

Kenmont Primary School



Safeguarding (Child Protection) Policy

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Kenmont Primary School

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Kenmont Primary School Safeguarding (Child Protection) Policy

Introduction

The governors and staff of Kenmont Primary School fully recognise their contribution to safeguarding children and recognise that all staff, including volunteers, have a full and active part to play in protecting our pupils from harm.

All staff and Governors believe that our school should provide a caring, positive safe and stimulating environment which promotes the social, physical and moral development of the individual child.

Safeguarding and promoting the welfare of children is defined for the purposes of the 'Keeping Children Safe In Education' guidance as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical 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.

The **aims** of this policy are:

1. To support the child's development in ways that will foster security, confidence and independence
2. To raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
3. To develop a structured procedure within the school, which will be followed by all members of the school community, in cases of suspected abuse or concerns about a child's wellbeing.
4. To emphasise the need for good levels of communication between all members of staff.
5. To develop and promote effective working relationships with other agencies, especially the Police and Social Services
6. To identify safeguarding issues which should be covered within the PHSE curriculum.

1.0 Definitions

1.1 What is a child protection issue?

There is a child protection issue when there is reasonable cause to suspect that a child is at risk of 'significant harm', which is defined in the Children's Act (1989) as 'ill treatment or impairment of health or development'.

There is more than one form of suffering or likely suffering of harm i.e.:

- Ill treatment – physical, mental or sexual abuse.
- Impairment of health – physical or mental
- Impairment of development – physical, emotional, behavioural or social.

1.1 What is the difference between a ‘concern’ and ‘immediate danger or at risk of harm’?

Any staff member who has a **concern** about a child’s welfare should follow the referral processes set out in the appendices to this policy. The DSL (Designated Safeguard Lead) must be notified and will support the process.

If a child is in immediate danger or is at risk from harm, a referral should be made to children’s social care and or the police immediately.

Anyone can make a referral; the DSL should be informed that a referral has been made.

Potential abuse

Some children are also at risk of potential abuse i.e. they are in situations where they have not been abused but where social and medical assessments indicate a high degree of risk that they might be abused in the future, including situations where another child in the household has been harmed, or where the household contains a known abuser or where domestic abuse has occurred.

Safeguarding incidents and/or behaviours can be associated with factors outside school and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

1.2 Forms of abuse:

There is more than one form of abuse:

Physical injury

Where the nature of the physical injury is not consistent with the account of how it occurred, or where there is a definite knowledge or reasonable suspicion that a person having custody, charge, or care of the child, inflicted or knowingly did not prevent the injury. This includes children to whom it is suspected that poisonous substances have been administered.

Physical neglect

Children who have been persistently or severely neglected physically, to such an extent that their health development is impaired, for example hair loss, poor skin tone, circulatory disorders, significant lack of growth. Particular attention is drawn to food, hygiene, warmth, clothing, supervision, stimulation, safety precautions and medical care. Serious inadequacies in these areas may constitute neglect.

Emotional abuse

Where there is a persistent coldness, hostility, or rejection by the parent or care-giver, to such an extent that the child’s behaviour and development are impaired.

Sexual abuse

The involvement of dependent, developmentally immature children and young persons in sexual activities that they do not fully comprehend, to which they are unable to give informed consent, and which violate social and family taboos. Sexual abuse may also include exposure of children to sexual stimulation inappropriate to the child’s age and level of development.

Online abuse

As online contact becomes more prevalent in children’s lives, it is essential that children are safeguarded from potentially harmful and inappropriate online material. In school, filters and

monitoring systems are in place but children can be abused online using mobile phone and other devices that they have access to outside of school. Staff must consider filtering and monitoring the access to the internet whilst at school. This could be in the form of online verbal abuse using social media, exposure to sexual or other inappropriate adult content which could emotionally harm children. This should be treated as a form of abuse and reported to the DSL and the relevant procedures will be followed.

Peer-on-peer abuse

Abuse may not be taking place in the home and could be perpetrated by another child, either from the school or one who has contact with the child. Abuse is abuse and should not be tolerated or passed off as 'banter' or 'part of growing up'. Peer on peer abuse includes bullying, physical abuse, sexual violence and sexual harassment, sexting and so-called initiation ceremonies.

Please read the school bullying policy and behaviour policy in conjunction with this for further clarification of procedures.

Honour based violence and FGM

Honour based violence (HBV) encompasses crimes committed to protect or defend the honour of the family or the community. This includes Female Genital Mutilation and forced marriage. This is abuse and should be treated as such. More information on spotting signs of this type of abuse can be found in the full document KCSIE 2020.

Children suffering one or more forms of abuse MAY present with the following signs however it is important to remember that not all children with these signs are suffering abuse. For further guidance please refer to Appendix C and/or speak to a Designated Teacher.

