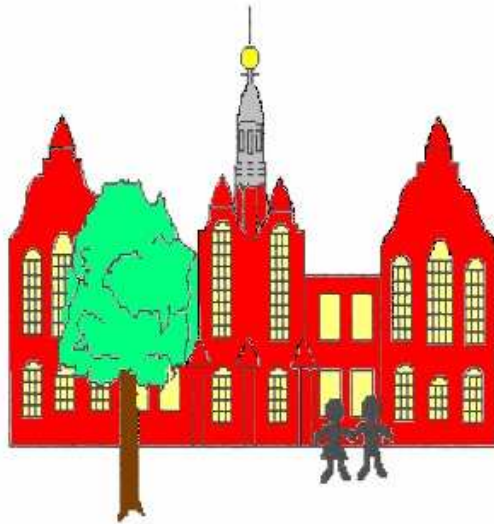


# *Stepney Primary School*



*A Small School With Great Expectations*

## Child Protection Policy and Procedure

At Stepney raising the achievement and basic skills of pupils and ensuring that they reach their full potential is the responsibility of all staff.

## 1. PREFACE

Processes and procedures are never ends in themselves, but should always be used as a means of bringing about better outcomes for children. No guidance can, or should attempt to offer a detailed prescription for working with each child and family. Work with children and families, where there are concerns about a child's welfare, is sensitive and difficult. Good practice calls for effective co-operation between different agencies and professionals: sensitive work with parents and carers in the best interests of the child; and the careful exercise of professional judgement and critical analysis of the available information" (*Working Together to Safeguard Children – A Guide To Inter-Agency Working To Safeguard And Promote The Welfare Of Children-HM Government 2015.*)

## 2. STATEMENT OF INTENT

Stepney Primary School recognises that protecting and safeguarding children and young people is a shared responsibility and depends upon effective joint- working between agencies and professionals that have different roles and expertise. Individual children and young people, especially some of the most vulnerable children and those at greatest risk of social exclusion, will need coordinated help from health, education and children's social care services. The voluntary sector and other agencies also have an important role in protecting and safeguarding children.

Stepney Primary School has a responsibility to protect and safeguard the welfare of children and young people who staff comes into contact with. The need for guidelines and procedures is important to ensure that this is done with understanding and clarity.

Stepney Primary School will aim to protect and safeguard children and young people by:

- ensuring that all staff including volunteers are carefully selected, trained and supervised. When recruiting new members of staff, the school follows the guidance given in the 'Safeguarding children and Safer Recruitment in Education' publication and the Local Authority guidelines. The school ensures that Disclosure and Barring Service (DBS) checks are undertaken in line with Hull City Council HR policy and that references are obtained and qualifications verified. The Head, Deputy Head and Chair of Governors have had Safer Recruitment training delivered by the Local Authority;
- having a Child Protection Policy and Procedure and regularly reviewing and updating this in line with national and local policy developments. The Child Protection Co-ordinator keeps up-to-date with current developments via regular attendance at Child Protection meetings, via scrutiny of the Safe Guarding News letter and through attendance at CPD courses relating to

Safeguarding. Knowledge acquired through such means allows the coordinator to update the Child Protection Policy on an annual basis;

- ensuring that all staff and volunteers are familiar with the Child Protection Policy and Procedure by making this readily available on the school website, on the staff room notice board, from the reception and by ensuring that all new staff are provided with a hard copy of the policy;
- ensuring that staff / volunteers attend appropriate Local Safeguarding Children Board (LSCB) Child Protection Training. This will be achieved by keeping an up to date record of staff training including the date by which this training needs to be renewed. The Child Protection Co-ordinator will also be released to attend LA training on safe-guarding issues which can then be disseminated to staff;
- ensuring that Stepney Primary School has a designated Child Protection Co-ordinator and Deputy Child Protection Co-ordinator (Positions currently held by Miss J Atkinson and Mrs K Wilde/Mrs R Brocklebank respectively) and that all staff and volunteers are aware of the named personnel and process of reporting concerns to them. Awareness of the key personnel and procedures is ensured through regular INSET, through the induction procedures and through the Child Protection notice board in the staff room;
- assessing the risk that children and young people may encounter and taking steps to minimise and manage this;
- ensuring that the Child Protection Policy and procedures are disseminated to parents via the school news letter, website and parents' notice board;
- letting parents, carers, children and young people know how to report concerns about a child, young person, staff member or volunteer or complain about anything that they are not happy about. This is done through the curriculum, regular INSET, the school news letter, website and notice boards;
- giving children, young people, parents and carers information about what Stepney Primary does and what you can expect.

