



Old Oak Primary School

Mellitus Street

London W12 0AS

SAFEGUARDING POLICY

Policy Review

This policy will be reviewed in full by the Governing Body annually.

The policy was last reviewed and agreed by the Governing Body on 9.11.16.

It is due for review on October 2017.

**SAFEGUARDING POLICY
Old Oak Primary School 2015**

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This policy applies to all staff, volunteers and students.

THE PURPOSE OF THIS POLICY:

- To protect children and young people at Old Oak Primary School.
- To provide staff and volunteers with the overarching principles that guides our approach to child protection

Old Oak Primary School believes that a child or young person should never experience abuse of any kind. We have a responsibility to promote the welfare of all children and young people and keep them safe. We are committed to practice in a way that protects them

This safeguarding policy is consistent with the Child Protection Procedures outlined in the following publications: DfE ‘Keeping children safe in education Statutory guidance for schools and colleges’ September and May 2016 and April 2014, “Working Together to Safeguard Children” (2006), ‘What to do if you are worried a child is being abused’ (2006). It reflects the current advice of the DfE and of the local Safeguarding Children Board.

Named personnel with designated responsibility for Safeguarding

| Academic Year | Head Teacher | Designated Person | Nominated Governor | Chair of Governors | Local Authority Designated Officer |
|---------------|--------------|-------------------|--------------------|--------------------|--|
| 2015-2016 | Mr Joe Brown | Mr Joe Brown | Yasmin | Mr Graham Welch | Kembra Healy, Safeguarding and Safer Organisations Manager, London Borough of Hammersmith & Fulham, 020 8753 5125 LADO@lbhf.gov.uk |

Principles

Old Oak Primary School recognises that :

- The safety and welfare of all its children is paramount
- All children regardless of age, disability ,gender, racial heritage , religious belief, sexual orientation or identity have the right to equal protection from all types of harm or abuse
- Effective child protection work requires sound procedures, good multi-agency cooperation and a workforce that is competent and confident in responding to child protection situations

TYPES OF ABUSE AND NEGLECT

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. The school has procedures to deal with peer on peer abuse. Please refer to the Behaviour and Bullying Policy for more information. Also see the section below.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also

be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as 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, although it may occur alone.

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: 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.

How Does Old Oak Primary School Safeguard Our Children?

- Developing and implementing an effective safety policy and related procedures for what to do if there are concerns about a child's welfare.
- A named person for dealing with concerns or allegations of abuse
- A rigorous recruitment and selection process for paid staff and volunteers who work with children.
- A written code of behaviour which outlines good practice when working with children.
- Respect confidentiality in line with the schools confidentiality guidelines
- provide a systematic means of monitoring children known or thought to be at risk of harm
- Keep up to date and accurate information about all children
- Providing effective management for staff and volunteers through supervision , support and training
- Sharing information about child protection and good practice with agencies who need to know, involve children , parents ,staff and volunteers using jargon free language
- A whistle-blowing policy. This is an open and well- publicised way for adults and young people to voice any concerns about abusive or unethical behaviour.

- Processes for dealing with complaints and for taking disciplinary action with allegations/ concerns about staff , volunteers or visitors , in accordance with government guidelines
- A protective culture that puts children’s interests first – children must feel confident that if they have concerns someone will listen and take them seriously.
- Guidance on taking children away on trips and on internet use: new technology safety, guidance on use of photographs, video, digital equipment and websites, including chat rooms.
- Policies on bullying and on health and safety.
- Provide effective first aid from qualified members of staff
- Meet needs of pupils with specific medical conditions, including ensuring that any intimate care is carried out following agreed guidance and policies
- Discuss drug and substance misuse
- Promote internet safety

Safe practice

The governors will ensure that the principles identified below, many of which derive from the Children Act 1989, are followed by all staff. The policy will be reviewed every year. The Head Teacher will report termly and the Governor responsible for Child Protection will:

- Liaise regularly with the designated teacher for child protection about procedures in the school.
- Ensure that the school has an active Child Protection Policy, that Governors and staff are familiar with and that it is reviewed regularly.
- Report back to the full Governing Body at least annually, however, individual cases should **not** be discussed by the full governing body.
- Ensure that accurate records are being kept by the school and that the Child Protection file is up to date.
- Ensure that all staff and governors know what to do if they suspect that a child is being abused.

