

# **Child Protection & Safeguarding Policy**



**Falconbrook Primary School**

Reviewed March 2017  
Project Tearose July 2017  
Updated Jan '18

## Contents

<u>Page</u>	
3	Introduction
3-4	Aims of policy
4-5	Definitions : categories of abuse
5	Definition: child sexual exploitation <b>CSE</b>
5	Definition: Female Genital Mutilation <b>FGM</b>
5-6	Key principles
6-7	Procedures
7	Children with Special Educational Needs & Disabilities <b>SEND</b>
7	Looked After Children <b>LAC</b>
7-9	Children missing from education <b>updated July '16</b>
10	The Prevent strategy
10-11	Communication with parents & carers
11	Confidentiality
11	Allegations against staff
11-12	Allegations against children by children
12	Safe recruitment
12	Governing body responsibilities
12-13	Designated Lead responsibilities: <b>DSL Stella Smith &amp; Deputy DSL Sarah Pieniek-Jones</b>
13	Physical restraint
14	Other related policies
14	Project Tearose <b>updated July '17</b>
15	Guidance documents (list + links)
16-17	Safeguarding at Falconbrook – <b>summary of essential Dos and Don'ts</b>
18	<b>Reporting a concern</b> at Falconbrook pro-forma
19-20	School's report form for Child Protection ( <b>CP</b> ) Conferences and / or Looked After Children ( <b>LAC</b> ) review meetings

## INTRODUCTION

The Governors and staff of Falconbrook Primary school fully recognise the responsibilities and duty placed upon them to have arrangements to safeguard and promote the welfare of all pupils at the school. We recognise that all staff, including volunteers, have a full and active part to play in protecting pupils from harm.

We believe that our school should provide a caring, positive, safe and stimulating environment in which pupils can learn and which promotes the social, physical and emotional wellbeing of each individual pupil.

The school recognises its responsibilities and duties to report Child Protection concerns to the Social Services Department and to assist Social Services in Child Protection enquiries and in supporting Children in Need.

The school will raise Child Protection concerns with parents / carers at the earliest appropriate opportunity.

The school will ensure that all staff receive appropriate training in Child Protection issues and systems.

This policy is written in line with the statutory guidance for schools and colleges 'Keeping Children Safe in Education' July 2015, guidance from Ofsted 'Safeguarding in Schools: Best Practice' Sept 2011, the Local Safeguarding Children Board (LSCB), and the LA,(related documents are listed in Appendix 1)

## AIMS

- To raise awareness of all school staff of the need to safeguard all children and of their responsibilities in identifying and reporting possible cases of abuse
- To emphasise the need for good communication between all members of staff in matters relating to child protection
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse
- To provide a systematic means of monitoring pupils known or thought to be at risk of significant harm
- To work openly and in partnership with parents in relation to child protection concerns
- To support all pupils' development in ways that will foster security, confidence and independence
- To promote safe practice and challenge poor and unsafe practice
- To develop and promote effective working relationships with other agencies involved with safeguarding and promoting the welfare of children

- To develop and promote e-safety awareness amongst staff, children and parents
- To develop and promote awareness of safeguarding regarding child sexual exploitation and female genital mutilation (FGM)
- To ensure that all adults working within our school have been checked as to their suitability to work with children
- To integrate opportunities into the curriculum for children to develop the skills they need to recognise and stay safe from abuse, allowing for continuity and progression through the key stages
- To take account of and inform policy in related areas, such as anti-bullying; discipline and behaviour; health and safety; restraint procedures; procedures for dealing with allegations against staff and recruitment practice

## DEFINITIONS

**Safeguarding** is defined for the purpose of this guidance as:

protecting children from maltreatment; preventing impairment of children's health or development; 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

- Child abuse is taken to refer to any child of under 18 years who, through the actions of adults (with a caring role for that child) or their failure to act, has suffered or is at risk of suffering significant harm
- Abuse is broadly divided into four categories:- Neglect, Physical Injury, Sexual Abuse and Emotional Abuse. Brief definitions are given below. More detail can be found in related documents listed in appendix 1
- **Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter or clothing, failing to protect a child from physical harm or danger or the failure to ensure access to appropriate medical care and treatment. It may also include neglect of, or unresponsiveness to a child's basic emotional needs.
- **Physical abuse** may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child who they are looking after. This situation is now known as illness fabricated or induced by carer (previously Munchausen Syndrome by Proxy).
- **Sexual abuse** involves forcing or enticing a child or a young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including

penetrative (e.g. rape or buggery) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways.