### **3. NATIONAL AND LOCAL GUIDANCE**

This Child Protection Policy and Procedure should be read in conjunction with the Local Safeguarding Children Board (LSCB) Guidelines and Procedures (accessible via: <http://www.proceduresonline.com/hull/scb/>).

In accordance with the Children Act 2004, it is a statutory responsibility for key agencies coming into contact with children and young people, to make arrangements to ensure that in discharging their functions, they have regard to the need to safeguard and promote the welfare of children (Section 11, Children Act 2004). Where private or voluntary organisations come into contact with or offer services to children they

should, as a matter of good practice, take account of this guidance and follow it as far as possible.

**The following national guidance should also be referred to:**

- Keeping Children Safe in Education – Statutory guidance for schools and colleges (HM Government 2016).
- Working Together To Safeguard Children: A Guide to Inter-Agency Working To Safeguard and Promote the Welfare of Children (HM Government 2015).
- Information Sharing – Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers (HM Government 2015).
- The Prevent Duty (June 2015).
- Multi-Agency Statutory Guidance on Female Genital Mutilation (HM Government 2016).
- The Children Act (1989).
- The Children Act (2004).
- Every Child Matters.
- Human Rights Act 1998
- Criminal Justice & Court Services Act 2000
- The Protection of Children Act 1999
- The Sexual Offences Act 2003
- What To Do If You're Worried A Child Is Being Abused – Advice for Practitioners (HM Government 2015).
- Safeguarding Vulnerable Groups Act 2006
- AMA Guidance for Safer Working Practice for Adults who Work with Children and Young People (2007).

**This policy should be read in conjunction with the following documents:**

- Health & Safety Policy, Risk Assessments
- Recruitment & Selection of Staff / Volunteers
- Complaints & Disciplinary Policy
- Codes of Conduct
- Diversity & Equality Policy
- Staff Induction / Development / Supervision Policy
- Confidentiality & Information Sharing
- Anti-bullying Policy
- E-safety Policy

#### **4. SAFEGUARDING & PROMOTING WELFARE & CHILD PROTECTION**

##### **4.1 Safeguarding and promoting the welfare of children are defined as:**

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

- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

## **4.2 Child Protection**

Child protection is a part of safeguarding and promoting welfare. This refers to the activity which is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. Effective child protection is essential to safeguard and promote the welfare of children. However, all agencies should aim to pro-actively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.

## **4.3 Children in Need**

Children who are defined as 'in need', under section 17 of the Children Act 1989, are those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health or development will be significantly impaired, without the provision of services. This includes those children with a disability. Local authorities have a duty to safeguard and promote the welfare of children in need.

## **4.4 Significant Harm**

Some children are in need because they are suffering, or likely to suffer, significant harm. The concept of significant harm is the threshold that justifies compulsory intervention in family life in the best interests of the child, and gives the Local Authority a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

## **5. WHO ABUSES CHILDREN?**

Children may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger for example, via the internet. They may be abused by an adult or adults or another child or children.

## **6. WHAT IS ABUSE AND NEGLECT?**

Abuse and neglect are forms of maltreatment of a child. Child refers to anyone under the age of 18. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.

- **PHYSICAL ABUSE:**  
Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- **EMOTIONAL ABUSE:**  
Emotional abuse is 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 children 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.
- **SEXUAL ABUSE:**  
Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
- **NEGLECT:**  
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. 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.

This is not an exhaustive list and it must be recognised that it is not the role of staff / volunteers to make an assessment of whether children or young people have suffered harm. Staff / volunteers / child protection co-ordinator do have a duty to report any concerns about harm in accordance with the Local Safeguarding Children Board, Guidelines and Procedures.

