

**ST. ANDREW'S C.E. PRIMARY SCHOOL**  
**Child Protection and Safeguarding Policy**



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Safeguarding is defined as protecting children from maltreatment, preventing impairment of children's mental health and well-being, physical health or development and ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

This Child Protection Policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the school.

In particular this policy should be read in conjunction with the Safeguarding Response to Children who go Missing in Education, Safer Recruitment Policy, Behaviour Policy, Physical Intervention Policy, Anti-Bullying Policy, Code of Conduct/Staff Behaviour Policy, E-safety Policy and ICT Acceptable Usage Policy, the role of the Designated Safeguarding Lead (including the identity of the Safeguarding Lead and the Deputies).

**Copies of policies and a copy of Part 1 of this document should be provided to staff at Induction.**

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## 1. INTRODUCTION

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

To inform staff, parents, volunteers and governors about the school's responsibilities for safeguarding children.

To enable everyone to have a clear understanding of how these responsibilities should be carried out.

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

The school follows the procedures established by the Enfield Safeguarding Children Board; a guide to procedure and practice for all agencies in Enfield working with children and their families.

### **School Staff & Volunteers**

All St. Andrew's School staff have a responsibility to provide a safe environment in which children can learn. School staff and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with children.

All school staff will receive appropriate safeguarding children training (which is updated regularly – Enfield Safeguarding Children Board advises every three years), so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow. In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Temporary staff and volunteers will be made aware of the safeguarding policies and procedures by the Designated Senior Person-including Child Protection Policy and staff behaviour policy (code of conduct)

### **Mission Statement**

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

Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.



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

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

## **2. STATUTORY FRAMEWORK**

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

- The Children Act 1989
- The Children Act 2004
- Children and Social Work Act 2017
- Education Act 2002 (Section 175/157)  
*Outlines that Local Authorities and School Governing Bodies have a responsibility to, "ensure that their functions relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils".*
- Working together to safeguard children (2018)
- Keeping Children Safe in Education (DfE, September 2020)  
Keeping Children Safe in Education: Part One- information for all school and college staff (DfE, September 2020) – APPENDIX 1
- Working Together to Safeguard Children (DfE 2018)
- The Education (Pupil Information) (England) Regulations 2005
- Sexual Offences Act (2003)
- Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty)
- Female Genital Mutilation Act 2003 (Section 74 ,Serious Crime Act 2015)
- HM Government (201) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'
- DfE (2015) 'The Prevent Duty'

Keeping Children Safe in Education (DfE 2020) states that governing bodies and proprietors should ensure that the school contributes to multi – agency working in line with statutory guidance, working together to safeguard children.

Furthermore, it also states that governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the procedures and practice of the Local Authority as part of inter-agency safeguarding procedures set up by the LSCB and used by Enfield.



### **3. THE DESIGNATED OFFICER**

*N.B. Keeping Children Safe in Education, DfE 2020, refers to this role as Designated Safeguarding Lead (DSL)*

St. Andrew's Governing Body should ensure that the school designates an appropriate senior member of staff to take lead responsibility for child protection. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

During term time the designated safeguarding lead and or a deputy will always be available (during school or college hours) for staff in the school to discuss any safeguarding concerns. Arrangements for out of hours/out of term activities will be:

*The Designated Officer for Child Protection in this school is: Mrs Jane Bolton*

*There should be a Deputy Designated Officer in the absence of the lead DSO.*

*The Deputy Designated Officer for Child Protection in this school is: Miss Cathryn Mann*

*Designated Officer for Child Protection in this school is: Mrs Judith Statham*

*Jane Bolton : [aen@st-andrews-enfield.enfield.school.uk](mailto:aen@st-andrews-enfield.enfield.school.uk)*

*Cathryn Mann: [headteacher@st-andrews-enfield.enfield.sch.uk](mailto:headteacher@st-andrews-enfield.enfield.sch.uk)*

*Judith Statham: [jstatham@st-andrews-enfield.enfield.sch.uk](mailto:jstatham@st-andrews-enfield.enfield.sch.uk)*

#### **The broad areas of responsibility for the Designated Senior Person are:**

##### *Managing referrals and cases*

- Refer all cases of suspected abuse or neglect to the Local Authority Children's Services (Safeguarding and Specialist Services), Police (cases where a crime may have been committed) and to the Channel programme where there is a radicalisation concern.
- Liaise with the Head Teacher or Principal to inform him/ her of issues-especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Support staff who make referrals
- Share information with appropriate staff in relation to a child's looked after (CLA) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility.