- **Emotional abuse** is the persistent ill treatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of the other person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve 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 ill treatment of a child although it may occur alone.
- **Child Sexual Exploitation (CSE)** involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money, or in some cases simply affection) as a result of engaging in sexual activities. This can take many forms ranging from the seemingly 'consensual' relationships where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What makes it exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim by virtue of their age, gender, intellect, physical strength and/or economic or other resources, which increases as the exploitive relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming.
- **Female Genital Mutilation (FGM)** comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reason (World health organisation)
- ***NB/ It is important to recognise that some young people who are being abused in any form do not exhibit any external signs of this abuse.***

## KEY PRINCIPLES

- We believe that all children have a right to be protected from harm and /or abuse whilst in and out of school care, in person or via the internet
- We recognise that abuse occurs in all cultures, religions and social classes and that staff need to be sensitive to the many differing factors which need to be taken into account depending on the child's cultural and social background.
- We recognise that because of the day to day contact with children school staff are extremely well placed to observe outward signs of abuse
- We recognise that a child who is abused or witnesses abuse or violence may find it difficult to develop and maintain a sense of self-worth, they may feel helpless and humiliated and may feel self blame.

- We recognise that the school may provide the only stability in the lives of children who have been abused or are at risk of harm.
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived as normal to that which is overtly aggressive, disturbed or withdrawn.
- We know that it is important that children feel secure, are encouraged to talk and are sensitively listened to, and that children know that there are adults in school whom they can approach if they are worried or unhappy.
- We adhere to the principles of working in partnership with those who hold parental responsibility for each child.
- The prime concern at all times must be the welfare and safety of the child. Where there is a conflict between the needs of the child and the parent/carer, the interests of the child must be paramount.

## PROCEDURES

**Our school procedures are in line with guidance issued by the Area Child Protection Committee (Local Safeguarding Children Board –from 2006), the LEA and the Secretary of State (related documents are listed in Appendix 1)**

We will therefore ensure that

- We have a designated member of staff **Stella Smith (Head Teacher)** who has received appropriate training and support for this role.
- We have a member of staff **Sarah Pieniek-Jones (Deputy Head Teacher)** who will act in the absence of the designated teacher.
- Every member of staff, volunteer and governor knows the name of the designated teacher and their role.
- All staff develops their understanding of signs and indicators of abuse and understand their responsibilities in passing concerns to the designated teacher.
- All staff know how to respond to a child who discloses abuse.
- All parents / carers are made aware of the responsibilities of staff members with regard to Child Protection procedures, (for example by including this information in the school prospectus).
- We will refer any child believed to have suffered or to be likely to suffer significant harm to the Social Services Dept without delay, and will follow up any such referral in writing within 48 hours
- We will ensure the immediate safety of any child felt to be at serious risk by taking appropriate action and by involving other relevant agencies as necessary
- We will develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance at CP case conferences wherever possible and providing reports as a matter of course (recommended format included pages 18/19). We will contribute to multi – agency assessments of children’s needs where appropriate.
- Written records are kept of all concerns, whether or not there is a need to refer the matter immediately, and that these records are kept securely, separate from the main pupil file, and in locked locations
- Social Services are notified of any pupil on the Child Protection Register who is absent from school without explanation for more than 2 days

- Any new concern or relevant information about a child on the Child Protection Register will be passed to the child's allocated social worker without delay
- If a child on the Child Protection Register leaves the school, records will be transferred to the new school without delay and the child's social worker informed of the change
- If school staff are unsure how to proceed in a potential Child Protection situation, or require advice, this will be appropriately sought via the Principal Education Welfare Officer or directly from the Child Protection Unit at the Multi-Agency Safeguarding Hub (MASH).

## **CHILDREN WITH SPECIAL EDUCATIONAL NEEDS & DISABILITIES**

- We recognise that children with SEND may be especially vulnerable to abuse and expect staff to take extra care to interpret apparent signs of abuse or neglect.
- We will provide a school environment in which all pupils, including those with SEND, can feel confident and able to discuss their concerns.

