



**Beaumont
Primary
School**

A Learning Community Partnership

Safeguarding Children Policy

**Beaumont Primary School
Safeguarding Children Policy and Protocol**

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Assessment Service:	020 8726 6400
LADO: Steve Hall:	020 8239 4322 Ext. 84322
N.S.P.C.C. Child Protection Helpline	0808 800 5000 email: help@nspcc.org.uk

1. INTRODUCTION

Child Protection Policy Statement

At Beaumont Primary School we believe that it is always unacceptable for a child or young person to experience abuse of any kind and recognise our responsibility to safeguard the welfare of all children and young people, by a commitment to practice that protects them.¹ We recognise that safeguarding and children's welfare is everyone's responsibility; and as a small school with a nurturing close-knit ethos, we practise constant vigilance to ensure that Beaumont always provides a safe environment where children can learn and maximise their lifetime opportunities.

We recognise that:

- The welfare of the child 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. This policy applies to all children and young people.
- Working in partnership with children, young people, their parents and carers and other agencies is essential in promoting young people's welfare.

Purpose of Policy

To provide protection for the children who attend Beaumont Primary School and to provide staff and volunteers with guidance on procedures they should adopt in the event that they suspect a child may be experiencing, or be at risk of harm; together with a clear understanding of what constitutes abuse and the levels of confidentiality appropriate to safeguarding matters.

This policy applies to all staff, the Board of Governors, volunteers and sessional workers, agency staff, students or anyone acting on behalf of Beaumont Primary School.

This policy follows the statutory government guidance **Safeguarding Guidance 2019; Croydon LA Children Missing from Education and Pupils Leaving Roll 2017; Working Together to Safeguard Children 2015; Croydon Council LA approved Safeguarding Policy; the London Child Protection Procedures: 2015, Keeping Children Safe in Education 2015 and What to do if you're worried a child is being abused: 2006.**

All agencies in London have signed up to the London Procedures, which should be regarded as instructions to staff.

We will review our child protection policy and protocol at least annually to ensure they are still relevant and effective.

Framework for Beaumont Primary School's Policy

At Beaumont Primary School we fully appreciate how important it is for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action promptly. Poor practice includes: failing to act on and refer the early signs of abuse and neglect; poor record keeping; failing to listen to the views of the child; failing to re-assess concerns when situations do not improve; sharing information too slowly; and a lack of challenge to those who appear not to be taking action. Therefore, we ensure that we have robust practices in place, in which every member of staff is trained and regularly updated, so as to create a familiarity and clear understanding of every staff member's role in safeguarding all our children.

¹ Policy statement is taken and adapted from *Firstcheck*, NSPCC 2006.

At Beaumont, we follow our 4 P's framework:-

4 P's

Policy :

personalised to reflect culture of
Vigilance merge of safeguarding
2015 and statutory guidance 2016
and LA policy

Protocols:

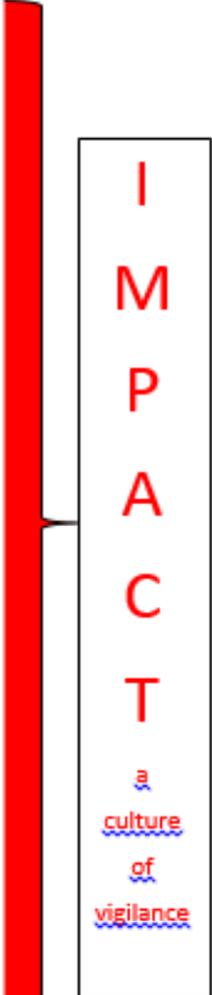
Safeguarding audit – action plan -
Single Central Record – special
attention to agency workers,
clubs, cleaning, kitchen.

Practice :

culture of vigilance, continuous
training, expectations - (NSPCC)
Incident / Safeguarding Records.
Children / Staff

Partnerships :

- outside agencies; early help;
- guidance, welfare & support –
pupils & families
- case studies
- NEST club



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GUIDELINES AND BEST PRACTICE

2. DEFINITIONS & PRINCIPALS

A child is any person who has not yet had their eighteenth birthday.

Government's specific ambition for children is that they will achieve the **Every Child Matters** key outcomes:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being.

3. DEFINITIONS OF ABUSE

The following definitions of abuse are set out in statutory government guidance and provide the framework for responding to risk to children.