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- Ensure they have details of the CLA's social worker and the name of the virtual school Head Teacher in the authority that looks after the child.

### *Training*

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

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- Ensure each member of staff has access to and understands the school's safeguarding and child protection policy and procedures, especially new and part time staff
- Be alert to the specific needs of children in need, those with special educational needs and young carers and those with mental health and behavior needs
- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- Be able to keep detailed, accurate, secure written records of concerns and referrals
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them

### *Raising Awareness*

- The designated safeguarding person should ensure the school's policies are known, understood and used appropriately.
- Ensure the school's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.

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- Link with the Local Safeguarding Children's Board (LSCB) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the school, ensure the file for safeguarding and any child protection information is sent to any new school /college as soon as possible but transferred separately from the main pupil file.
- Schools should obtain proof that the new school/education setting has received the safeguarding file for any child transferring and then destroy any information held on the child in line with data protection guidelines

#### 4. THE GOVERNING BODY

St. Andrew's Governing Body must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their schools are effective and comply with the law at all times. Governing Bodies should have a senior board level lead, to take leadership responsibility for St. Andrew's safeguarding arrangements.

*The nominated governor for child protection is: **Michael Rye***

The responsibilities placed on governing bodies include:

- Their contribution to inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified
- Ensuring that an effective child protection policy is in place, together with a staff behaviour policy
- Ensuring staff are provided with the latest Part One of Keeping Children Safe in Education (currently DfE 2020) – Appendix 1 and are aware of specific safeguarding issues
- Ensuring that staff induction is in place with regards to child protection and safeguarding
- Appointing an appropriate senior member of staff to act as the Lead Designated Child Protection Officer. It is a matter for individual schools and colleges as to whether they choose to have one or more Deputy Child Protection Officers.
- Ensuring that all of the Designated Officers (including deputies) should undergo formal child protection training every two years (in line with LSCB guidance) and receive regular (annual) safeguarding refreshers (for example via e-bulletins, meeting other Officers, or taking time to read and digest safeguarding developments)
- Prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns
- Ensuring that children are taught about safeguarding including on-line safety. This should be part of our broad and balanced curriculum.



- Ensuring appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material. Additional information to support governing bodies and proprietors is provided in Annex C of **Keeping Children Safe in Education (DFE 2020)**

## **5. WHEN TO BE CONCERNED**

If staff have any concerns about a child's welfare, they should act on them immediately. If staff have a concern, they should follow this policy and speak to the Designated Senior Person/DSL (or deputy).

The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate people to advise on the response to safeguarding concerns.

Any staff member should be able to make a safeguarding referral to Children's Services if necessary. All staff should be aware of the process for making referrals to Children's Services and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm - from abuse or neglect) that may follow a referral, along with the role they might be expected to play in such assessments.

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.

### **Options will then include:**

- Managing any support for the child internally via the school's own pastoral support processes;
- An early help assessment; or
- A referral for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer significant harm from abuse or neglect.

### **Contextual Safeguarding**

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

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

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

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St. Andrew's staff form part of the wider safeguarding system for our children. This system is based on the principle of providing help for families to stay together where it is safe for the children to do so, and looking at alternatives where it is not, whilst acting in the **best interests** of the child at all times.

### **Children who may require early help**

Informed Families contains Enfield's programme of early help services for families. A directory of early help services is available on Enfield Children's Services website and will help practitioners and families find information and support to prevent escalation of needs and crisis.

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

Staff and volunteers working within the School should be alert to the potential need for early help for children also who are more vulnerable. For example:

- Children with a disability and/or specific additional needs
- Children who are at risk from or involved with serious violent crime
- Children with special educational needs
- Children who are acting as a young carer
- Children who are showing signs of engaging in anti-social or criminal behaviour
- Children who go missing from home
- Children who misuse drugs or alcohol
- Children who are at risk of modern slavery, trafficking or exploitation
- Children whose family circumstances present challenges, such as substance abuse, adult mental health or domestic violence
- Children who have returned home to their family from care
- Children who are showing early signs of abuse and/or neglect
- Children who are at risk of being radicalised or exploited
- Children who are privately fostered

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Staff should be clear as to who has parental responsibility for children on roll who have been identified as having private fostering arrangements, this must be reported to the Enfield Local Authority.