## **7. RECOGNITION OF HARM**

The harm or possible harm of a child may come to your attention in a number of possible ways;

1. Information given by the child, his/ her friends, a family member or close associate.
2. The child's behaviour may become different from the usual, be significantly different from the behaviour of their peers, be bizarre or unusual or may involve 'acting out' a harmful situation in play.
3. An injury which arouses suspicion because:
  - it does not make sense when compared with the explanation given;
  - the explanations differ depending on who is giving them (e.g., differing explanations from the parent / carer and child);
  - the child appears anxious and evasive when asked about the injury.
4. Suspicion being raised when a number of factors occur over time, for example; the child fails to progress and thrive in contrast to his/her peers.
5. Contact with individuals who pose a 'risk to children' ('Guidance on Offences Against Children', Home Office Circular 16/2005). This replaces the term 'Schedule One Offender' and relates to an individual that that has been identified as presenting a risk or potential risk of harm to children. This can be someone who has been convicted of an offence listed in Schedule One of the Children and Young Person's Act 1933 (Sexual Offences Act

2003), or someone who has been identified as continuing to present a risk to children.

6. The parent's behaviour before the birth of a child may indicate the likelihood of significant harm to an unborn child, for example substance misuse, or, previous children removed from their carers.
7. Substance misuse – the potential for a child to be harmed as a result of the excessive use of alcohol, illegal and controlled drugs, solvents or related substances may occur during a young person's life. The use of drugs or other substances by parents or carers does not in itself indicate child neglect or abuse, and there is no assumption that a child living in such circumstances will automatically be considered under the child protection procedures. It is important to assess how parental substance use impacts upon the children or young people in the family.
8. Mental Health – Mental illness in a parent or carer does not necessarily have an adverse affect on the child or young person but it is important to assess its implications for any children involved in the family. The adverse affects of parental mental illness on the child are less likely when parental problems are mild, last for a short period of time, are not associated with family disharmony, and where there is another parent or family member who can respond to the child's needs and offer protection. Where mental illness is accompanied by problem alcohol use, domestic violence or associated with poverty and social isolation, children are particularly vulnerable. The potential impact of a parental mental illness and the child's ability to cope with it is related to age, gender and individual personality.
9. Domestic Violence – The Home Office (2009) defines domestic violence as 'Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members, regardless of gender or sexuality'. Domestic violence affects both adults and children in the family. Children and young people can suffer directly and indirectly if they live in a household where there is domestic violence. It is likely to have a damaging effect on the health and development of children. The amendment made in section 120 of the Adoption and Children Act 2002 to the Children Act 1989 clarifies the meaning of harm to include, for example, impairment suffered from seeing or hearing the ill-treatment of another. This can include children witnessing violence in the home. Domestic violence has an impact in a number of ways:
  - it can pose a threat to the physical well being of an unborn child, if a mother is kicked or punched;
  - children may suffer injuries as a result of being caught up in violent episodes;



- children become distressed by witnessing the physical and emotional suffering of a parent;
  - the physical and psychological abuse suffered by the adult victim can have a negative impact upon their ability to look after their children;
  - the impact of domestic violence is exacerbated when the violence is combined with problematic alcohol or drug use;
  - people working with children should also be alert to the frequent inter-relationship between domestic violence and the abuse and neglect of children.
10. Bullying – This can be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. It can take many forms, but the three main types are physical (e.g., hitting, kicking, theft), verbal (e.g., racist or homophobic remarks, threats, name calling) and emotional (e.g., isolating an individual from activities and social acceptance of their peer group). The damage inflicted by bullying (including bullying via the internet) can frequently be underestimated. Bullying can be through the use of electronic communication, e.g., text or social network sites, and is commonly known as cyberbullying. Bullying can cause considerable distress, to the extent that it can affect health and development and at the extreme significant harm. All settings in which children are provided with services or are living away from home should have in place rigorously enforced anti-bullying strategies.
11. Cyberbullying – This is bullying through information and communication technologies, mediums such as mobile phone text messages, emails, phone calls, internet chat rooms, instant messaging – and the latest trend – social networking websites such as Twitter, Facebook, Instagram and SnapChat. Cyberbullying is where technology is used to harass, threaten, embarrass, or target another person.
12. Gang Activity – Children and young people who become involved in gangs are at risk of violent crime and as a result of this involvement are deemed vulnerable. Agencies and professionals have a responsibility to safeguard these children and young people and to prevent further harm both to the young person and other potential victims. Risks associated with gang activity include access to weapons (including firearms), retaliatory violence and territorial violence with other gangs. Other risks include increased likelihood of involvement in knife crime, sexual violence and substance misuse. The guidance *Safeguarding Children and Young People who may be Affected by Gang Activity 2010* advises that agencies should follow the referral process when they have concerns about a child's safety and welfare. In relation to those children and young people who may be affected by gang activity, concerns may be raised that a