Abuse and neglect are forms of maltreatment. A person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children and young people may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by a stranger.

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 fabricates the symptoms of, or deliberately induces, illness in a child - see definition of *Fabricated or Induced Illness*.

Emotional abuse : Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent effects on the child's emotional development and may involve:

- Conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Imposing age or developmentally inappropriate expectations 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
- Seeing or hearing the ill-treatment of another
- Serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children
- Exploiting and corrupting 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, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts.

Sexual abuse includes abuse of children through sexual exploitation.

Penetrative sex where one of the partners is under the age of 16 is illegal, although prosecution of similar age, consenting partners is not usual. However, where a child is under the age of 13 it is classified as rape under **Section 5 Sexual Offences Act 2003**.

Sexual abuse includes non-contact activities, such as involving children in looking at, or in the production of pornographic materials, watching sexual activities or encouraging children to behave in sexually inappropriate ways.

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 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)
- Ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

4. FURTHER DEFINITIONS

As well as the definitions above, there are circumstances which can be indicative of abuse, or constitute abuse and are in any case, damaging to children. All staff should have an awareness that behaviours linked to the likes of drug taking, alcohol abuse, truancy and sexting put children in danger. Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting.

Staff are aware of the need to act on concerns about the following:

Domestic (Family) Violence : Domestic or Family Violence adversely affects children, whether or not it is significant enough to warrant action under Child Protection Procedures.

When a member of staff becomes aware that a child may be living in a household where there is emotional, physical or sexual violence, they should attempt to find out whether the family are receiving help and should consider contacting the referral or advice lines below.

Bullying : Staff should be aware of and act in accordance with the Croydon Anti-Bullying Strategy.

Bullying is not acceptable behaviour. Staff members witnessing a child being bullied or receiving complaints over bullying have a duty to do whatever is within their power to stop the situation, while avoiding putting themselves or the child in danger.

Staff should always discuss instances of bullying with a senior manager. This should occur immediately if the situation is beyond their ability to deal with.²

It is important to be aware of the possible use of weapons to covertly, or overtly threaten. All actual or threatened use of weapons or threat of physical force must be reported to the Police.

² Guidance on early indicators of violent and aggressive behaviour may be found in the corporate safety policy on preventing violence to staff, and through the provision of appropriate instruction, training and supervision on practical conflict management (and associated) techniques.

Children Who Go Missing From Care and Home : The **London Child Protection Procedures** define a child as 'missing' if their whereabouts are unknown, whatever the circumstances of their disappearance.

Children who go missing place themselves at risk of substance abuse, exploitation and addiction. There is a very high correlation (probably 98%) between children who go missing and those who are sexually exploited. Missing children should be reported to the Borough Police Missing Persons Unit.

Further guidance from the DfE website:-

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/307867/Statutory_Guidance_-_Missing_from_care_3_.pdf

Children Missing From Education (CME) : A **Child Missing from Education** is defined by the DfE as "a child of compulsory school age who is not on a school roll, nor being educated otherwise (e.g. privately or in alternative provision) and who has been out of any educational provision for a substantial period of time (usually four weeks or more)." In Croydon, referrals for CME are accepted after 10 working days of reasonable checks being carried out by the educational provider and their Designated Safeguarding Lead.

In Croydon, the main reasons behind Children Missing from Education are the following circumstances:-

- Moving in and out of boroughs and beginning the school application process;
- Failure of schools to notify the Local Authority of a child being off-rolled, or being excluded;
- Withdrawal of a child from school by the parent/ carer;
- Failure to transition between schools;
- Disengagement;
- Frequent house moves, periods of homelessness or time spent in refuge/ temporary accommodation;
- Youth Offending Service involvement;
- Generational disengagement;
- Children of Gypsy, Roma and Travelling families;
- Children of immigrant families;
- Asylum seekers and unaccompanied minors (Looked After Children);
- Young carers;
- Children with Special Educational Needs;
- Children who are Privately Fostered or are known to Children's Social Care (e.g. CP Plan, Child in Need)
- Trafficked children;
- Children who have experienced domestic violence and other adverse family circumstances.

Contacts for CME Team

- Email: ChildrenMissingfromEducation@croydon.gov.uk
- Telephone: 0208 726 6000

Child Sexual Exploitation (CSE) : Child Sexual Exploitation involves exploitative situations, contexts and relationships where young people receive something (for example food, drugs, alcohol, gifts or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many different forms from the seemingly 'consensual' relationship to serious organized crime involving gangs and groups.