The designated teacher (Jan '18). DSL: Stella Smith; Deputy DSL Sarah Pieniek-Jones & Angela Pilkington & EYFS SL: Sweeta Keshmand) will work with the SEND co-ordinator, where necessary, to ensure that the needs of SEND pupils in relation to child protection issues are responded to appropriately (eg for a child with particular communication needs).

## **LOOKED AFTER CHILDREN**

- We recognise that children in care may be especially vulnerable to abuse and expect staff to take extra care to interpret apparent signs of abuse or neglect.
- The most common reason for children becoming looked after is as a result of abuse and/or neglect.
- We will provide a school environment in which all pupils, including those who are looked after, can feel confident and able to discuss their concerns.
- Governing bodies and proprietors will ensure that staff have the necessary skills, knowledge and understanding necessary to keeping looked after children safe (see Governing Body Responsibilities, page 11).

- The designated member of staff for safeguarding (Jan '18. DSL: Stella Smith; Deputy DSL Sarah Pieniek-Jones & Angela Pilkington & EYFS SL: Sweeta Keshmand) and/or an appointed staff member designated to promote the educational achievement of children who are looked after will work, where necessary, to ensure that the needs of Looked After Children, are responded to appropriately.
- The school will liaise with the Local Safeguarding Board or that from the locality responsible for the child regarding information about that child's provision and care, including attending the statutory PEP and LAC meetings.

## **Children missing from education (at July 2016).**

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

Local Authorities (LA) have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

This requires a co-ordinated approach across schools, relevant LA sections and other agencies to ensure good monitoring systems are in place.

A child going missing from education is a potential indicator of abuse or neglect. The school will follow their established procedure for unauthorised absence and for following up children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation and to help prevent the risks of them going missing in future.

The school has both an admissions register and an attendance register, and all pupils are placed on both registers (unless pupils are boarders). Pupils must be entered on the admissions register at the beginning of the first day on which the school has agreed or been notified that the pupil will attend the school. If the pupil fails to attend the school will undertake reasonable enquiries to establish their whereabouts.

The school will make reasonable enquiries (jointly with the LA) to establish the whereabouts of a pupil who ceases to attend, before deleting the child from roll if the deletion is under regulation 8(1), sub paragraphs (f)(iii) and (h)(iii) (see table below)

The school will always inform the LA of any pupil who is going to be removed from the admission register under any of the grounds listed in the regulations (see table below)

The notification will include:

- a) The full name of the pupil
- b) The full name and address of any parent with whom the child usually resides
- c) At least one telephone number of the parent
- d) The pupil's future address and destination school (if applicable)
- e) The ground in regulation 8 under which the pupil's name is to be removed

The notification should be made as soon as the grounds above are met and prior to removal. This is essential so that the LA can take appropriate follow up action when required.

The school will also notify the LA within 5 days of adding a pupil's name to the admission register at a non-standard transition point. The notification will include all the details included in the admissions register. The school will also provide information about pupil admissions at standard transition points if requested to do so by the LA.

In line with the safeguarding duties of the school, all unexplained pupil absences will be investigated. The school must inform the LA of any pupil who fails to attend school, or has been absent without permission for a continuous period of 10 school days or more.

Established procedures will be followed, but each case needs to be treated on its own merits, taking into account all the facts of the case. Some children are at particular risk, and may also need referral to social care.

<b>Grounds for deleting a pupil of compulsory school age from the school admission register set out in the Education (Pupil Registration) (England) Regulations 2006, as amended</b>	
1	8(1)(a) - where the pupil is registered at the school in accordance with the requirements of a school attendance order, that another school is substituted by the local authority for that named in the order or the order is revoked by the local authority on the ground that arrangements have been made for the child to receive efficient full-time education suitable to his age, ability and aptitude otherwise than at school.
2	8(1)(b) - except where it has been agreed by the proprietor that the pupil should be registered at more than one school, in a case not falling within sub-paragraph (a) or