The Child Protection Governor should understand that they will not necessarily be given details of individual cases.

Guiding Principles for Intervention to Protect Children

- All children have a right to be kept safe and protected from abuse;
- Child abuse can occur in all cultures, religions and social classes;
- Staff must be sensitive to the families cultural and social background;
- Children must have the opportunity to express their views and be heard
- If there is a conflict of interests between the child and parent, the interests of the child must be paramount;
- The responsibility to initiate agreed procedures rests with the individual who identifies the concern;
- All staff must endeavour to work in partnership with those who hold parental responsibility for a child
- Information in the context of a child protection enquiry must be treated as CONFIDENTIAL and only shared with those who need to know.
- All staff should have access to appropriate and regular training

- School management must allow staff sufficient time to carry out their duties in relation to child protection and safeguarding

RESPONSIBILITIES

Responsibilities of school governors:

- The school has effective safeguarding policies & procedures including a child protection policy and a staff behaviour policy
- H&FCB is informed annually about the discharge of duties via the safeguarding audit
- Recruitment, selection and induction follow safer recruitment practice.
- Allegations against staff are dealt with by the headteacher.
- A member of the senior staff team is designated as designated safeguarding lead (DSL) and have this recorded in their job description
- Staff have been trained appropriately and this is updated in line with guidance
- Any safeguarding deficiencies or weaknesses are remedied without delay
- The Chair of Governors is responsible for managing allegations against the headteacher
- Ensure that the Child Protection Policy is updated at least annually and available publicly (for example via the school website).
- Ensure children are taught about safeguarding, including online, through teaching and learning opportunities.
- Ensure appropriate filters and appropriate monitoring systems are in place to safeguard pupils from potentially harmful and inappropriate online material.
- Provide opportunities for staff to contribute to and shape safeguarding arrangements and child protection policy so recognising the experience and expertise of their staff
- Ensure that all staff read at least Part one of Keeping Children Safe in Education.
- Ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of Keeping Children Safe in Education.

Responsibilities of Head/Designated Person

Governors will ensure that the school has identified a Designated Person (Ms Davina Jude, SENCo; Mr J Brown, headteacher) for child protection and that the Head/Designated Teacher undertakes the following responsibilities:

- To ensure all staff are familiar with school and Borough procedures and guidelines for identifying and reporting abuse, including allegations of abuse against staff;
- To ensure all staff receive training in the above, including staff who are temporary or start mid year. Staff training will take place at a minimum of once a year.
- Supply staff will be made aware of the procedures. These are stated on the supply information sheet.
- To be responsible for co-ordinating action and liaising with school staff and support services over child protection issues;
- To be aware of all children within the school who are the subject of a Child Protection Plan or who are Looked After Children and ensure the child's social worker is informed if such children are subject of an exclusion from the school;
- To ensure the school is represented at child protection case conferences and that written reports are provided as required;
- To follow as appropriate recommendations made by Local Safeguarding Children Board (LSCB)

- To be aware of new legislation, guidance, policy and procedures in the area of Safeguarding and Child protection.
- To support and advise staff on child protection issues generally.
- To disseminate relevant information between agencies to the appropriate staff e.g. to learning mentors, teaching assistants and administrative staff as appropriate.
- To maintain accurate and secure child protection records and send on to new schools (where relevant)

Responsibilities of School Staff/volunteers

- a) All school staff have a responsibility to identify and report suspected abuse and to ensure the safety and well being of the pupils in their school. In doing so they should seek advice and support as necessary from the Head/Designated Person and other senior staff members.
- b) Staff are expected to provide a safe and caring environment in which children can develop the confidence to voice ideas, feelings and opinions. Children should be treated with respect within a framework of agreed and understood behaviour.