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

*See Appendix 4 for information on indicators of abuse and Appendix 1 for specific safeguarding issues.*

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

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

This can include:

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

### **Pupils with a social worker**

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure

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any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorized absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

#### **Looked-after and previously looked-after children**

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- Staff should be clear as to who is identified as a child with a private fostering arrangement and this should be reported to the local authority
- The DSL has details of children's social workers and relevant virtual school heads

We have appointed a designated teacher, (Jane Bolton, Inclusion Manager, Assistant Head, DSL) who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with the statutory guidance.

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussion how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

#### **Mobile phones and cameras**

Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils.

Staff will not take pictures or recordings of pupils on their personal phones or cameras.

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and

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storing photos and recordings for use in the school.

*Please refer to the EYFS policy and Acceptable Use policy*

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

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

Peer on peer abuse/child on child 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, cyber bullying, physical abuse which may include hitting, kicking, shaking, biting, hair pulling, upskirting or otherwise causing physical harm, sexual or emotional and can include gender based violence/ sexual assaults, sexting (also known as youth produced sexual imagery), initiation/hazing type violence and rituals.

Upskirting is an act whereby a photo is taken under a person's clothing without permission, or the person knowing. This is now a criminal offence under the Voyeurism Offences Act 2019.

*All staff should be aware that abuse is abuse and peer on peer abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". Furthermore they should recognise the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously.*

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.
- Have systems in place for any pupils to raise concerns with any member of staff, knowing that they will be listened to, believed and valued.
- Staff must establish what has happened
- Establish what further information is required to then decide what the is the best form of response
- What are the relevant facts about the pupils involved which would influence the risk assessment
- Decide who needs to be informed
- Listen to what is being said without showing shock or disbelief

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- Accept what is being said
- Allow the child to talk freely
- Never promise a child that you will not pass on the information or keep it to yourself
- Stress that it was the right thing to tell
- Reassure the child that whatever happens it is not their fault
- Listen, only ask questions when necessary for clarification
- Do not criticize the alleged perpetrator
- Explain the next steps and who need to be informed
- Ensure victims, perpetrators and any other child affected by peer on peer abuse will be supported
- Develops robust risk assessments where appropriate the electronic 'Safeguard' system
- Pass the information directly and immediately to the DSL or deputies
- Have relevant policies in place (e.g. behaviour policy, anti-bullying policy).

### **Sexting**

If any member of staff is made aware of an incident involving sexting (also known as 'youth produced sexual imagery') they must report it to the DSL immediately.

You must not:

- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

### **Initial review meeting**

Following a report of an incident, the DSL will hold an initial review meeting with the appropriate school staff. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms (this may

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be unknown)

- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents should be involved) The DSL will make an immediate referral to the police and/or children's social care if:
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the imagery suggest the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the imagery is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care

### **Further review by the DSL**

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review.

The DSL will hold interviews with the pupil(s) involved (if appropriate) to establish the facts and assess the risks.

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

### **Informing the parents**

The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

### **Referring to the police**

If it is necessary to refer an incident to the police, this will be decided upon due to the nature of the incident as to whom the school will contact e.g. community officer, 101

### **Recording incidents**

All sexting incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements as referred to in section 7 will remain the same.

### **Curriculum coverage**

Reference to age appropriate lessons on Sexting will be shared as part of the PSHE curriculum

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*Staff should also refer to Part 5 of Keeping Children Safe in Education (DfE 2020) – ‘Child on child sexual violence and sexual harassment’:*

## **6. DEALING WITH A DISCLOSURE**

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

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Never promise a child that they will not tell anyone - as this may ultimately not be in the best interests of the child.
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify
- Do not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record (see Record Keeping)
- Pass the information to the Designated Senior Person without delay

### **Support**

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

*If a school staff member receives a disclosure about potential harm caused by another staff member, they should see section 11 of this policy (allegations involving school staff/volunteers).*

## **7. RECORD KEEPING**

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All practitioners should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements staff should discuss with the designated safeguarding lead.

