CSCS will be made as necessary where concerns are raised.

County lines criminal activity

- For the purpose of this policy, “**County lines criminal activity**” refers to drug networks or gangs grooming and exploiting children to carry drugs and money from urban areas to suburban areas, rural areas and market and seaside towns.
- Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs.
- Staff members who suspect a pupil may be vulnerable to, or involved in, this activity will immediately report all concerns to the DSL.
- The DSL will consider referral to the National Referral Mechanism on a case-by-case basis.
- Indicators that a pupil may be involved in county lines active include the following:
 - Persistently going missing or being found out of their usual area
 - Unexplained acquisition of money, clothes or mobile phones
 - Excessive receipt of texts or phone calls

- Relationships with controlling or older individuals or groups
- Leaving home without explanation
- Evidence of physical injury or assault that cannot be explained
- Carrying weapons
- Sudden decline in school results
- Becoming isolated from peers or social networks
- Self-harm or significant changes in mental state
- Parental reports of concern

[New for 2018] Pupils with family members in prison

- Pupils with a family member in prison will be offered pastoral support as necessary.
- They will receive a copy of '[Are you a young person with a family member in prison](#)' from Action for Prisoners' Families where appropriate and allowed the opportunity to discuss questions and concerns.

[New for 2018] Pupils required to give evidence in court

- Pupils required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support.
- **[Primary schools only]** Pupils will also be provided with the booklet '[Going to Court](#)' from HM Courts and Tribunals Service (HMCTS) where appropriate and allowed the opportunity to discuss questions and concerns.
- **[Secondary schools only]** Pupils will also be provided with the booklet '[Going to Court and being a witness](#)' from HMCTS where appropriate and allowed the opportunity to discuss questions and concerns.

[New for 2018] Contextual safeguarding

- Safeguarding incidents can occur outside of school and can be associated with outside factors. School staff, particularly the DSL and their deputy(s), will always consider the context of incidents – this is known as contextual safeguarding.
- Assessment of pupils' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare.
- The school will provide as much contextual information as possible when making referrals to CSCS.

[New for 2019] Pupils with family members in prison

- Pupils with a family member in prison will be offered pastoral support as necessary.
- They will receive a copy of '[Are you a young person with a family member in prison](#)' from Action for Prisoners' Families where appropriate and allowed the opportunity to discuss questions and concerns.

[New for 2019] Upskirting

For the purposes of this policy, “**upskirting**” refers to the act of taking a picture or video under another person’s clothing, without their knowledge or consent, with the intention of

viewing that person's genitals or buttocks (with or without clothing). Despite the name, anyone (including both pupils and teachers), and any gender, can be a victim of upskirting

- Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment and to record an image beneath a person's clothing without consent and with the intention of observing, or enabling another person to observe, the victim's genitals or buttocks (whether exposed or covered with underwear), in circumstances where their genitals, buttocks or underwear would not otherwise be visible, for a specified purpose.
- A "specified purpose" is namely:
 - Obtaining sexual gratification (either for themselves or for the person they are enabling to view the victim's genitals, buttocks or underwear).
 - To humiliate, distress or alarm the victim.
- "Operating equipment" includes enabling, or securing, activation by another person without that person's knowledge, e.g. a motion activated camera.
- Upskirting will not be tolerated by the school.
- Any incidents of upskirting will be reported to the [DSL](#) who will then decide on the next steps to take, which may include police involvement.

Preventing radicalisation

- For the purpose of this policy, "**radicalisation**" refers to the process by which a person comes to support terrorism and extremist ideologies.
- Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties.
- The school will actively assess the risk of pupils being drawn into terrorism.
- Staff will be alert to changes in pupils' behaviour which could indicate that they may be in need of help or protection.
- Staff will use their professional judgement to identify pupils who may be at risk of radicalisation and act appropriately, which may include making a referral to the Channel programme. The school will work with local safeguarding arrangements as appropriate.
- The school will ensure that they engage with parents and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns and provide information for support mechanisms.
- Any concerns over radicalisation will be discussed with a child's parents, unless the school has reason to believe that the child would be placed at risk as a result.