Exploitation is marked out by an imbalance of power in the relationship and involves varying degrees of coercion, intimidation and sexual bullying including cyberbullying and grooming.

It is important to recognise that some young people who are being sexually exploited do not show any external signs of this abuse and may not recognise it as abuse. Young people who go missing

can be at increased risk of sexual exploitation and so procedures are in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.

Schools will refer to the Multi-Agency Safeguarding Hub (MASH) if there is a concern that a young person may be at risk

Child Trafficking : Child trafficking is the recruitment and movement of children for the purpose of exploitation; it is a form of child abuse. Children may be trafficked within the Country, or from abroad. It overlaps with Sexual Exploitation and Private Fostering. Children may be trafficked for:

- Sexual exploitation
- Labour exploitation
- Domestic servitude
- Cannabis cultivation
- Criminal activity
- Benefit fraud
- Forced marriage
- Moving drugs.

Private Fostering : Private Fostering arrangement is one that is made privately between two parties without the involvement of the Local Authority for a child under the age of 16 (18 if disabled). This arrangement would be with someone who is not a parent or close relative, and lasts 28 days or more.

Private Fostering is used as a form of childcare by parents who are not able to take care of their child on a day to day basis, for whatever reason. However, unreported Private Fostering Arrangements can be used in order to exploit children.

The Law requires that the Local Authority should be informed at least six weeks in advance of a Private Fostering arrangement or 48 hours after the arrangement has been made if in an emergency. Social Workers will:

- Check the suitability of the Private Foster Carers through checks and assessment;
- Make regular visits to the child and monitor the standard of care; and
- Ensure that Private Foster Carers and birth families have all the necessary information and advice they require.

Forced Marriages : No faith supports the idea of forcing someone to marry without his or her consent. This should not be confused with arranged marriages between consenting adults.

Under-age Marriages : In England, a young person cannot legally marry or have a sexual relationship until they are 16 years old or more.

Female genital mutilation (FGM) : Female genital mutilation includes procedures that intentionally alter or injure the female genital organs for non-medical reasons. It is a surprisingly common form of abuse in the UK. FGM is carried out on children between the ages of 0–18, depending on the community in which they live. It is extremely harmful and has short and long term effects on physical and psychological health.

- FGM is internationally recognised as a violation of the human rights of girls and women, and is illegal in most countries, including the UK
- The school takes these concerns seriously and staff will be made aware of the possible signs and indicators that may alert them to the possibility of FGM. Any indication that FGM is a risk, is imminent, or has already taken place will be dealt with under the child protection procedures outlined in this policy
- Since 31 October 2015 it is a legal requirement to report known cases of FGM (visually identified or verbally disclosed) to the police under the FGM Mandatory Reporting Duty. Any such disclosures will be referred to the police by contacting them on the 101 number. This duty does not apply in relation to “at risk” or suspected cases. In these cases the Designated Person will make appropriate and timely referrals to MASH if FGM is

suspected. In these cases, parents will not be informed before seeking advice. The case will still be referred to MASH even if it is against the pupil's wishes.

Ritualistic Abuse : Some faiths believe that spirits and demons can possess people (including children). What should never be condoned is the use of any physical violence to get rid of the possessing spirit. This is physical abuse and people can be prosecuted even if it was their intention to help the child.

Safeguarding Children and Young People Vulnerable to Violent Extremism (PREVENT DUTY) : Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. As with managing other safeguarding risks, schools should be alert to changes in children's behaviour that could indicate that they are in need of protection.

- School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. This may include making a referral to the Channel programme" (Keeping Children Safe in Education, Department for Education, July 2015)
- Our school safeguarding policy therefore complies with the school's duty under Section 26 of the Counter Terrorism and Security Act 2015 in accordance with the Department of Education advice for schools specific guidance for schools.

5. WHAT TO DO IF YOU ARE CONCERNED THAT A CHILD IS BEING ABUSED

Guidelines for our staff are as follows. Also Appendix 1.

i. Responding to patterns of concern

If you recognise signs of abuse, keep a written record of any physical or behavioural signs or symptoms. If patterns emerge or signs become frequent report them to your designated child protection officer.

ii. The role of the school prior to referral

Normally you, or someone at school, should ask the parents for their explanation of your concerns and tell them that you are going to make a referral to Children's Social Care. Members of the Children's Workforce have a duty to act on child welfare concerns and their anonymity cannot be preserved.