All school staff are expected to:

- Be able to identify signs and symptoms of abuse
- Report concerns (including concerns about other staff/professionals) to the Designated Person or other senior staff members as appropriate
- Be aware of the relevant local procedures and guidelines
- Monitor and report as required on the welfare, attendance and progress of all pupils
- Keep clear, dated, factual and confidential records of child protection concerns.
- Apply same professional standards regardless of race ,gender, religion, ethnicity, ability or sexuality
- Are aware of confidentiality guidelines
- Are aware that any breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them
- Work in an open and transparent way

PROCEDURES

All staff follow the Child Protection Procedures which are consistent with DfE ‘Keeping children safe in education Statutory guidance for schools and colleges’ September 2016 and ‘What to do if you are worried a child is being abused’.

It is **not** the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff have a duty, however, to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the designated person with responsibility for child protection prior to discussion with parents.

If appropriate, the DSL will refer the case to the Early Help team, if the concerns are not of immediate risk to harm. The Early Help team will support families by:

- identifying the problems that children, young people and families are facing and asking ‘why this is the case?’
- helping children, young people and families, to develop resilience to these problems and providing the tools to ‘bounce back’
- encouraging families to make safe and healthy life choices
- promoting learning skills within the family and encouraging attainment in school
- preventing children and young people from misusing drugs and alcohol
- reducing the likelihood of involvement with the police

Issues that require immediate reporting by staff: concerns

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play,
- any explanation given which appears inconsistent or suspicious,
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play),
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect,
- any significant changes in a child’s presentation, including non-attendance,
- any hint or disclosure of abuse from any person,
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present).

Issues that require immediate reporting by staff: Immediate danger or at risk of harm

- any of the above for which staff have clear evidence
- disclosures from children or visible signs that the child is in danger of immediate harm

Responding to disclosure

Disclosures or information may be received from pupils, parents or others.

- All staff will handle disclosures with sensitivity, such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person and make, date and sign a written record.
- Staff will not investigate but will, wherever possible elicit enough information to pass on to the designated person in order they can make an informed decision of what next to do.
- Staff will listen and take seriously any disclosure or information that a child may be a risk of harm
- Explain sensitively to the person that they have a responsibility to refer this information to the designated person
- Reassure and support the person as far as possible
- All staff must be aware that they cannot and must not promise a child to keep a secret.

Action by the Designated Person/s

Following any information raising concern, the designated person/s will consider:

- Any urgent medical needs of the child,
- Discussing the matter with other agencies involved with the family,
- Consulting with appropriate persons e.g. Hammersmith and Fulham duty Contact and Assessment team, Local Safeguarding Officer (LADO).
- The child's wishes.

Then decide, in accordance with the procedures or advice of Children's Services duty Contact and Assessment team/LADO/Local Safeguarding Children's board.

- Where possible to talk to parents, **unless** to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk;
- Whether to make a child protection referral to children's social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately:
OR
- If further monitoring is necessary
- If it would be appropriate to undertake an assessment /CAF and /or make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented. Any referrals to children's social care will be accompanied by a standard referral form.

Action following a child protection referral

The Designated Person/s will:

- Make regular contact with the social worker involved to stay informed;
- Wherever possible, attend strategy discussion meetings;
- Provide a report for, attend and contribute to any subsequent Child Protection Conference;
- If the child or children are placed on the Child Protection Register, contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences;
- Where a child on the child protection register moves from the school or goes missing, immediately inform the key worker in the social care department.

Monitoring and recording

Accurate records will be signed, dated. All child protection documents will be retained in a 'child protection file', separate from the child's curriculum file. Such files will be kept securely. These records will be transferred to any school or setting the child moves to.