Training

- The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation. The DSL will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

Risk indicators of vulnerable pupils

- Indicators of an identity crisis include the following:
 - Distancing themselves from their cultural/religious heritage
 - Uncomfortable with their place in society
- Indicators of a personal crisis include the following:
 - Family tensions
 - A sense of isolation
 - Low self-esteem
 - Disassociation from existing friendship groups
 - Searching for answers to questions about identity, faith and belonging
- Indicators of vulnerability through personal circumstances includes the following:
 - Migration
 - Local community tensions
 - Events affecting their country or region of origin
 - Alienation from UK values
 - A sense of grievance triggered by personal experience of racism or discrimination
- Indicators of vulnerability through unmet aspirations include the following:
 - Perceptions of injustice
 - Feelings of failure
 - Rejection of civic life
 - Indicators of vulnerability through criminality:
 - Experiences of dealing with the police
 - Involvement with criminal groups

Making a judgement

- When making a judgement, staff will ask themselves the following questions:
 - Does the pupil have access to extremist influences?
 - Does the pupil access the internet for the purposes of extremist activities (e.g. using closed network groups, accessing or distributing extremist material, contacting such groups covertly using Skype)?
 - Is there a reason to believe that the pupil has been, or is likely to be, involved with extremist organisations?
 - Is the pupil known to have possessed, or be actively seeking, extremist literature/other media likely to incite racial or religious hatred?
 - Does the pupil sympathise with or support illegal/illicit groups?
 - Does the pupil support groups with links to extremist activity?
 - Has the pupil encountered peer, social, family or faith group rejection?
 - Is there evidence of extremist ideological, political or religious influence on the pupil?
 - Have international events in areas of conflict and civil unrest had a noticeable impact on the pupil?
 - Has there been a significant shift in the pupil's outward appearance that suggests a new social, political or religious influence?

- Has the pupil come into conflict with family over religious beliefs, lifestyle or dress choices?
 - Does the pupil vocally support terrorist attacks, either verbally or in their written work?
 - Has the pupil witnessed or been the victim of racial or religious hate crimes?
 - Is there a pattern of regular or extended travel within the UK?
 - Has the pupil travelled for extended periods of time to international locations?
 - Has the pupil employed any methods to disguise their identity?
 - Does the pupil have experience of poverty, disadvantage, discrimination or social exclusion?
 - Does the pupil display a lack of affinity or understanding for others?
 - Is the pupil the victim of social isolation?
 - Does the pupil demonstrate a simplistic or flawed understanding of religion or politics?
 - Is the pupil a foreign national or refugee, or awaiting a decision on their/their family's immigration status?
 - Does the pupil have insecure, conflicted or absent family relationships?
 - Has the pupil experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?
 - Is there evidence that a significant adult or other person in the pupil's life has extremist views or sympathies?
- Critical indicators include where the pupil is:
 - In contact with extremist recruiters.
 - Articulating support for extremist causes or leaders.
 - Accessing extremist websites.
 - Possessing extremist literature.
 - Using extremist narratives and a global ideology to explain personal disadvantage.
 - Justifying the use of violence to solve societal issues.
 - Joining extremist organisations.
 - Making significant changes to their appearance and/or behaviour.
 - Any member of staff who identifies such concerns, because of observed behaviour or reports of conversations, will report these to the DSL.
 - The DSL will consider whether a situation may be so serious that an emergency response is required. In this situation, a 999 call will be made; however, concerns are most likely to require a police investigation as part of the Channel programme, in the first instance.

Channel programme

- Safeguarding children is a key role for both the school and the LA, which is implemented through the use of the Channel programme. This service shall be used where a vulnerable pupil is at risk of being involved in terrorist activities.

- In cases where the school believes a pupil is potentially at serious risk of being radicalised, the headteacher or DSL will contact the Channel programme.
- The DSL will also support any staff making referrals to the Channel programme.
- The Channel programme ensures that vulnerable children and adults of any faith, ethnicity or background, receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist-related activity.
- The programme identifies individuals at risk, assesses the extent of that risk, and develops the most appropriate support plan for the individuals concerned, with multi-agency cooperation and support from the school.
- The delivery of the Channel programme may often overlap with the implementation of the LA's or school's wider safeguarding duty, especially where vulnerabilities have been identified that require intervention from CSCS, or where the individual is already known to CSCS.