However, you must not talk to the parents about concerns where it would jeopardise the child's safety, for example:

- There are concerns about Sexual Abuse
- The child appears very frightened of their parents and fears reprisals.

iii. Early Help Pathways

Working Together to Safeguard Children (2013) sets out a clear expectation that local agencies will work together and collaborate to identify those children with additional needs and provide support as soon as a problem emerges. Providing early help is far more effective in promoting the welfare of children – and keeping them safe – than reacting later, when any problems, for example neglect, may have become more entrenched. The importance of using a child centred approach in following the child's journey is also emphasised. All services which are provided must be based on a clear understanding of the needs and the views of the individual child in their family and community context:

Details of the services available and how they can be accessed are available online at

<https://www.practitionerspacecroydon.co.uk/wp-content/uploads/2014/05/Proof-E-140067-Early-help-guide-spreads.pdf>

iv. The Multi-agency Safeguarding Hub (MASH)

MASH is the Local Authority's 'front door' to manage all safeguarding referrals and to consider the most appropriate support available for families in need of help. The MASH team is made up of: Children's Social Care, Police Public Protection Desk, Health, Education, Youth Offending Service, Early Help and Youth Services, Probation and Housing.

MASH operates a safeguarding consultation line to provide safeguarding advice and consultation to professionals who would like to discuss the concerns they may have about a child/family. **This is for safeguarding advice only.**

- The contact number for the safeguarding consultation line is 020 8255 2888.
- For all other enquiries use 020 8726 6464.
- Out of hours duty team 0208 726 6400

v. Recording

When staff become aware of possible abuse, they must make a full written record as soon as possible and always within 24 hours of the situation arising. This may be recorded directly onto a Referral form, or if there is a lot of detail, be recorded in a separate appended document.

Recording should include as many of the following details as you know:

- Index details of the child, and if known, their family, or carers, alleged offenders, witnesses, other involved children. Index details are names, dates of birth, addresses, gender
- As much information as possible about the incident of concern i.e. what lead up to it, what was heard or witnessed, staff member's responses, location of the event, date, time and details of anyone present
- Any action taken by the member of staff as a result of the incident
- Other relevant background information.

When you record:

- Distinguish between fact and opinion
- Try to describe what happened fully but succinctly
- Make the recording legible
- Sign and date the recording and ensure your name and designation are clearly typed or printed.

It may be a good idea to record what you have seen on a body map for an accurate record that cannot be misinterpreted – see Appendix 2. Body maps may also be useful for your first aid records.

You should record only what you can see without removing additional clothing.

All records of child protection issues will be kept in a central, lockable, non-portable cabinet.

vi. Referral timescales

Referrals following specific incidents should be made within 24 hours. Where concern has built over a period of time, referral may be delayed. However, you must avoid long delays, based on the

fact that you cannot obtain a Designated Officer's agreement within the time scales above. If such a delay is likely, you must make the referral yourself.

vii. What to put in your referral

You should give as much of the following information as possible:

<u>Your Details:</u>	Name, designation and contact details Date and time of referral
<u>Subject Child(ren):</u>	Address, name, DOB
<u>Family Details:</u>	Address (s), names (including any aliases), (DOBs or ages) & the relationship to the subject child(ren) of ALL members of the household (& family if situation is complex, family members at other addresses) Details of regular household visitors, if known
<u>Summary of Concerns:</u>	What you have seen or heard to make you concerned Anything you have done in response to this Your assessments and opinions, specified as such

What You Think Should Happen

viii. Emergencies

If you believe a child is in immediate physical danger you should call the Police on 999.

If a child is injured or showing signs of illness, you should seek medical assistance and try to contact the child's carers, who will normally be able to consent to treatment. Depending on your degree of concern you may want to contact the London Ambulance Service immediately.

Dependent on age and understanding, the child may be able to consent to treatment, or medical staff may decide that the emergency is such that consent should be over ridden.

It is your responsibility to access help and try to access the child's parent or carer, not to determine consent issues.

ix. Disagreements about the need for referral

If staff and managers disagree about the need for a referral, they should seek advice. If the matter cannot be resolved, members of staff can make a referral in their capacity as a citizen.

x. Dissatisfaction with the response to referral

If you are dissatisfied with the outcome of your referral and particularly if you are concerned that a child may be left at risk, you must ask to talk to one of the managers in the service. If you continue to be concerned you may ultimately need to speak with the Service Manager or Service Lead.