child or young person is not involved in gangs but vulnerable to, or at risk of, becoming involved in a gang, non-gang-involved and at risk of harm from gang members, gang-involved and at risk of harm through their own gang-related activities.

13. 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. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative 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. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.
14. Female Genital Mutilation (FGM) - Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines referred to previously. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. The Full HM GOV Multi –Agency practice guidelines: female Genital Mutilation is located in the staff room Child Protection File.
15. Forced Marriage - Forced marriage is a marriage conducted without the full consent of both parties and where duress is a factor. It is an entirely separate issue from arranged marriage, and the two should not be confused. Young people at risk of forced marriage may be experiencing emotional and/or physical abuse at home. If there are concerns that a child is in danger of a forced marriage the school will contact the Access & Assessment Team.

16. Preventing Radicalisation - Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. (Keeping Children Safe in Education, Department for Education. July 2015). Staff play an important role in the formation of children's values which in turn keep them safe. Staff who become aware of child/ren's influences or views could be termed extremist in any local, national or international manner should inform the school safeguarding officer to enable an assessment to be made of the risk to individual or others. This will be done in partnership with the local Protect team.
17. Special Educational Needs & Disabilities - We are an inclusive school and recognise that SEND children have exactly the same human rights to be safe from abuse and harm as non-SEND children. We actively try to remove any barriers to learning and participation that may disadvantage children. We acknowledge that children with SEND are especially vulnerable to all types of abuse and are statically more likely to be targeted due to difficulties they may face in communicating what is happening to them. Therefore, we ensure that SEND children are responded to carefully when they have, or show signs of concern. We feel it is particularly important that all staff and volunteers are fully informed and adequately trained in order to protect vulnerable groups.
18. Radicalisation and Extremist Behaviour - At Stepney Primary we assist our children to become more resilient to the messages of violent extremists through creating an environment where all young people learn to understand others, value and appreciate diversity and develop skills to be able to debate. Through the balanced curriculum we offer we will help young people learn and explore the values of different faiths and cultures. However, should any concerns of radicalised or extremist behaviours be brought to the school's attention, it will be dealt with in accordance with the school's safeguarding procedures, and advice will be sort from either Access and Assessment Team or Humberside Police. Any referrals to Channel process should be emailed to: [prevent@humberside.pnn.police.uk](mailto:prevent@humberside.pnn.police.uk)

## **8. MANAGING DISCLOSURES OF ABUSE**

If a child discloses abuse it is important that, as far as possible, the following basic principles are adhered to:

- listen to what the child has to say with an open mind;
- do not ask probing or leading questions designed to get the child to reveal more;
- never stop a child who is freely recalling significant events;

- make note of the discussion, taking care to record the timing, setting and people present, as well as what was said;
- do not ask children to write a statement;
- never promise the child that what they have told you can be kept secret. Explain that you have a responsibility to report what the child has said to someone else;
- **THE CHILD PROTECTION CO-ORDINATOR MUST BE INFORMED IMMEDIATELY.**

## **9. THE ROLE OF THE CHILD PROTECTION CO-ORDINATOR**

Where there are concerns about the welfare of any child or young person all staff / volunteers have a duty to share those concerns with the designated Child Protection Co-ordinator.

### **The Child Protection Co-ordinator is responsible for:**

- monitoring and recording concerns about the well being of a child or young person;
- making referrals to the Local Authority Children's Services;
- liaising with other agencies;
- arranging training for staff / volunteers;
- keeping up to date with current issues by attending regular Child Protection Coordinator meetings and by attending other LA training relating to safe-guarding.