Procedures

Where it is believed that a child is suffering from, or is at risk of, significant harm, we will follow the procedures set out in the London Child Protection Procedures 2018. Staff are kept informed about child protection procedures through regular training. The Designated Teacher for Child Protection and the Deputy Designated Teacher for Child Protection will receive training bi-annually to update knowledge. All staff will receive updates throughout the year and extended training at least once a year.

Training information is disseminated to staff as appropriate through meetings, staff briefings, staff bulletins and CPD. Other adults in the school such as supply staff, students, volunteers etc. receive induction training from a designated senior member of staff. This includes child protection training which forms part of induction. Visitors to the school will sign in, wear badges and be supervised. Parents/carers are informed as to the school's duties and responsibilities regarding child protection through the school website.

All staff, volunteers and governors must read part 1 of Keeping Children Safe in Education 2018 and all teachers must also read Annex A.

Training and Support

The Executive Head Teacher, the Designated Teacher for Child Protection and the Deputy Designated Teacher for Child Protection and the governing body attend training relevant to their role. E.g. child protection, safer recruitment. A training record detailing the type of training provided, who attended and the dates must be kept by the school.

Professional Confidentiality

Individual child protection concerns are confidential. All child protection documentation involving individual students will be kept in a locked office. Only members of staff, who need to be informed, are informed of child protection concerns. This would always include the Executive Head Teacher, the Designated Teacher for Child Protection and the Deputy Designated Teacher for Child Protection and the child's class teacher. In some circumstances it may be necessary to inform other members of staff, such as the SENCO and TA. The Governing Body will not be informed about individual child protection concerns.

It is vital that staff never guarantee confidentiality to a child as other people may need to be informed and involved. If a child asks a member of staff to keep a secret the child should be

informed sensitively that this cannot be guaranteed and that they may need to inform someone else in order to seek help and support. The information would not be given to anyone other than those who need to know it, in the best interests of the child. The Local Safeguarding Children Board must be informed of any allegation made against a member of staff.

Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. Any disclosure of personal information to others, (including to social service departments), must always, however, have regard to both common and statute law.

Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 1998, European Convention on Human Rights, Article 8, GDPR 2018). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, obtaining consent may not be possible or in the best interest of the child. The safety and welfare of that child necessitates that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

A child missing from education

- A child going missing from school is a potential indicator of abuse or neglect and, as such, these children are increasingly at risk of being victims of harm, exploitation or radicalisation.
- Staff will monitor pupils that go missing from the school, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures.
- The school will inform the LA of any pupil who fails to attend regularly or has been absent without the school's permission for a continuous period of 10 school days or more.

Admissions register

- Pupils are placed on the admissions register at the beginning of the first day that is agreed by the school, or when the school has been notified that the pupil will first be attending.
- The school will notify the LA within five days of when a pupil's name is added to the admissions register.
- The school will ensure that the admissions register is kept up-to-date and accurate at all times and will inform parents when any changes occur.
- **[New for 2018]** Two emergency contact details will be held for each pupil where possible.
- Staff will monitor pupils who do not attend the school on the agreed date and will notify the LA at the earliest opportunity.
- If a parent notifies the school that their child will live at a different address, the school will record the following information on the admissions register:
 - The full name of the parent with whom the pupil will live
 - The new address
 - The date from when the pupil will live at that address