6. HOW TO RESPOND TO A CHILD TELLING YOU ABOUT ABUSE

Sometimes you will be concerned about abuse because of what a child says to you. If this happens you should:³

- Stay calm and reassuring. Respond with tact and sensitivity and do not make judgements.
- Find a quiet place to talk and allow the child to speak in their own time (this should still be in the open but away from the crowd and you should tell someone else where you are going and with whom).
- Believe in what you are being told; take allegations or suspicion of abuse seriously.
- Listen, possibly confirm details but do not press for information or ask leading questions as this may void any disclosure you receive in a court case or investigation.⁴
- Make brief notes using the person's own words. Do not interpret what has been said or make assumptions.
- Say that you are glad that the child told you.
- Acknowledge that the child may have angry, sad or even guilty feelings about what happened, but stress that the abuse was not the child's fault.
- If necessary, seek medical help and contact the police or social services.
- Ensure the safety of the child and that they are away from the alleged abuser.
- Follow procedures for reporting allegations and suspicions to the designated child protection officer.

Do not:

- Promise confidentiality, but do discuss with the child who you need to tell.
- Investigate the allegation yourself and do not contact the parents/carers until advised to do so by the local authority/officer in charge of the allegation.
- If it will help the child to cope say that the abuser has a problem.
- Say that you will do your best to protect and support the child.

Acknowledge to yourself:

- That you may need help dealing with your own feelings and your employer/ organisation should provide additional support this could include a follow up session, time off or counselling.

7. SUSPICIONS ABOUT MEMBERS OF STAFF

i. Introduction

It is essential that any allegation of abuse made against a member of staff or volunteer is dealt with fairly, quickly, and consistently, in a way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

ii. What is meant by an allegation against a member of staff

You should be concerned if you believe that a member of staff 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

³ <http://www.kidscape.org.uk/professionals/childabuse.shtml>

How to respond to an abuse disclosure is taken partly from the Kidscape website.

⁴ Additional information on listening and questioning skills can be found at: NSPCC's website.
http://www.nspcc.org.uk/Inform/research/briefings/voice_of_the_child_wda81898.html

- Behaved towards a child or children in a way that indicates they are unsuitable to work with children

This part of the guidance applies whether the child is someone with whom the member of staff is acquainted through their work, is a family member, friend, or stranger. As well as the safety and wellbeing of the subject child and other involved children, it is important to consider the staff member's long term attitude, access and level of risk to children.

This part of the guidance applies to all staff whether the member of staff is paid, a volunteer, a permanent, or an agency member of staff. It includes anyone who has access to children, or data about them.

iii. Role of the LADO

Where there is reason to suspect that the individual of concern may be unsuitable to work with children, the matter must be reported to the Local Authority Designated Officer, who will decide where the threshold for investigation under Child Protection procedures is met and will make arrangements to coordinate activity. Once it is clear that the individual should be referred, this should occur without delay, so that an agreement can be made about immediate action and what information can and cannot be shared.

The Croydon LADO is: **Steve Hall**
Telephone number : 020 8726 6000 Ext.84322
Mail: LADO@croydon.gov.uk
Location : 4th Floor, Zone F, Bernard Weatherill House, 8 Mint Walk, Croydon, CR0 1EA

iv. Action

If you are concerned that a member of staff may have abused a child you must:

- Ensure that the child or young person is safe
- Make a written note of the concerns ensuring names and times are clearly recorded.
- Do not speak to the child, young person or the member of staff in respect of the allegation
- Talk immediately to your Designated Child Protection Officer and decide who is going to discuss the matter with the LADO
- If your concern relates to the Designated Child Protection Officer, discuss with the LADO in Children's Quality Assurance immediately
- Where a member of staff has obviously assaulted a child or young person the Police should be informed.

In deciding whether to take immediate action in respect of the member of staff against whom the allegation was made, it will be necessary to balance any ongoing risks to children, against the risks of alerting the member of staff in such a way that they may silence children, or destroy evidence.