Signs of possible abuse include:

- Bruises or marks on a child's body
- Lack of emotion in a child – little sense of fun
- Withdrawal or clinginess
- Lack of concentration, confidence and pride in achievements
- Inability to accept praise – threatened by a positive response from an adult
- Bad, violent or difficult behaviour
- Sexually precocious language or behaviour
- Drawings or writing that suggest inappropriate knowledge
- Unexplained recurrent urinary tract infections leading to many visits to the toilet
- Damage /soreness to genitals, anus or mouth
- Self-harm.

Serious Crime

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to measure these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its criminal exploitation of children and vulnerable adults: county lines guidance.

Upskirting

'Upskirting' is now a criminal offence. A definition which was included in Keeping Children Safe In Education 2019 which describes upskirting as, "taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm".

Mental Health

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

2.0 Procedures

- 2.1 Our school procedures for safeguarding children will be in line with the Education Children Service and Leisure (ECSL) and the Local Safeguarding Children Board (LCSB) procedures. The LSCB have adopted and follow the London Child Protection Procedures

We will ensure that:

- 2.1.1 We have at least one designated member of staff who undertakes regular training.
- 2.1.2 We have a member of staff who will act in the designated teacher's absence.
- 2.1.3 All members of staff develop their understanding of the signs and indicators of abuse.
- 2.1.4 All members of staff know how to respond to a pupil who discloses abuse.
- 2.1.5 All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures.
- 2.1.6 All adults within our school who have access to children have been checked as to their suitability.
- 2.1.7 All adults who volunteer regularly (at least 3 times) at the school will undergo a DBS check.

- 2.1.8 All children at the school will have at least two emergency adult contacts held on the school SIMs database.
- 2.2 Our procedures will be regularly reviewed and up-dated
- 2.3 All new members of staff will be given a copy of our child protection procedures as part of their induction into the school. Safeguarding training for all staff will be conducted annually. For DSL they will attend full training every two years and attend an update at least annually.
- 2.4 Our procedures are outlined in greater detail in Appendix A.

3.0 Responsibilities

- 3.1 It is everyone's professional responsibility to know these procedures. Ignorance is no defence.
- 3.2 The designated safeguarding lead, DSL is responsible for:
 - 3.2.1 Adhering to the ECSL, LCSB and school procedures with regard to referring a child if there are concerns about possible abuse
 - 3.2.2 Keeping written records of concerns about a child even if there is no need to make an immediate referral
 - 3.2.3 Ensuring that all such records are kept confidentially and securely and are separate from pupil records
 - 3.2.4 Ensuring that an indication of further record-keeping is marked on the pupil records
 - 3.2.5 Ensuring that any pupil currently on the child protection register who is absent without explanation for two days is referred to Social Services
- 3.3 Any member of staff who has concerns or to whom a disclosure was made is responsible for reporting their concerns to the designated teacher and for making a comprehensive record of all facts, events and conversations as soon as possible and definitely on the same day they occur.
- 3.4 All staff should be able to identify signs and symptoms of abuse including specific safeguarding issues outlined in Keeping Children Safe in Education e.g. Radicalisation in line with the Prevent Duty 2015, Children Missing from Education Child Sexual Exploitation, Honour-based Violence, Peer-on-Peer Abuse, Female Genital Mutilation in line with the mandatory reporting of concerns from October 2015.

4.0 Supporting Children

- 4.1 We recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self blame.
- 4.2. We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- 4.3. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 4.4. Our school will support all pupils by:

- 4.4.1 Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying
- 4.4.2 Promoting a caring, safe and positive environment within the school.
- 4.4.3 Liaising and working together with all other support services and those agencies involved in the safeguarding of children
- 4.4.4 Notifying Social Services as soon as there is a significant concern.
- 4.4.5 Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school.
- 4.4.6 Engaging with Early Help if needed. In some cases, a family would benefit from help from external agencies such as CAMHS, the borough attendance services- ACE, the school nurse or medical care services. Early Help means providing support as soon as a problem emerges; staff should contact the DSL to discuss the early help requirements.

5.0 Safeguarding children with special educational needs and disabilities

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

It is recognised that additional safeguarding challenges for children with special needs include:

- Awareness that behaviour, mood and injury may relate to possible abuse and not just their SEN or disability
- Higher risk of peer group isolation
- Disproportionate impact of bullying
- Difficulties with communication
- Schools should consider extra pastoral support for children with SEN and disabilities

Looked after children

The Virtual School Headteacher will liaise with the school if a child is 'looked after' (in local authority care). This group of children are also more likely to be vulnerable to abuse and staff should ensure that any concerns about the well-being of the child are reported to the DSL and the SENCo.