	regulation 9, that he has been registered as a pupil at another school.
3	8(1)(c) - where a pupil is registered at more than one school, and in a case not falling within sub-paragraph (j) or (m) or regulation 9, that he has ceased to attend the school and the proprietor of any other school at which he is registered has given consent to the deletion.
4	8(1)(d) - in a case not falling within sub-paragraph (a) of this paragraph, that he has ceased to attend the school and the proprietor has received written notification from the parent that the pupil is receiving education otherwise than at school.
5	8(1)(e) - except in the case of a boarder, that he has ceased to attend the school and no longer ordinarily resides at a place which is a reasonable distance from the school at which he is registered.
6	8(1)(f) - in the case of a pupil granted leave of absence in accordance with regulation 7(1A), that — (i) the pupil has failed to attend the school within the ten school days immediately following the expiry of the period for which such leave was granted; (ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and (iii) the proprietor and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the pupil is.
7	8(1)(g) - that he is certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he nor his parent has indicated to the school the intention to continue to attend the school after ceasing to be of compulsory school age.
8	8(1)(h) - that he has been continuously absent from the school for a period of not less than twenty school days and (i) at no time was his absence during that period authorised by the proprietor in accordance with regulation 6(2); (ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and (iii) the proprietor of the school and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the pupil is.
9	8(1)(i) - that he is detained in pursuance of a final order made by a court or of an order of recall made by a court or the Secretary of State, that order being for a period of not less than four months, and the proprietor does not have reasonable grounds to believe that the pupil will return to the school at the end of that period.
10	8(1)(j) - that the pupil has died
11	8(1)(k) - that the pupil will cease to be of compulsory school age before the school next meets and (i) the relevant person has indicated that the pupil will cease to attend the school; or (ii) the pupil does not meet the academic entry requirements for admission to the school's sixth form
12	8(1)(l) - in the case of a pupil at a school other than a maintained school, an Academy, a city technology college or a city college for the technology of the arts, that he has ceased to be a pupil of the school
13	8(1)(m) - that he has been permanently excluded from the school
14	8(1)(n) - where the pupil has been admitted to the school to receive nursery education, that he has not on completing such education transferred to a reception, or higher, class at the school
15	8(1)(o) where— (i) the pupil is a boarder at a maintained school or an Academy; (ii) charges for board and lodging are payable by the parent of the pupil; and (iii) those charges remain unpaid by the pupil's parent at the end of the school term to which they relate

## PREVENT

We are alert to the possibilities of our young people or their families becoming drawn towards extremism and will seek advice from the Local Authority should we need support around the Prevent Strategy.

As a school we facilitate many learning opportunities to discourage such behaviour and encourage appropriate respectful behaviour. We address this issue through the curriculum and other activities which include:

- staff modelling respectful behaviours
- work on community cohesion, tolerance and anti-violence addressed throughout the curriculum
- promote alternative positive narratives to counteract extremist ideologies
- open discussion and debate of issues and the law in a supportive environment
- cyber safety
- social and emotional aspects of learning such as PSHE
- rewarding positive behaviour
- pastoral and induction support
- opportunities for channelling positive engagement
- pastoral support lead, class teachers and senior leaders ensure that there is a consist message between home and school
- anti-bullying policy and initiatives including homophobia and violence against women
- citizenship programme- British Values
- Religious Education
- **The Designated Safeguarding Lead - Stella Smith**, should be informed if a member of staff is concerned about the possibility of a child being groomed towards extremist or radicalised views. (Jan '18 ).DSL: Stella Smith ; Deputy DSL Sarah Pieniek-Jones & Angela Pilkington & EYFS SL: Sweeta Keshmand)

## COMMUNICATION WITH PARENTS / CARERS

- We will ensure that all parents are informed that the school has a Safeguarding policy and is required to follow the local safeguarding children's board and government guidelines in respect of reporting suspected abuse to the Social Services Department.
  - Pupils and parents will be made aware of how the school's child protection system works and with whom they can discuss any concerns.
  - Information will also be made available about any local and national telephone helplines.
  - In individual cases, parents will be notified of the schools concerns at the earliest appropriate opportunity.
  - Pupils and parents will be instructed on e-safety procedures (see separate e-safety policy).