- If a parent notifies the school that their child will be attending a different school, or is already registered at a different school, the following information will be recorded on the admissions register:
 - The name of the new school
 - The date on which the pupil first attended, or is due to attend, that school
- Where a pupil moves to a new school, the school will use a secure internet system to securely transfer pupils' data.
- To ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any pupil who is going to be deleted from the admission register, in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended), where they:
 - Have been taken out of the school by their parents, and are being educated outside the national education system, e.g. home education.
 - Have ceased to attend the school, and no longer live within a reasonable distance of the premises.
 - Have been certified by the school's medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age, and their parent has not indicated the intention to the pupil continuing to attend school after ceasing to be of compulsory school age.
 - Have been in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period.
 - Have been permanently excluded.
- The school will also remove a pupil from the admissions register where the school and LA has been unable to establish the pupil's whereabouts after making reasonable enquiries into their attendance.
- If a pupil is to be removed from the admissions register, the school will provide the LA with the following information:
 - The full name of the pupil
 - The full name and address of any parent with whom the pupil lives
 - At least one telephone number of the parent with whom the pupil lives
 - The full name and address of the parent with whom the pupil is going to live, and the date that the pupil will start living there, if applicable
 - The name of the pupil's new school and the pupil's expected start date there, if applicable
 - The grounds for removal from the admissions register under regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 (as amended)
- The school will work with the LA to establish methods of making returns for pupils back into the school.
- The school will highlight to the LA where they have been unable to obtain necessary information from parents, e.g. where an address is unknown.

- The school will also highlight any other necessary contextual information including safeguarding concerns

Records and Monitoring

Well-kept records are essential to good child protection practice.

Records of pupil behaviour and welfare are recorded on a secure system. Any paper records are kept locked away.

Children with child protection concerns are monitored by their class teacher. The Designated Teacher for Child Protection is always informed if there are child protection concerns about a pupil. The concerns are collated and monitored and discussed with the Designated Teacher for Child Protection and the Deputy Designated Teacher for Child Protection who will decide on whether the pupil is, or is likely to suffer significant harm, and whether or not to make a referral.

If a pupil transfers to another school, the child protection records are kept on file and a copy taken to the new school. If a pupil leaves the school for any reason the records will be kept on file.

Guidance as Recording

- Marks on a child's body
- Changes in behaviour or unusual behaviour
- Mood swings
- 'Odd' stories told by the child
- Information about other people or agencies

Disclosure

- Allow child to tell you in their own time
- Don't interrupt unless you need clarification
- Don't lead or prompt
- Reassure the child that you have heard and tell them what you will do next
- Do not promise confidentiality
- Write it down as soon as you can and draw a body map if necessary

[New for 2018] Early help

Early help means providing support as soon as a problem emerges, at any point in a child's life. Any pupil may benefit from early help, but in particular staff will be alert to the potential need for early help for pupils who:

- Have SEND (whether or not they have a statutory EHC plan).
- Are young carers.
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- Are frequently missing/going missing from care or from home
- Misuse drugs or alcohol.
- Are at risk of modern slavery, trafficking or exploitation.

- Are in a family circumstance presenting challenges such as substance abuse, adult mental health problems or domestic abuse.
- Are returned home to their family from care.
- Show early signs of abuse and/or neglect.
- Are at risk of being radicalised or exploited.
- Are privately fostered.

Early help will also be used to address non-violent harmful sexual behaviour to prevent escalation. All staff will be made aware of the local early help process and understand their role in it. The DSL will take the lead where early help is appropriate.

[New for 2018] Mobile phone and camera safety

- Staff members will not use personal mobile phones or cameras when pupils are present.
- Staff may use mobile phones on school premises outside of working hours when no pupils are present.
- Staff may use mobile phones in the staffroom during breaks and non-contact time.
- Mobile phones will be safely stored and in silent mode whilst pupils are present.
- Staff will use their professional judgement in emergency situations.
- Staff may take mobile phones on trips, but they must only be used in emergencies and should not be used when pupils are present.
- Mobile devices will not be used to take images or videos of pupils or staff in any circumstances.
- The sending of inappropriate messages or images from mobile devices is strictly prohibited.
- Staff who do not adhere to this policy will face disciplinary action.
- Photographs and videos of pupils will be carefully planned before any activity with particular regard to consent and adhering to the school's Data Protection Policy.
- The DPO will oversee the planning of any events where photographs and videos will be taken.
- Where photographs and videos will involve LAC pupils, adopted pupils, or pupils for whom there are security concerns, the Head of School will liaise with the DSL to determine the steps involved.
- The DSL will, in known cases of a pupil who is a LAC or who has been adopted, liaise with the pupil's social worker, carers or adoptive parents to assess the needs and risks associated with the pupil.
- The school will adhere to its Photography Policy at all times.
- Staff will report any concerns about another staff member's use of mobile phones to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy and the Allegations of Abuse Against Staff Policy.