The Child Protection Co-ordinator, after receiving a referral, will act on behalf of Stepney Primary School in referring concerns or allegations of harm to Local Authority Children's Social Care or the Police Public / Family Protection Unit.

If the Child Protection Co-ordinator is in any doubt about making a referral it is important to note that advice can be sought from Local Authority Children's Social Care. The name of the child and family should be kept confidential at this stage and will be requested if the enquiry proceeds to a referral.

The Child Protection Co-ordinator may share limited information on a need to know basis amongst the staff / management but respecting the need for confidentiality.

It is not the role of the Child Protection Co-ordinator to undertake an investigation into the concerns or allegation of harm. It is the role of the Child Protection Co-ordinator to collate and clarify details of the concern or allegation and to provide this information to the Local Authority Central Duty Team, or Family Resource Centre if Children's Social Care is already involved, whose duty it is to make enquiries in accordance with Section 47 of the Children Act 1989.

## **10. SEEKING CONSENT FOR A REFERRAL**

Professionals should seek in general to discuss any concerns with the family (including the child where appropriate) and where possible seek their agreement to making referrals to the Local Authority Central Duty Team. This should only be done where such discussion and agreement seeking will not place the child at an increased risk of significant harm.

It should be noted that parents, carers or child may not agree to information being shared, but this should not prevent referrals where child protection concerns persist. The reasons for dispensing with consent from the parents, carer or child should be clearly recorded.

In cases where an allegation has been made against a family member living in the same household as the child and it is your view that discussing the matter with the parent would place the child at risk of harm, or where discussing it may place a member of staff / volunteer at risk, consent does not have to be sought prior to the referral being made.

If you are unsure about whether to seek parental consent prior to a referral being made then seek advice from the duty social worker at the relevant Local Authority Family Resource Team.

## **11. REPORTING CONCERNS OR ALLEGATIONS OF ABUSE**

A member of staff or volunteer must report any concerns or allegation of harm immediately. Staff are required to complete the school's 'Cause for Concern' form according to the guidance printed on the reverse of the sheet. Forms are available on the CP notice board in the staff room or from the main office. These forms must be completed immediately and passed directly to the designated Child Protection Co-ordinator – Miss J Atkinson. In the absence of the Child Protection Co-ordinator the matter should be reported to the person identified as their deputy – Mrs K Wilde/Mrs R Brocklebank. In the event of neither of these individuals being available the matter should be reported directly to the Headteacher. In the unlikely event of management not being available the matter should be reported directly to the appropriate Local Authority Child Care Team or Police Public / Family Protection Unit. In the case of it being out of hours the Emergency Duty Team should be contacted.

## **12. MAKING A REFERRAL**

Referrals of all children in need, including those where there are child protection concerns will be made to Hull Children's Social Care – Central Duty Team or Police Public Protection Unit.

**Out of Hours** – To the relevant Emergency Duty Team

All referrals made by telephone need to be followed up in writing within 48 hours.

The Child Protection Co-ordinator should make the referral as appropriate. The referrer should be prepared, where possible, to give the following information:

- the nature of your concerns / allegation;
- whether the child will need immediate action to ensure their safety;
- are the parents aware of the concerns? Has consent for the referral been sought? If not, the reasons for this?
- factual information about the child and family, including other siblings;
- the nature of your involvement with the family;
- other professionals involved with the family;
- the source of your referral, is it based on your own assessment of the needs of the child, a reported allegation or disclosure, or has the concern been reported to you by another person, if so who?
- child's current whereabouts and when they were last seen
- if you consider the child suffering or at risk of suffering significant harm, who is the source of that harm and their current whereabouts?

### **13. ALLEGATIONS AGAINST STAFF MEMBERS/VOLUNTEERS**

Any member of staff or volunteer who has concerns about the behaviour or conduct of another individual working within the group or organisation, will report the nature of the allegation or concern to the Headteacher immediately. See the Whistleblowers' policy. The member of staff who has a concern or to whom an allegation or concern is reported should not question the child or investigate the matter further.

The Headteacher will report the matter to the Local Authority Designated Officer (LADO) Dan Horne.