6.0 Confidentiality

6.0 We recognise that all matters relating to Child Protection are confidential.

6.1 The Headteacher or Designated Teacher will disclose any information about a pupil to other members of staff on a need to know basis only.

6.2 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

6.3 All staff must be aware that they cannot promise a child to keep secrets.

7.0 Supporting Staff

7.0 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

7.1 We will support such staff by providing an opportunity to talk through their anxieties with the designated teacher and to seek further support as appropriate.

8.0 Allegations against staff

8.1 We understand that a pupil may make an allegation against a member of staff.

8.2 If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher.

8.3 The headteacher on all such occasions will discuss the content of the allegation with the LADO Megan Brown

Safer Organisations (incorporates LADO) and Safeguarding in Education Manager
Telephone: 020 8753 5125
Mobile: 07776 673 020
Email: megan.brown@lbhf.gov.uk.

8.4 If the allegation made to a member of staff concerns the Headteacher, the designated teacher will immediately inform the Chair of Governors who will consult with the LAs Lead Officer for Child Protection.

8.5 The school will follow the LA procedures for managing allegations against staff, a copy of which will be readily available in the school.

9.0 Whistle blowing

9.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

9.2 All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.

9.3 They should also be made aware of local or national telephone help lines such as the NSPCC whistle blowing help line 0800 0280 285.

10.0 Physical Intervention

10.1 Our policy on physical intervention by staff is set out in a separate policy and acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person.

10.2 We understand that physical intervention of a nature which causes injury or distress to a child may be considered under safeguarding or disciplinary procedures.

11.0 Bullying

11.1 Our policy on anti-bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

12.0 Racist Incidents

12.1 Our policy promoting racial equality set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under safeguarding procedures.

13.0 Prevent Strategy

13.1 We recognise the importance of providing a safe learning environment in which children can raise controversial questions and concerns without fear of reprimand or ridicule and explore boundaries of what's acceptable will engender an open attitude to multi-cultural and race issues. By building self-esteem children are encouraged to stand firm and be positive about others and not be influenced by any negative peer pressure they may encounter.

14.0 Prevention

14.1 All staff and volunteers will be recruited following the Safer Recruitment guide lines.

- Safeguarding will be the first priority in advertising and short listing candidates or agency staff
- Applications, references and interviews will be managed with safer recruitment principles as the first priority including direct questions in interviews to inform suitability of candidate to work with children, application form not CV to be accepted, references to be from professionals only; investigate any gaps in employment history

14.2 We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- 14.3 Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- 14.4 Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- 14.5 Include in the curriculum opportunities for PSHCE which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

15 Health & Safety

15.1 Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

Appendices

Appendix A: Kenmont's Child Protection Procedures

Appendix B: Pro forma for recording concerns or disclosures

Appendix C: Indicators of abuse

See FGM Mandatory Reporting at <https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

Prevent Strategy

To get in touch, please contact your local Prevent Officer for schools at:

preventenquiries@lbhf.gov.uk

020 8753 5727

This policy is amended using 'Keeping Children Safe In Education' Statutory Guidance September 2020. The full document and supporting safeguarding documents can be accessed on the links below.

Department for Education (DfE) (2020) Keeping children safe in education: statutory guidance for schools and colleges. London: Department for Education

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping_children_safe_in_education_Sep_2020.pdf

Keeping children safe in education: statutory guidance for schools and colleges: part one: information for all school and college staff. London: Department for Education

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912593/Keeping_children_safe_in_education_part_1_Sep_2020.pdf

Further detailed information on safeguarding is available using the link below

<https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children>

Kenmont's Child Protection Procedures

IF YOU HAVE CONCERNS

If you are the person with concern or to whom there was a disclosure, **you must refer the matter immediately to the designated person (Headteacher) who will decide what further action needs to be taken.** If absent from school and can not be contacted, the matter should be referred on to the Head of School.

You also need to make a comprehensive record of all facts, events and conversations as soon as possible after they have occurred and definitely the same day they have happened. (Please use the proforma in Appendix B (put in an envelope or folded) so it can easily be distinguished from other notes. Spare proformas are kept in the staffroom and can be accessed on the school system under school information/child protection.) Remember **these matters are confidential and should not be discussed with anyone other than the designated teacher.**

Whatever your concerns, **DON'T WAIT – LOG THEM** and **pass them on straight away** to the Headteacher.