Procedures to deal with peer on peer abuse:

In the Behaviour Policy, peer on peer abuse includes

- Verbally hurting other people by name calling, racist name calling, swearing, being unkind
- Physically hurting other people by kicking, spitting, biting, scratching, making faces, or fighting
- Emotionally hurting other people by bullying

Instances of the above are always taken seriously and the impact in the short, medium and long term is considered.

In order to minimise the risk of peer on peer abuse the school:

- Provides a developmentally appropriate PSHE curriculum which develops students understanding of acceptable behaviour and keeping themselves safe.
- Have systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued.
- Develop robust risk assessments where appropriate (e.g. Using the Risk Assessment Management Plan and Safety and Support Plan tools).
- Have relevant policies in place (e.g. behaviour policy).

In accordance with our Behaviour Policy:

Any incidents of name calling, violent behaviour and racism are recorded and a letter is sent home to parents. Any further occurrences of name calling are dealt with by senior leaders or school council.

For persistent occurrences of the above:

- Meetings take place with the parents and actions agreed
- Exclusion is considered as a means to stress the severity of the claims
- Front door or other outside agencies are contacted and additional support is sought

PARTNERSHIP WORKING

Supporting the child and partnership with parents

- Old Oak Primary School recognises that the child's welfare is paramount and that good child protection practice and outcome rely on a positive, open and honest working partnership with parents.
- While, on occasion, we may need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child, acting with the advice of the local children's safeguarding board and Contact and Assessment Team as appropriate.
- We will provide a secure, caring, supportive and protective relationship for the child.
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why.
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Person/s will determine which members of staff need to know personal information and what they need to know to support and protect the child.

Partnership with others

- Old Oak Primary School recognises that it is essential to establish positive and effective working relationship with other agencies. There is a joint responsibility on all agencies to share information to ensure the safeguarding of all children.

- The Designated Person/s, senior management team and teaching staff will, within the bounds of information sharing and data protection legislation, work proactively with other agencies to ensure effective and timely measures are in place to safeguard pupils.

STAFFING

Safe Recruitment

Old Oak Primary School fully adheres to current DfE guidance 'Keeping children safe in education: childcare disqualification requirements – supplementary advice' October 2014 which forms part of the 'Keeping children safe in education Statutory guidance for schools and colleges' April 2014. We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including volunteers and staff employed by contractors. In line with statutory changes, the following apply:

- An Enhanced Disclosure and Barring Service check is obtained for **all** new appointments to the school workforce through staffing, personnel and payroll.
- The school keeps an up to date Single Central Record detailing the checks carried out on its staff. All new appointments to the school workforce who have lived outside the UK will be subject to additional checks as appropriate.
- The school checks that all agencies or third party organisations that send staff or volunteers to the school have systems that ensure that the same standards are applied to regularly visiting non staff as apply for school staff.
- All staff in the school are required to sign and submit a self-declaration confirming they are not disqualified from working with children or that they are disqualified 'by association' in keeping with the Childcare (Disqualification) Regulations 2009.
[ChildcareDisqualificationRequirementsguidance.pdf](#)
- The school ensures that supply staff have undergone the necessary checks and will be made aware of this policy.

Allegations/complaints against staff

Old Oak Primary School understands that children can be victims of abuse by those who work with them in any setting. All allegations of abuse will be taken seriously. Where there is an allegation that a professional has behaved in a way that actually harmed a child or may have harmed a child; possibly committed a criminal offence against or related to a child; or has behaved inappropriately towards a child / children the allegations will be investigated properly and in line with agreed procedures.

Allegations of abuse made against staff will be dealt with by the Head teacher (or the Chair of Governors if the head teacher is accused). The Head teacher /Chair will contact the local authority designated officer within 24 hours.

- The member of staff receiving the allegation will immediately inform the Head Teacher and not enter into a dialogue.
- The Head Teacher on all such occasions will discuss the content of the allegation with the LA Lead Officer for Safeguarding Children.