- Information about key aspects of safety will be discussed as part of PSHCE or in assemblies where appropriate or necessary (e.g NSPCC guidance-see appendix 1)
- Information will also be made available about local and national telephone help lines e.g. in this policy or on the website (See appendix 1)
- In individual cases, parents are notified of the school's concerns at the earliest appropriate opportunity

## CONFIDENTIALITY

- We recognise that matters related to Child Protection are of a confidential nature. The designated teacher (**Jan '18**) DSL: Stella Smith; Deputy DSL Sarah Pieniek-Jones & Angela Pilkington & EYFS SL: Sweeta Keshtmand) and / or Headteacher will therefore share detailed information about a pupil with other staff members on a need to know basis only.
- All staff must be aware that they have a professional responsibility to share information with other relevant agencies where necessary to safeguard and promote the welfare of children.
- All staff must be aware that they cannot promise a child that they will keep certain information secret.
- All staff must be aware that discussing children and specific cases outside of specific meetings in which they are required to be, or with people who are not directly involved in the case, is inappropriate and unethical. (see also **Staff Code of Conduct**)

## SUPPORT FOR STAFF

- We recognise that staff working in the school who have been dealing with child protection issues may find the situation stressful or upsetting
- We will ensure that opportunities are provided for staff to be supported in these circumstances and to talk through any anxieties they may have

## ALLEGATIONS AGAINST STAFF

- We recognise that there will be occasions when a pupil at the school, or a parent or another person may make an allegation against a member of staff
- In this event the Headteacher (or Chair of Governors) must be informed and the Procedures for Dealing with Allegations against Staff followed. This will always involve a discussion with LA officers.
- **Allegations against staff are referred to the LADO via MASH.**
- All staff have a responsibility to voice their concerns about the inappropriate or worrying behaviour of a colleague, in good faith and without fear of repercussions (see also **Falconbrook Staff Code of Conduct & Wandsworth Code**)

## ALLEGATIONS AGAINST CHILDREN BY CHILDREN:

- We recognise that there will be occasions where a pupil at the school

makes an allegation about another pupil.

- In this event the Designated staff (**Jan '18.)DSL: Stella Smith; Deputy DSL Sarah Pieniek-Jones & Angela Pilkington & EYFS SL: Sweeta Keshtmand**) should be informed as stated in safeguarding procedures.
- Both children's views will be taken into account.
- Safeguarding referral procedures will be followed accordingly as in all other cases.
- All children and families will be offered support and the school will work with all agencies to ensure the care and safety of all children.

**NB: All allegations are treated with confidentiality and sensitivity and without judgement until processes and investigations have been completed.**

## **SAFE RECRUITMENT**

- The school will ensure that it operates a safe recruitment policy to ensure that all those working in the school, in either a paid or unpaid capacity are suitable to do so as far as can be reasonably ascertained.
- Interview panels will follow recommendations from the Personnel section in relation to practice.
- Appropriate checks ie enhanced DBS (formally CRB) checks and checks against DfE list 99) will be carried out on all potential employees and volunteers, and all references will be taken up and verified.
- All persons deemed to be requiring a DBS check (including governors and regular volunteers who may be providing a regulated activity) will be required to have an enhanced DBS check as stated in the 'Keeping Children Safe' 2015 guidance and the Central Record of Recruitment and Vetting Checks Policy.
- Relevant Staff are trained in Safer Recruitment Practices and follow the Safer Recruitment Practice guidelines in the 'Keeping Children Safe' 2015 guidance accordingly.
- At interview candidates will be asked to account for any gaps in their employment history.

## **GOVERNING BODY RESPONSIBILITIES**

**(July '17) Safeguarding Governor: Henrietta Forsyth**

- The Governors, in overseeing all the functions of the school will safeguard and promote the welfare of all pupils.
- The Governors will ensure that the Safeguarding Policy is reviewed on an annual basis, and that the LEA is informed that this has been done.
- A member of the Governing Body (usually the Chair) has been nominated to liaise with the LA and/or partner agencies in the event of an allegation being made against the Headteacher.
- The Governors will remedy any deficiencies or weaknesses in regard to Child Protection arrangements that are brought to it's attention without delay

## **DESIGNATED SAFEGUARDING LEAD RESPONSIBILITIES**

**Designated Safeguarding Lead (DSL): Stella Smith.**

Governing bodies should ensure that the school designates an appropriate senior member of staff to take lead responsibility for child protection. The broad areas of responsibility for the designated safeguarding lead are:

- Committing resources and, where appropriate, supporting and directing other staff
- Managing referrals
- Referring all cases of suspected abuse to the local authority children's social care
- Referring all cases which concern a staff member to the Local Authority designated officer (LADO) and the disclosing and barring Service
- Liaising with the Headteacher to inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Acting 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.
- Having a working knowledge of the assessment process for providing early help and how local authorities conduct a child protection case conference and review and be able to attend and contribute to these effectively when required to do so.
- Ensuring each member of staff has access to and understands the school's Safeguarding Policy and procedures, including new and part time staff.
- Being alert to the specific needs of children in need, those with special educational needs and young carers
- Being able to keep detailed, accurate, secure written records of concerns and referrals;
- Accessing resources and attending any relevant or refresher training courses
- Encouraging a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them
- Raising awareness of the school's policy and safeguarding risks
- Ensuring the safeguarding policy is reviewed annually and the procedures and implementation are updated and reviewed regularly and work with the governing board regarding this.
- Ensuring the policy is available publically and parents are aware that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest policies on safeguarding
- Where children leave the school ensure their child protection file is copied for any new school as soon as possible but transferred separately from the main pupil file.

## **PHYSICAL INTERVENTION AND RESTRAINT**

- Our policy on physical intervention by staff is set out in a separate document and acknowledges that staff should only use physical intervention in particular circumstances, and that even when necessary the minimum force should be used to prevent harm to the child or another child or adult.

- The head teacher (S.Smith) Deputy Head (Pieniek-Jones) are MAPA trained (managing actual or potential aggression) updated Jan '18
- Physical intervention which causes injury or severe distress to a child may have to be considered under child protection or disciplinary procedures.

## **OTHER RELATED POLICIES**

- This policy has clear links to other policies in our school, in particular to anti- bullying, staff code of conduct, behaviour management policy, racial incidents and health and safety. Each of these policies is also concerned with the protection of all children in the school from various kinds of harm.

### **Project Tearose (July 2017)**

Project Tearose is an information sharing agreement between the Metropolitan Police and Wandsworth Borough Schools. Our school has signed up to this agreement.

If police have responded to a domestic incident and there are children in the family, the officers working on project Tearose will disclose this incident to the child's school the following morning (Monday to Friday). The actual content of the information shared is kept to the minimum, i.e. outlining the offence, but without specific details.

At each school the information is shared securely with the Designated Safeguarding Leads, and is treated as sensitive and confidential.

Research shows that children who are involved or who have witnessed domestic abuse are more at risk of emotional harm and potentially physical harm. The information is shared in order to ensure the safety and wellbeing of the child, and so that support can be offered to the child if necessary. The school is part of the network available to support the family and child.

## **Appendix**

### **London Child Protection Procedures**

(Available as hard copy in each school, also available electronically via Info for Schools website)

### **Keeping Children Safe in Education**

#### **Statutory Guidance for schools and colleges**

DFE guidance updated July 2015

(Available as hard copy in each school – copies sent direct from DfES to Headteachers and Chairs of Governors, also can be downloaded from

[https://www.gov.uk/government/uploads/.../KCSIE\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/.../KCSIE_July_2015.pdf)

### **Safeguarding in Schools: best Practice**

Inspecting safeguarding in the EYs 2016

Available in hard copy at school or downloaded on

[www.ofsted.gov.uk/resources/100240](http://www.ofsted.gov.uk/resources/100240)

### **Success in Schools: Safeguarding Handbook for Schools 2015**

Andrew Hall

[www.successinschools.co.uk](http://www.successinschools.co.uk)

### **What To Do If You Are Worried a Child Is Being Abused**

Dept of Health publication - 31815

Available in summary version also - multiple copies distributed to schools

### **Procedures for Dealing with Allegations against Staff**

LEA guidance, available on Info for Schools website and sent to all schools  
13/9/04

And guidance in Keeping Children Safe in Education 2015.