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

- Record as soon as possible after the conversation. Use the school record of concern sheet wherever possible (during the transition period) or the new electronic Safeguard system.
- Do not destroy the original notes in case they are needed by a court
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Draw a diagram to indicate the position of any injuries
- Record statements and observations rather than interpretations or assumptions

All records need to be given to the Designated Officer promptly. No copies should be retained by the member of staff or volunteer.

All records are moving from paper based over to an electronic system. The current paper records are held in a secure, locked cupboard in one of the main offices. Records are only shared on a needs to know basis. Records are transferred to a pupil's new school once they leave St Andrew's be it in year, at the end of a year or for secondary transfer.

The Designated Officer will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.

Where children leave the school, the Designated Senior Person should ensure their child protection file is transferred to the new school as soon as possible, ensuring secure transit, and confirmation of receipt should be obtained. This should be transferred separately from the main pupil file. Receiving schools should ensure key staff such as Designated Senior Persons and SENCOs or the named person with oversight for SEN in a college, are aware as required. If the child has an allocated social worker, they will also inform them of the change of school.

In addition to the child protection file, the Designated Senior Person should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.



## **8. CONFIDENTIALITY**

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

- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Services: Safeguarding and Specialist Services and the Police).
- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe. This may ultimately not be in the best interests of the child.
- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.
- Timely information sharing is essential to effective safeguarding
- Staff must not allow fears about sharing information to stand in the way of the need to promote the welfare, and protect the safety of children
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- Staff are aware that whilst GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do would result in the pupil being placed at risk of harm
- St Andrew's recognises the particular importance of inter-agency working in identifying and preventing child sexual exploitation (CSE)
- If there is any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy)

### **Mental health concerns**

#### ***Identifying mental health problems***

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- Changes to pupil's 'normal' behaviour
- Unable to sleep
- Problems with eating
- School avoidance
- Panic attacks
- Self-harm
- Death or illness in family or with friends
- Abuse of any kind
- Bullying

***Procedures for identifying mental health problems***

- Discuss with line managers and SLT
- Devise a plan of action
- Find a safe place for the pupil to go during the day if and when necessary
- Support for the pupil which may involve school staff and or an outside agency
- A safe place to talk

**9. SCHOOL PROCEDURES**

*Please see Appendix 3: What to do if you are worried a child is being abused: flowchart.*

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

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

If a **teacher** (persons employed or engaged to carry out teaching work at schools and other institutions in England) , in the course of their work in the profession, discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18 the **teacher** must report this to the police. **This is a mandatory reporting duty.** See Appendix 1- Keeping Children Safe in Education (DfE 2020): Annex A for further details.

*Enfield Children's Social Services: 0208 379 2507.*

If the allegations raised are against other children, the school should follow the Local Authority Procedure – Children Who Abuse Others. Please see the school's anti-bullying policy for more details on procedures to minimise the risk of peer on peer abuse.

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The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations.

Particular attention will be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a child protection plan and a written record will be kept.

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

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

### **Notifying parents**

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to the parents about any such concerns following consultation with the DSL.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so and act upon their advice.

In case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

### **Recruitment: interview panels**

At least one person conducting any interview for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

Schools have a responsibility to fully explore concerns about supply staff. We are responsible in managing allegations about supply teachers and should ensure that allegations are dealt with appropriately. 'In no circumstances should a school or college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with Enfield's local authority designated officer (LADO) to determine a suitable outcome.'

Schools must work with other agencies (LADO) to investigate when someone who has worked at the school has "behaved or may have behaved in a way that indicates they may not be suitable to work with children." This relates to situations where a member of staff's behavior outside school may suggest 'transferable risk'. E.g. an incident which did not involve children such as substance misuse or domestic violence.



## **10. COMMUNICATION WITH PARENTS**

St. Andrew's will ensure the Child Protection Policy is available publicly either via the school website or by other means.

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

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

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

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

Where reasonably possible, St. Andrew's should hold more than one emergency contact number for their pupils.

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

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

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

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

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

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

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

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*The Chair of Governors in this school is: Tim Harrison Contact Number: 0208 363 5003*

In the absence of the Chair of Governors, the Vice Chair should be contacted.