- If the allegation made to a member of staff concerns the Head teacher, the Nominated Safeguarding Children Adviser will immediately inform the Chair of Governors who will consult with the LAs Lead Officer for Safeguarding children.
- The school will follow the LA procedures for managing allegations against staff, a copy of which will be readily available in the school.
- The NSPCC whistle-blowing helpline number is 0800 028 0285

SAFEGUARDING THROUGH THE CURRICULUM AND BEYOND

Old Oak Primary School SMT and Governors believe that the school curriculum, learning environment and school culture are important in the protection of children. As such they aim to ensure that :

- Pupils are aware of a member of staff who they can trust and talk to and are available to them at any time. Their first point of contact is their class teacher
- That pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All children know we have a senior member of staff with responsibility for child protection and know who this is.
- The school has an up to date behaviour and bullying policy
- The curriculum develops pupil self-esteem and communication skills.

CHILDREN MISSING EDUCATION /NOT COLLECTED ON TIME/ LEAVING SCHOOL WITHOUT PERMISSION

In keeping with Government guidance 'Children missing education' Statutory guidance for local authorities January 2015. Where children are on roll at Old Oak Primary School and the school has concerns regarding non-attendance both sporadic and persistent or where a child is not collected by an agreed parent/carer or where a child leaves school without permission the Designated Person/s will make relevant enquires. The school will always seek to involve and discuss concerns with parents/carers in the first instance if this is felt to be in the best interest of the child. Following this a referral may be made to education welfare/Family Support Localities Service or Children's Social Care.

ASSOCIATED POLICIES

This document should be read in conjunction with the following more detailed policies:

Children with a Disability and SEN

Our policy on support for pupils with SEN and Disabilities is set out in a separate policy. Research show that disabled children may be at greater risk of abuse and need to be safeguarded on an equal basis to other children. We will ensure that disabled pupils can access school trips, sports facilities and after school clubs. We will promote positive attitudes towards disabled children.

Whistle Blowing

We recognise that children cannot be expected to raise concerns in an environment where the staff fails to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. These concerns should be brought to the attention of the Nominated LADO. The NSPCC whistleblowing helpline number is 0800 028 0285.

Physical Intervention

We acknowledge that staff must only ever use physical intervention as a last resort and at all times be the minimal force necessary to prevent injury to another person. We understand that physical intervention of a nature which causes injury or distress to a child may very well be considered under safeguarding children or disciplinary procedures.

Physical Restraint should be limited to emergency situations and used only in the last resort. Under the Children Order 1995, it is only permissible as described under the heading "Physical Control".

Article 4 of the Education Order 1998 clarifies powers that already exist in common law. It enables teachers and other members of staff in the school, authorised by the head teacher, to use such force as is reasonable in the circumstances, to prevent a pupil from:

- Committing an offence
- Causing personal injury to, or damage to the property of, any person (including the pupil himself)
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among its pupils, whether during a teaching session or otherwise.

Bullying

Our policy on bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under Safeguarding Children procedures.

Racist Incidents

Our policy on racist incidents is set out in a separate policy. It acknowledges that a single serious incident, repeated racist incidents or to allow or condone racism may lead to consideration under safeguarding children procedures.

E Safety

Our policy on E safety is set out in a separate policy. It acknowledges that children can be particularly vulnerable to exploitation over the internet and can also be the victim/perpetrator of cyber bullying. The school works pro-actively to educate pupils through the curriculum about safe internet use and also ensure pupils do not have access to inappropriate internet materials.

Health And Safety/ Educational Visits

Our Health & Safety policy and our Educational Visits Policy are set out in separate documents. They reflect the consideration we give to the protection of our children both within the school environment and when undertaking school trips and visits away from the school environment.

MONITORING AND EVALUATION

This policy will be monitored and reviewed, in conjunction with other relevant Policies, on an annual basis or as necessary to ensure that it is being applied correctly.