**NSPCC- 08001111 (under 19) or for adults worried about a child- 0808 8005000**

[www.nspcc.org.uk](http://www.nspcc.org.uk)

and

<http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/>

**MASH(Multi-agency safeguarding hub)-02088716622,**

**[MASH@wandsworth.gov.uk](mailto:MASH@wandsworth.gov.uk)**

**LADO – contact through MASH.**

## **Falconbrook Safeguarding Code of Conduct**

### ALWAYS:

- Treat all children equally with respect and dignity regardless of race, disability, religion or belief, gender, sexual orientation
- Ensure the child's welfare comes first and record and pass on any concerns to the Designated member of staff as soon as possible (Jan '18 . DSL: Stella Smith ; Deputy DSL Sarah Pieniek-Jones & Angela Pilkington & EYFS SL: Sweeta Keshmand)
- Work in an open environment. Avoid private or out of sight locations, encourage open communication and where appropriate keep the doors open
- Speak clearly, without whispering, so that children do not need to come too close to hear
- Avoid spending time alone with individual children away from others unless necessary or unavoidable
- Ensure there are two adults together if changing a child who has wet or soiled themselves, ideally the child should do as much of the changing as they are able to for themselves
- When having a meeting with a child/parent/carer sit facing the door so this can be monitored and help given if necessary
- Avoid touching children if possible and if a child seems uncomfortable stop. If touching is necessary as part of positive handling verbalise to the child what you are doing
- Maintain professional boundaries, this may mean using a specific mobile number or email address for work and not sharing personal or social networking details with pupils/parents/carers
- Present as an exemplary role model by not smoking or drinking alcohol, swearing, allowing suggestive conversations or jokes or wearing less than professional clothing when in the company of pupils
- Seek to be enthusiastic and constructive when giving feedback rather than making overly negative or critical remarks
- Record any injury that occurs and seek attention from a qualified first aider or parent/carer

## **Falconbrook Safeguarding Code of Conduct**

### NEVER:

- *allow allegations made by a child go unrecorded or not acted upon swiftly (this applies to any form of abuse or bullying)*
- *promise confidentiality to a child making an allegation or disclosure*
- *lock doors*
- *impose humiliating or power-based punishments on a pupil or intentionally reduce a child to tears*



- *engage in rough physical games*
- *allow or engage in any form of inappropriate touching*
- *allow the children to use inappropriate language unchallenged*
- *do things of a personal nature for children that they can do for themselves*
- *“friend” a child on their Facebook or yours or any other social networking sites – social media can blur the boundaries*
- *keep photographs or videos of pupils on your phone – Upload them onto the school system for school use and then delete*
- *seek physical contact. Try to gently discourage contact rather than reject children. Never allow physical contact when you are alone. Model appropriate contact e.g. shaking hands or patting the shoulder*
- *pick up or carry a child unless unavoidable in an emergency (i.e. they are in danger and incapable of moving away themselves)*
- *sit children on your lap. If a child needs comforting sit them alongside you*
- *take a child in your car, but where this is unavoidable;*
  - *prepare a risk assessment*
  - *ensure your insurance covers business passengers*
  - *obtain parental permission, preferably in writing*
  - *take more than one person*
  - *sit child in the back*
  - *travel directly to the destination*
  - *keep the conversation professional*

CONCERN FORM

**CONFIDENTIAL**



Date:		Name and role of person completing form	
Name of child:		Name and role of person child disclosed to/reporting C.P. incident/concerns	
Details of disclosure by child/incident/child protection concerns:			
Action taken by person/s above:			
Date of notification to Designated Safeguarding Lead/Deputy/Inclusion Lead:		Name:	
Decision/action by DSL/D/IL			
Date and notes of feedback to person who raised the concern by DSL/D/IL			
Date for review:		Names of adults to attend review:	
Notes of review:			

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**Appendix 2**

**School report to Child Protection Conference or Looked After Child review**

<b>School</b>	
<b>Name of child</b>	
<b>Date of birth Year group</b>	
<b>Name of classteacher / tutor / HOY</b>	

*When completing the sections below consider issues such as attendance and punctuality; preparation for school / learning; general appearance; emotional presentation and wellbeing; indicators that child may have suffered harm / be at risk of harm; disclosures made by child; behaviour and social development; relationships with peers and adults; academic progress/ areas requiring improvement; contact with family; etc*

**What is working well?**

**What are we worried about?**

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<b>What needs to happen?</b>
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<b>Signature</b>	
<b>Print name</b>	
<b>Date</b>	

**Reports should be shared with families prior to the meeting except in exceptional circumstances**  
Please send this report wherever possible at least 48 hours in advance of the relevant meeting to [Childrensplanning@wandsworth.gov.uk](mailto:Childrensplanning@wandsworth.gov.uk) and bring copies for those attending the meeting.