[New for 2018] Sports clubs and extracurricular activities

- Clubs and extracurricular activities hosted by external bodies, e.g. charities or companies, will work in collaboration with the school to effectively safeguard pupils and adhere to local safeguarding arrangements.
- Paid and volunteer staff running sports clubs and extracurricular activities are aware of their safeguarding responsibilities and promote the welfare of pupils.
- Paid and volunteer staff understand how they should respond to child protection concerns and how to make a referral to CSCS or the police, if necessary.
- All national governing bodies of sport that receive funding from either Sport England or UK Sport, must aim to meet the Standards for Safeguarding and Protecting Children in Sport.

Attendance at Child Protection Conferences

Child protection conferences are multi-agency meetings for all those involved with a pupil where a child protection referral has been accepted. All term time child protection conferences are attended by the Designated Teacher for Child Protection. Staff attending child protection conferences, are trained to produce relevant verbal and written reports through pastoral meetings and via CPD.

Supporting Students at Risk

Monken Hadley may be the only stable, secure and predictable element in the lives of children at risk. Their behaviour may be challenging and defiant and there may even be moves to consider suspension or exclusion. It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

We will endeavour to support students through:

- (a) the curriculum, to encourage self-esteem and self-motivation.
- (b) the culture and ethos, which promotes a positive, supportive and secure environment and which gives all students and adults a sense of being respected and valued.
- (c) the implementation of behaviour strategies
- (d) a consistent approach, which recognises and separates the cause of behaviour from that which the child displays.
- (e) regular liaison with other professionals and agencies who support the students and their families.
- (f) a commitment to develop productive, supportive relationships with parents, whenever it is in the child's interests to do so.
- (g) the development and support of responsive and knowledgeable staff trained to respond appropriately in child protection situations.

This policy should be read in conjunction with other related policies in the School. These include:

- Behaviour and Anti-Bullying;
- Health and Safety;
- Prevent;

- Relationships and Sex Education;
- Equality;
- On-line Safety
- Safer Recruitment

We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse. It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, mental health issues, children may also be vulnerable and in need of support or protection.

Early Years Foundation Stage

Legal and policy framework

As an early years provider delivering the Early Years Foundation Stage (EYFS), Monken Hadley aims to meet the specific safeguarding and child protection duties set out in the Childcare Act 2006 and related statutory guidance.

Monken Hadley will ensure that children taught in reception class are able to learn and develop and are kept safe and healthy by providing a safe, secure learning environment that safeguards and promotes their welfare, and takes appropriate action where there are child protection concerns.

Safeguarding

All safeguarding policies listed in this policy will apply equally to children in early year's settings so far as they are relevant to that age group.

Child Protection and the Use of Mobile Phones and Mobile Technology.

In addition, Monken Hadley EYFS has the following child protection policies:

- parents and carers are asked to switch off mobile phones if they are coming into the early years setting and leave the setting if they need to use their mobile
- parents are prohibited from taking any photographs/videos of children in the early years setting. The only exception would be in the event of a class assembly or Infant Nativity
- staff seek parental permission to take photographs/videos of the children, which must be linked to teaching the curriculum and that they use Monken Hadley equipment only for this purpose
- staff can only use mobile phones during breaks and not whilst children are present unless in an emergency situation
- Monken Hadley photographic equipment of any kind should be used for all recording/photographing purposes both in and out of Monken Hadley. These images should only be printed out at Monken Hadley and staff should not under any circumstances take photos or images of children home.
- The use of personal mobile phones and camera by staff to take photos of children both in and out of Monken Hadley is not permitted.

- Notifications will be made to Ofsted by the DCPO under the guidance of the LADO in the event of an allegation of serious harm or abuse by any person working in the early years setting.

Use of Tapestry in the EYFS Setting

Each EYFS child's learning journey is updated through tapestry and parents are provided with a password to view their individual child's journal online. Written permission is sought from each parent to allow their child's photograph to be included in another child's observation (sometimes children will be in the background of your child's photograph or an activity will involve more than one child) and that they will not upload photographs, videos or text to social media sites without the written permission of the parents whose children are depicted in photos, videos or text.