*The Vice Chair in this school is: Theresa Davis Contact Number: 0208 363 5003*

In the event of allegations of abuse being made against the Head Teacher or where a staff member feels that their genuine concerns are not being addressed, allegations should be reported directly to the Local Authority Designated Officer (LADO). Staff may consider discussing any concerns with the Designated Officer if appropriate and make any referral via them. (See Keeping Children Safe in Education: Part Four, DfE 2020, for further information).

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

Actions to be taken include making an immediate written record of the allegation using the informant's words – including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Head Teacher.

The recipient of an allegation must **not** unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

The Head Teacher/Chair of Governors will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer: *Children's Services Contact Number 0208 379 2507*

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

If it is decided that the allegation meets the threshold for safeguarding, this will take place in accordance with LA policy.

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

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

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

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- Children's Services 0208 379 2507
- NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk

### **Safer working practice**

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook/ school code of conduct / staff behaviour policy and Safer Recruitment document ***Guidance for safer working practice for those working with children and young people in education settings (September 2016)***

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

### **APPENDIX 1: Keeping Children Safe in Education**

**On publication of this Child Protection Policy (October 2020), the October 2020 version of the statutory guidance 'Keeping Children Safe In Education', available online, is the latest version and will be reviewed annually.**

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

- Children missing from education
- Honour based abuse
- FGM mandatory reporting duty
- Forced marriage
- Preventing radicalisation
- Child sexual exploitation (CSE)
- Child criminal exploitation (CCE)
- Mental Health
- Homelessness
- County Lines
- Serious violence
- Pupils with family members in prison

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

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We highly recommend that staff are asked to sign to say they have read these sections (please see Appendix 2) and should subsequently be re-directed to these online documents again should any changes occur.

**Weblink to Keeping Children Safe in Education:**

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

**APPENDIX 2: Staff Declaration**

**School Name:** St. Andrew's CE Primary School      **Academic Year** .....

**Please sign and return to** ..... (DSP) by ..... (academic year)

I, ..... **<insert name>**  
have read and am familiar with the contents of the following documents and understand my role and responsibilities as set out in these document(s):

(1) St. Andrew's Child Protection Policy

(2) **Part 1 and Annex A** of 'Keeping Children Safe in Education' DfE Guidance, 2020

I am aware that the DSLs are:

.....  
.....  
.....

and I able to discuss any concerns that I may have with them.

I know that further guidance, together with copies of the policies mentioned above, are available  
.....<insert location>

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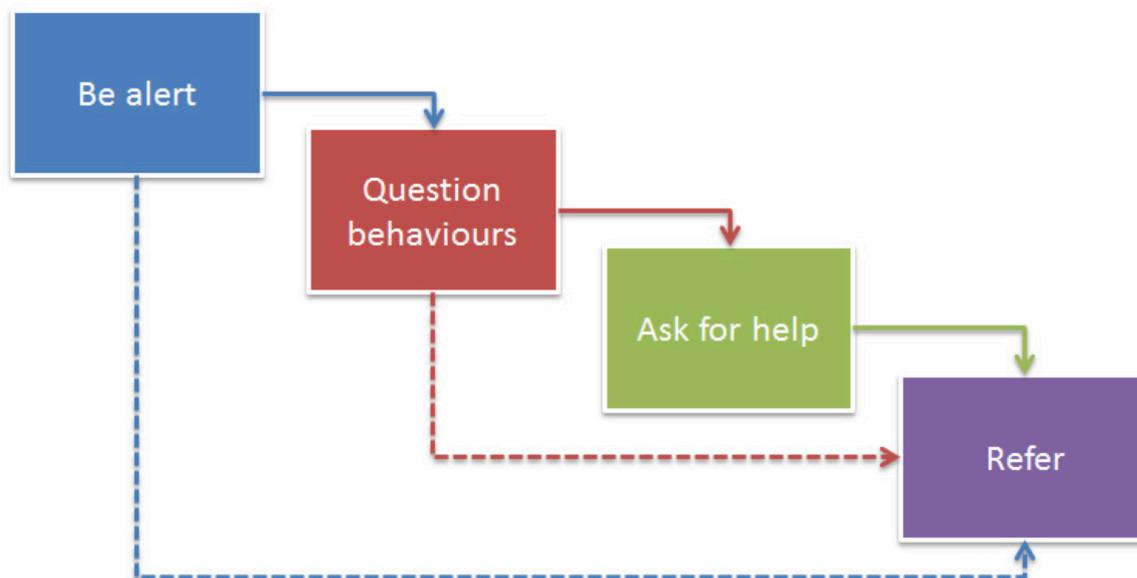
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Signed: .....