TALKING TO THE CHILD

When talking to children about child protection issues:

DO:

- Ask the child if there is anything they want to tell you/talk to you about. Notice how the child presents him/herself.
- Talk to them in a non-threatening, concerned manner
- React calmly
- Be aware of your body language / non-verbal messages
- Keep your responses short, simple, slow, quiet and gentle
- Let the child talk; don't stop a child who is freely recalling what has happened
- **Listen to what you are told** but do not pressurise. Repeat back to clarify if necessary.
- Find a quiet place to talk where you will not be interrupted
- Let the child know you are pleased to have been told
- Tell child you believe them
- Offer ongoing support/be reassuring
- Talk to someone about your own feelings
- You can say things like:
 - “How did that make you feel?”
 - “I believe you...”
 - “You're very brave...”
 - “It's not your fault...”
- Reassure
- Observe and listen

DO NOT:

- **Do not interrogate the child**
- **Do not put words into a child's mouth**
- **Do not ask leading questions.**
- **Do not make promises about what will happen**

- **Do not promise confidentiality** (Explain to the child who you will need to tell (i.e. a designated teacher) in order to find out what to do next and that the designated teacher may need to share the information with someone else who can help them.)
- **Do not judge the abuser.**

AFTER YOU HAVE FINISHED TALKING TO THE CHILD

Write down what has been said in as much detail as possible AS SOON AS POSSIBLE and pass it on URGENTLY to the DSL. (Try to avoid recording the conversation as it takes place as this can be off-putting for the child.)

Remember that **information regarding child protection issues is confidential and must only be disclosed to those professionals who absolutely need to know (i.e. the Designated Teacher).**

IF YOU ARE ASKED TO TALK TO PARENTS about child Protection issues:

- √ Be sensitive
- √ Remember confidentiality
- √ Listen to what the parent has to say on the matter
- √ If possible have another member of staff with you
- √ After the meeting, record what was discussed and parents reactions/comments and pass this to the Designated Teacher.
- √ Tell parents what you will do with the information

Do not speak to parents if you consider it will put yourself or other members of staff at risk of physical injury or if it relates to sexual abuse

NEVER report an allegation of sexual abuse to anyone other than a designated teacher, (even the 'safe parent'), who will seek advice from other agencies.



Kenmont Primary School uses CPOMS, an electronic system, to record and store concerns and safeguarding information. Permanent staff at Kenmont have logins and the system is data secure. Any temporary staff or volunteers should report their concerns to the DSL and complete the pro forma in appendix B.

Appendix B

Recording Concerns/Disclosures

Child's Name: Class:
Date today:
Current time:
Date and time of disclosure/concern:
Your name:..... Role:.....
Is an interpreter needed for the family? Yes/No

Reason for the concern (description of injuries/disclosure/observations, how they were noticed, what (if anything) the child said):

Action Taken:

- Form completed and given to designated Headteacher)

Designated person's action:

- o No further action at the moment/collect more evidence
- o Contact child's parents
- o Phone **SOCIAL SERVICES (Referral and Assessment Team):**
 H&F: 020 8753 5392 (phone) 020 8753 5880 (fax)
 Brent: 020 8937 4587 (phone) 020 8937 4836(fax)
- o File

Further information needed for telephoning through a referral:

Child's DOB:

First language:

Address:

.....

.....

Home telephone number:

Work/mobile number:

Ethnicity:

G.P (if known):

SEN Stage:

Household Details:

Relationship to child	Surname	Forename	DOB	School (include class if known)

Is the household known to S.S? Yes/No

Is the child on the Child Protection Register? Yes/No

Have parents been informed? Yes/No

For school records:

Date and time parents contacted:

Date and time of meeting with parents (if different from above):

.....

Parents reaction/comments:

.....

.....

.....

Date and time SS contacted:.....

Name of Social Worker taking referral:

Outcome/further action (if any) following referral:

.....

.....

Appendix C

Below are some signs pointing to possible abuse. These indicators are neither exhaustive nor conclusive. If you have any concerns speak to a Designated Teacher.

Signs of physical abuse:

- Unexplained injuries or burns, particularly if they are recurrent
- Improbable excuses given to explain injuries
- Refusal to discuss injuries
- Untreated injuries
- Admission of punishment which appears excessive
- Bald patches
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home
- Fear of medical help
- Self destructive tendencies
- Aggression towards others
- Running away

Signs of neglect:

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor attendance and/or punctuality
- Inadequate or inappropriate clothing
- Clothing in a poor state
- Child appears under stimulated.
- Evidence that a child has been left at home alone.
- Emaciation
- Untreated medical problems
- Destructive tendencies
- Low self-esteem
- Neurotic behaviour
- No social relationships
- Running away
- Compulsive stealing or scavenging

Signs of emotional abuse:

- Physical, mental and emotional development lags
- Admission of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-depreciation
- Sudden speech disorders
- Fear of new situations
- Inappropriately emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair-twisting, thumb-sucking)
- Self-mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drugs/solvent abuse