Staff at St. Paul's

Consideration and support will be provided for staff where appropriate, so that personal or professional difficulties do not get in the way of protecting children. Staff are advised against working one to one with students. Where this is unavoidable it is advised that they work in view of another member of staff. Staff are advised to avoid situations where allegations may be made against them.

Guidance to staff about sexual matters is given in the Relationships & Sex policy. It is vital that the guidance in this policy is followed in order to maintain positive working relationships with parents.

The school works with other agencies to share perspectives and experiences.

The school follows safer recruitment and selection of staff procedures in line with the NCSL Safer Recruitment guidelines. Any recruitment panel will include at least one member with the NCSL Safer Recruitment accreditation.

Staff have been made aware of the possibility of abuse by members of the school staff and other professional workers through CPD on child protection and the code of "Safer Professional Conduct". The possibility of abuse by school staff and other professionals has been reduced by safer recruitment procedures, single record of checks, screening of adults entering the school (via DBS, screening document, induction document) and the culture of the pupil voice being heard and believed. Temporary staff will be given copies of this policy before beginning work.

The Child Protection Policy is reviewed annually to comply with updates in legislation and in response to whole School and individual concerns.

The Multi-Agency Assessment and Referral Form

This form should be used when we consider that a child has needs which cannot be met solely by the services or resources within the school, and where, following an assessment of the situation, we believe co-ordinated intervention is required to promote, safeguard or protect the welfare of the child.

In these circumstances, we will have records detailing what work has been undertaken by our School to support the child and family and why we believe that a more corporate and co-ordinated approach is needed. This information then provides the basis for the completion of the Multi-Agency Assessment and Referral form. The request for coordinated support services

for a family should always be discussed with parents unless to do so would place the child or others at risk of harm.

- The referral form is completed by the Designated Teacher for Child Protection or the Deputy Designated Teacher for Child Protection
- A copy of the form is retained in the secure child protection file
- The Executive Head Teacher is informed of all referrals

Where, following an assessment of a situation, it is considered immediate protective action is required; a child protection referral must be made by the Designated Teacher for Child Protection or the Deputy Designated Teacher for Child Protection. **This referral will be by telephone/online to the relevant team of social services, followed up by hard copy for confirmation.** The multi-agency (MASH) form should then be forwarded by the designated person to social services. If it is a child protection referral:

- The referral form is completed by the Designated Teacher for Child Protection or the Deputy Designated Teacher for Child Protection.
- A copy of the form is retained in the secure child protection file.
- The Executive Head Teacher is informed of all referrals.

Procedures to follow if a member of staff is concerned about the welfare or safety of a child

Any concern about the welfare or safety of a child should be reported to the appropriate senior member of staff. If this is not possible, the concern should be reported directly to the Designated Teacher for Child Protection and the Deputy Designated Teacher for Child Protection. Staff should complete the Safeguarding Concerns Form (Appendix C). Any reports should be logged on the school's safeguarding programme (MyConcern) by the member of staff who reported the concern. Any further action should be added to the chronology of this incident at the time action has been made.

Details of the concern should be logged including precisely what a child has said, and should be reported. This will be dated by the MyConcern. The child should be reassured and believed. Confidentiality or keeping of secrets should not be promised to the child. Nothing should be said to the parents prior to any discussion. If no other person shares the same concern this should be reported to the Executive Head Teacher.

Procedures to follow when the Designated Teacher for Child Protection is notified of a concern about the welfare or safety of a child

On receiving notification of a concern about the welfare or safety of a child the Designated Teacher for Child Protection or the Deputy Designated Teacher for Child Protection will investigate the matter further by speaking to relevant people as appropriate to the situation. A decision would then be made as to whether action needs to be taken and, if so what action would be appropriate. The Executive Head Teacher would be informed and support as appropriate.

Article 37 of the UN Convention on the Rights of the Child: No child should be punished in a way that humiliates or hurts them.