Date: .....

**APPENDIX 3: What to do if you're worried a child is being abused: advice for practitioners flowchart (DfE 2018)**



#### Be Alert

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

#### Question Behaviours

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

#### Ask for Help

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

#### Defer

- DSP will make referrals to children services but in an emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to Children's Services on 0300 1234043

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

**Emotional abuse**

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*The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to 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 over protection 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 cyber bullying), 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, though it may occur alone.*

<b>Child</b>	
Self-harm	Over-reaction to mistakes / Inappropriate emotional responses
Chronic running away	Abnormal or indiscriminate attachment
Drug/solvent abuse	Low self-esteem
Compulsive stealing	Extremes of passivity or aggression
Makes a disclosure	Social isolation – withdrawn, a 'loner' Frozen watchfulness particularly pre school
Developmental delay	Depression
Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)	Desperate attention-seeking behaviour
<b>Parent</b>	<b>Family/environment</b>
Observed to be aggressive towards child or others	Marginalised or isolated by the community.
Intensely involved with their children, never allowing anyone else to undertake their child's care.	History of mental health, alcohol or drug misuse or domestic violence.
Previous domestic violence	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
History of abuse or mental health problems	Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Mental health, drug or alcohol difficulties	Wider parenting difficulties
Cold and unresponsive to the child's emotional needs	Physical or sexual assault or a culture of physical chastisement.
Overly critical of the child	Lack of support from family or social network.



**Neglect**

*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);*
- *protect a child from physical and emotional harm or danger;*
- *ensure adequate supervision (including the use of inadequate care-givers); or*
- *ensure access to appropriate medical care or treatment.*

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

**Child**

Failure to thrive - underweight, small stature	Low self-esteem
Dirty and unkempt condition	Inadequate social skills and poor socialisation
Inadequately clothed	Frequent lateness or non-attendance at school
Dry sparse hair	Abnormal voracious appetite at school or nursery
Untreated medical problems	Self-harming behaviour
Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold	Constant tiredness
Swollen limbs with sores that are slow to heal, usually associated with cold injury	Disturbed peer relationships

**Parent**

**Family/environment**

Failure to meet the child's basic essential needs including health needs	Marginalised or isolated by the community.
Leaving a child alone	History of mental health, alcohol or drug misuse or domestic violence.
Failure to provide adequate caretakers	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Keeping an unhygienic dangerous or hazardous home environment	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Unkempt presentation	Lack of opportunities for child to play and learn
Unable to meet child's emotional needs	Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
Mental health, alcohol or drug difficulties	

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<b>Sexual abuse</b>	
<p>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.</p>	
<b>Child</b>	
Self-harm - eating disorders, self-mutilation and suicide attempts	Poor self-image, self-harm, self-hatred
Running away from home	Inappropriate sexualised conduct
Reluctant to undress for PE	Withdrawal, isolation or excessive worrying
Pregnancy	Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
Inexplicable changes in behaviour, such as becoming aggressive or withdrawn	Poor attention / concentration (world of their own)
Pain, bleeding, bruising or itching in genital and /or anal area	Sudden changes in school-work habits, become truant
Sexually exploited or indiscriminate choice of sexual partners	
<b>Parent</b>	<b>Family/environment</b>
History of sexual abuse	Marginalised or isolated by the community.
Excessively interested in the child.	History of mental health, alcohol or drug misuse or domestic violence.
Parent displays inappropriate behaviour towards the child or other children	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Conviction for sexual offences	Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Comments made by the parent/carer about the child.	Grooming behaviour
Lack of sexual boundaries	Physical or sexual assault or a culture of physical chastisement.

**Reviewed: October 2020**

**Approved by: Resources Committee**

**Next Review Due: October 2021**

**Monitored by: Headteacher**