In the case that the concern or allegation relates to the Headteacher, the Child Protection Co-ordinator or a member of the school leadership team the Chair of Governors should be contacted. The Chair of Governors will report the matter to the Designated Officer for Schools.

In cases where there is an immediate risk to any child or young person, the information must be passed to Local Authority Children's Social Care or the Police, as soon as possible.

An allegation is defined as where:

- it is alleged that a person who works with children has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

### 13.1 Responding to a complaint or an allegation

The person to whom an allegation or concern is reported should not question the child or investigate the matter further and should:

- treat the matter seriously;
- avoid asking leading questions and keep an open mind;
- communicate with the child (if the complainant) in a way that is appropriate to the child's age, understanding and preferred language or communication style;
- make a written record of the information (where possible in the words a child used), including
  - When the alleged incident took place (time and date)
  - Who was present (witnesses)
  - What was said to have happened,
- sign and date the written record,

Report the matter immediately to the Designated Officer for Schools or in their absence the Local Authority Designated Officer directly.

**N.B. Children/young people must not be asked to produce or sign any statement. This could undermine any potential investigation.**

Stepney Primary adheres to the Department for Education, *Dealing with Allegations of Abuse against Teachers and other staff, (July 2011)*

In cases where there is an immediate risk to any child or young person, the information must be passed to Local Authority Children's Social Care or the Police, as soon as possible.

## 14. ROLE OF THE GOVERNING BODY

The Designated Child Protection Governor at Stepney Primary is Mr L Morfitt, however the whole Governing Body will ensure the school:

- has a Child Protection Policy and Procedures in place which is in accordance with LA guidance and locally agreed inter-agency procedures and available to all school personnel and parents on request;
- operates safe recruitment procedures by making sure all appropriate checks are carried out on new staff, volunteers and parents who work with children;
- keeps and maintains a Single Central Record of all staff checks (including students on placement, and supply staff);

- has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance issued by the DfE and Hull Safeguarding Children Board;
- has a member of the Governing Body (usually the Chair) the responsibility for liaising with the LA and partner agencies in the event of an allegation of abuse being made against the Head;
- the Governing Body will review all policies and procedures in relation to safeguarding on an annual basis.

## **15. SEEKING MEDICAL ATTENTION**

If a child has a physical injury and there are concerns about abuse:

- if Emergency medical attention is required then this should be sought immediately by phoning for an ambulance. You should then follow the procedures for referring a child protection concern to Local Authority Children's Social Care.

## **16. STAFF & VOLUNTEER SELF PROTECTION**

Adherence to guidelines on self protection for staff and volunteers working with children and young people can avoid vulnerable situations where false allegations can be made.

Stepney Primary School advises staff:

- to avoid situations where a staff member or volunteer is on their own with a child;
- in the event of an injury to a child, accidental or not, ensure that it is recorded and witnessed by another adult in the organisations accident book which is kept in the First Aid room;
- keep written records of any allegations a child makes against staff and volunteers and report in line with the Child Protection Policy;
- if a child or young person touches a staff member or volunteer inappropriately record what happened immediately and inform the Child Protection Co-ordinator;
- adhere to the school policy on Behaviour Management.

## **17. CODE OF PRACTICE**

Staff / Volunteers / children should always:

- take seriously all allegations, suspicions or concerns about abuse that a young person makes (including those made against staff) and report them through the procedures;
- provide an opportunity and environment for children to talk to others about concerns they may have;
- provide an environment that encourages children and adults to feel comfortable and confident in challenging attitudes and behaviours that may discriminate others;



- risk assess situations and activities to ensure all potential dangers have been identified;
- treat everyone with dignity and respect.

Staff / volunteers / children should not;

- permit or accept abusive or discriminatory behaviour;
- engage in inappropriate behaviour or contact in or outside school;
- use inappropriate or insulting language;
- show favouritism to anyone;
- undermine or criticise others;
- give personal money;
- use social networks for personal communication with children and young people for whom they are responsible.

### **17.1 Mobile phones and cameras:**

Staff must not use mobile phones in rooms where children are present, including those where children are cared for.

It is appropriate to take photographs of children to capture a curriculum activity or a celebration of school life using school equipment providing we have permission to do so from the parents. Staff must not, however, use their personal mobile phone, camera (still or moving images) or other devices to take, edit or store images of children from this school. All classrooms have been provided with school cameras.