Procedures to follow if an allegation is made against a member of staff

Any allegation against a member of staff should be reported to the Designated Teacher for Child Protection or the Deputy Designated Teacher for Child Protection. This is then reported to the Executive Head Teacher. If the Executive Head Teacher is the subject of the allegation it should be reported to the Chair of Governors.

The Designated Teacher for Child Protection or the Deputy Designated Teacher for Child Protection should also report the allegation to the designated local authority officer at the Local Safeguarding Children Board (LADO). The Executive Head Teacher would then decide on what immediate action to take following advice from the designated local authority officer at the Local Safeguarding Children Board.

Policy on Child Protection

Monken Hadley Church of England Primary School

A. Named staff/personnel with designated responsibility for Child Protection

The Designated Teacher for Child Protection: Mr Anthony David

The Deputy Designated Teacher for Child Protection: Julie Eyres and Lelsey Harris

Nominated Governor:

Appendix A

Recognising Abuse: From Child Welfare Information Gateway

Recognising child abuse

The following signs may signal the presence of child abuse or neglect.

The Child:

- Shows sudden changes in behaviour or Monken Hadley performance
- Has not received help for physical or medical problems brought to the parents' attention
- Has learning problems (or difficulty concentrating) that cannot be attributed to specific physical or psychological causes
- Is always watchful, as though preparing for something bad to happen
- Lacks adult supervision
- Is overly compliant, passive, or withdrawn
- Comes to Monken Hadley or other activities early, stays late, and does not want to go home

The Parent:

- Shows little concern for the child

- Denies the existence of—or blames the child for—the child's problems in Monken Hadley or at home
- Asks teachers or other caregivers to use harsh physical discipline if the child misbehaves
- Sees the child as entirely bad, worthless, or burdensome
- Demands a level of physical or academic performance the child cannot achieve
- Looks primarily to the child for care, attention, and satisfaction of emotional needs

The Parent and Child:

- Rarely touch or look at each other
- Consider their relationship entirely negative
- State that they do not like each other

Types of Abuse

The following are some signs often associated with particular types of child abuse and neglect: physical abuse, neglect, sexual abuse, and emotional abuse. It is important to note, however, that these types of abuse are more typically found in combination than alone. A physically abused child, for example, is often emotionally abused as well, and a sexually abused child also may be neglected.

Signs of Physical abuse

Consider the possibility of physical abuse when the **child**:

- Has unexplained burns, bites, bruises,

broken bones, or black eyes

- Has fading bruises or other marks noticeable after an absence from Monken Hadley

- Seems frightened of the parents and protests or cries when it is time to go home
- Shrinks at the approach of adults
- Reports injury by a parent or another adult caregiver

Consider the possibility of physical abuse when the **parent** or **other adult caregiver**:

- Offers conflicting, unconvincing, or no explanation for the child's injury
- Describes the child as "evil," or in some other very negative way
- Uses harsh physical discipline with the child
- Has a history of abuse as a child

Signs of Neglect

Consider the possibility of neglect when the **child**:

- Is frequently absent from Monken Hadley
- Begs or steals food or money
- Lacks needed medical or dental care, immunizations, or glasses
- Is consistently dirty and has severe body odour
- Lacks sufficient clothing for the weather
- Abuses alcohol or other drugs
- States that there is no one at home to provide care

Consider the possibility of neglect when the **parent** or other **adult caregiver**:

- Appears to be indifferent to the child
- Seems apathetic or depressed
- Behaves irrationally or in a bizarre manner
- Is abusing alcohol or other drugs

Signs of Sexual abuse

Consider the possibility of sexual abuse when the **child**:

- Has difficulty walking or sitting
- Suddenly refuses to change for gym or to participate in physical activities
- Reports nightmares or bedwetting
- Experiences a sudden change in appetite
- Demonstrates bizarre, sophisticated, or unusual sexual knowledge or behaviour
- Becomes pregnant or contracts a venereal disease, particularly if under age 14
- Runs away
- Reports sexual abuse by a parent or another adult caregiver

Consider the possibility of sexual abuse when the **parent** or other **adult caregiver**:

- Is unduly protective of the child or severely limits the child's contact with other children, especially of the opposite sex
- Is secretive and isolated
- Is jealous or controlling with family members