## **18. RECRUITMENT & SELECTION**

It is important when recruiting paid staff and volunteers to adhere to the organisation's Recruitment Policy. This will ensure potential staff and volunteers are screened for their suitability to work with children and young people. Points to be noted:

- all paid staff and volunteers with access to children and young people or sensitive information relating to children will be required to undertake an enhanced DBS check;
- staff and volunteers working directly with children or with access to sensitive information will be required to complete LSCB Child Protection Training. Their training will be reviewed in supervision;
- all staff and volunteers will be required to read the Child Protection Policy. This will be reviewed to ensure up to date knowledge;
- all staff and volunteers to complete an application form, including details of previous employment, details of any conviction for criminal offences (including spent convictions

under the Rehabilitation of Offenders Act 1974), agreement for an enhanced DBS check and permission to contact two referees, including their current or most recent employer (which should be taken up);

- the potential staff member or volunteer will be interviewed for their suitability for the post according to the guidance in the Safer Recruitment Policy which is available on the website;
- staff and volunteers will be subject to a probationary period (3 – 6 months) during which they will be supervised and monthly meetings will take place with their manager / supervisor to identify any concerns, training and support needs. See the Induction Procedures contained in the Staff Handbook;
- staff and volunteers will have a period of induction where they will complete any induction training and access internal policies;
- increased safeguards were introduced through the creation of two new barred lists (regulated and controlled) to replace the existing POCA, POVA and List 99. These lists are maintained by the Independent Safeguarding Authority (ISA). A person who is barred from working with children or vulnerable adults will be breaking the law if they work or volunteer, or try to work or volunteer with those groups. An organisation which knowingly employs someone who is barred from working with those groups will also be breaking the law. If your organisation works with children or vulnerable adults and you dismiss a member of staff or a volunteer because they have harmed a child or vulnerable adult, or you would have done so if they had not left, you must tell the Independent Safeguarding Authority. Information on how to do this can be found at: <http://www.isa.gov.org.uk/>

## **19. INDUCTION**

When new member of staff joins our school they will be informed of the safeguarding arrangements in place. They will be given a copy of the school's safeguarding policy and told the name of the Child Protection Co-ordinator.

Every new member of staff will have an induction period that will include essential safeguarding information. This programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record and issues of confidentiality. The induction will also remind staff of their responsibility to safeguard all children at our school and the remit of the role of the Child Protection Coordinator.

All volunteers and temporary staff to our school will be provided with the same level of information in relation to safeguarding.

## 20. CONTACTS

### Hull

Access and Assessment Team (Central Duty)	(01482) 448879
Emergency Duty Team	(01482) 788080
Child Protection Administrator	(01482) 790933
Local Authority Designated Officer	(01482) 790933
Police Public Protection Unit	(01482) 578488
Hull Safeguarding Children Board	(01482) 846082

### East Riding of Yorkshire

Children's Social Care (Local Authority)	
Call Centre	(01482) 393939
Children's Services	(01482) 396840
Emergency Duty Team	(01482) 880826
Child Protection Administrator	(01482) 396472
East Riding Safeguarding Children Board	(01482)396998/9
Local Authority Designated Officer	(01482) 396999
Police Family Protection Team	0845 6060222 ext 2407
The Prevent Team (Channel Team)	(01482) 220759
DC Karen Windross	
<a href="mailto:Karen.Windross@humberside.pnn.police.uk">Karen.Windross@humberside.pnn.police.uk</a>	

## 21. PUBLIC SECTOR EQUALITY DUTY

Please note: When we have updated policies from April 2012 onwards, we have referred to the requirements of the PSED, which state that as part of their statutory duties, schools need to comply with this by 6<sup>th</sup> April 2012.

The Equality Act 2010 replaced and unified all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It aims to ensure that people have equality of opportunity in accessing and experiencing public services. Schools when carrying out their day to day work should have regard to the following:

- eliminating discrimination
- advancing equality of opportunity and
- foster good relations across all characteristics

Schools cannot unlawfully discriminate against pupils because of their disability, gender, race, religion or belief, sex and sexual orientation. Protection is now extended to pupils who are pregnant or undergoing gender reassignment. This means it is now unlawful to discriminate against a transgender pupil or a pupil who is pregnant or recently had a baby.

This policy was reviewed and updated with reference to this duty. The author/s of this document and the Policy Committee of the Governing Body, which checks all policies before publication, considered this policy in the light of these requirements to ensure that Stepney Primary School adheres to these statutory regulations.

PBrowning  
Head Teacher (April 2012)

## **22. PERSON RESPONSIBLE**

This policy has been updated by Miss J Atkinson  
(Summer 2017)

**To be reviewed:** Summer 2018

# Please sign this sheet and hand to the Child Protection Co-ordinator.

I acknowledge that I have received and read the information contained within the Child Protection Policy and Procedures.

Print Name:.....

Position: .....

.....  
*Signature*

.....  
*Date*

## RESOURCES AND INTERNET LINKS

This section acts as a guide, rather than an exhaustive list. Its aim is to provide you with some useful resources and links.

- a. HM Government (2015) *Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of Children*. Department of Children Schools and Families. Internet link:  
<http://www.workingtogetheronline.co.uk/>
- b. HM Government (2007) *Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004*, London. Internet link:  
<http://www.dcsf.gov.uk/everychildmatters/resources-and-practice/IG00042/>
- c. HSCB (2015) *Procedures and Guidance*. Hull Safeguarding Children Board. Delete revision part Please visit Hull Safeguarding Children Board on the following internet link:  
[http://www.hullcc.gov.uk/portal/page?\\_pageid=296,1&\\_dad=portal&\\_schema=PORTAL](http://www.hullcc.gov.uk/portal/page?_pageid=296,1&_dad=portal&_schema=PORTAL)
- d. DfES (2006) *What to do if you're worried a child is being abused*. Internet link:  
[www.dcsf.gov.uk/everychildmatters/resources-and-practice/IG00182/](http://www.dcsf.gov.uk/everychildmatters/resources-and-practice/IG00182/)
- e. DoH (2005) *Responding to domestic abuse: A handbook for health professionals*. Internet link:  
[http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH\\_4126161](http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4126161)
- f. Cleaver, H., Nicholson, D., Tarr, S. and Cleaver, D. (2007) *Child Protection, Domestic Violence and Parental Substance Misuse: Family Experiences and Effective Practice*. London: Jessica Kingsley Publishers.
- g. Cleaver, H., Unell, I. and Aldgate, A. (2010) *Children's Needs – Parenting Capacity: The impact of parental mental illness, learning disability, problem alcohol and drug use, and domestic violence on children's safety and development*. 2<sup>nd</sup> Edition. London: Jessica Kingsley Publishers.
- h. HM Government (2010b) *Safeguarding Children and Young People who may be affected by Gang Activity*. Internet link:  
<http://publications.everychildmatters.gov.uk/default.aspx?PageFunction=productiondetails&PageMode=publications&ProductId=DCSF-00064-2010>
- i. DCSF (2009) *Safe from bullying in youth activities*. Internet link:  
[http://publications.education.gov.uk/eOrderingDownload/Safe\\_from\\_Bullying-Youth\\_Activities.pdf](http://publications.education.gov.uk/eOrderingDownload/Safe_from_Bullying-Youth_Activities.pdf)

- j. DSCF (2009) *Cyberbullying: Supporting School Staff*. Internet link: <http://publications.education.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00242-2009>
- k. DSCF (2007) *Cyberbullying Safe to Learn: Embedding anti-bullying work in schools*. Internet link: [http://www.safesocialnetworking.com/img/safety/Cyberbullying\\_2.pdf](http://www.safesocialnetworking.com/img/safety/Cyberbullying_2.pdf)
- l. Get Safe Online: awareness and advice. Internet link: [www.getsafeonline.org](http://www.getsafeonline.org)
- m. CEOP Website - Think U Know: awareness and advice. Internet link: <http://www.thinkuknow.co.uk/>
- n. Child Protection in Sport Unit (CPSU); [www.thecpsu.org.uk/](http://www.thecpsu.org.uk/)
- o. Safe Network: [www.safenetwork.org.uk](http://www.safenetwork.org.uk)