A member of staff may be suspended with immediate effect by the Head Teacher if there are grounds for concern. However, the LADO should be consulted before action is taken.

v. What happens after referral

Following referral to the Contact Centre / Assessments, the Team will forward the matter to Children's Quality Assurance, who will:

- Undertake checks on those involved
- Decide whether an multi agency Allegations Strategy Meeting is required
- If a multi-agency meeting is required, convene it, normally within 2 working days
- Provide advice and guidance to employers

- Track the different processes to their conclusion including any criminal investigation.

vi. Management oversight and supervision

Case Supervision is vital to sound child protection practice. Supervision is a formal process, in which the supervisor helps the practitioner to review and reflect on their work with the child about whom there are child protection concerns and their family. It is important that the supervisor is able to:

- Relate child protection procedures and what works in child protection practice to the particular case
- Help the practitioner think about the way in which the relationships between the child the family and the professional group, affect them and their work
- Challenge and check

Sometimes Case Supervision will be undertaken by the person who has overall responsibility for the individual's workload, performance and development. In very small organisations, or organisations which are unused to safeguarding and child protection, this may not be possible. Where management and supervision are separate, the supervisor and manager must liaise. It may be necessary for such organisations to negotiate together to obtain supervision support.

8. CONFIDENTIALITY & INFORMATION SHARING

Information may be shared to protect a child or vulnerable person, or to prevent a crime. Early sharing of information is the key to providing effective early help where there are emerging problems. The *Data Protection Act* is not a barrier to sharing information, but provides a framework to ensure that personal information about living persons is shared appropriately.

When working with children, guarantees of absolute confidentiality must not be given. Those working with children should tell them that information will be shared if it is necessary to keep a child or vulnerable adult safe.

Staff should be open and honest with the child (and their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.

Staff should seek advice if they are in any doubt.

Staff should follow the normal rules for safe data storage and transfer.

Recording should include the decision and the reasons for it – whether it is to share information or not. It should include what was shared, with whom and for what purpose.

9. CONTINUING WORK FOLLOWING A REFERRAL TO CHILDREN'S SOCIAL CARE (CSC) IN CROYDON

A member of staff may be asked to remain involved with a child or a process, following referral to CSC. They may be asked to:

- Continue their normal level of contact with the child and report back to the Social Worker, if there is one
- They or their manager may be asked to attend a Child Protection Conference
- A manager in the service may be asked to take action in relation to a member of staff about whom there have been allegations.

CREATING A CHILD PROTECTIVE CONTEXT

INTRODUCTION

At Beaumont Primary School, we create a nurturing, protective, community environment in full recognition that children are best protected in a context where their welfare is taken into account in all aspects of their school life and where there is proper planning for events and activities. Every adult – whether staff member, governor or volunteer - associated with Beaumont is engaged in providing a positive framework for pupils to learn and thrive supported by our robust practices and procedures which ensure that our safeguarding structures work.

10. OUR MANAGEMENT OF SAFEGUARDING

i. **Legislation and the law**

The Beaumont Board of Governors ensure that they comply with their duties under legislation. They must have regard to government guidance to ensure that the policies, procedures and training in the schools is effective and complies with the law at all times.

There is a Safeguarding Lead Governor who takes leadership responsibility for the school's safeguarding arrangements, policies and procedures.

The Headteacher ensures that the above policies and procedures, adopted by the board of Governors, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.

ii. **Designated Child Protection Officer**

The designated person (and their deputy) complete child protection awareness training and have a good understanding of 'What to do if you are worried a child is being abused'.

The role of the designated child protection person is to:

- Know about the signs and symptoms of abuse and know how abusers behave.
- Ensure the organisation's child protection policy and procedures are followed and updated.
- Ensure information is shared appropriately.⁵
- Receive and record information from anyone who has concerns and store information in a locked drawer/cupboard.
- Assess the information promptly and carefully, clarifying or obtaining more information when they need to.
- Consult initially with a statutory child protection agency; such as the local children's social care teams or the NSPCC's child protection helpline (0808 800 5000), to talk about any doubts or uncertainty.
- Make a formal referral to a statutory child protection agency or police.

11. CODE OF CONDUCT / BEHAVIOUR FOR EVERYONE

At Beaumont, the Code of Conduct is for all staff, governors and volunteers involved in the school.

⁵ See page 55 of 'What to do if you are worried a child is being abused'. This resource can be accessed at: <https://www.education.gov.uk/publications/standard/publicationdetail/page1/DFES-04320-2006>

Every adult understands that you must:

- Treat all children equally and with respect
- Provide an example of good conduct you wish others to follow
- Ensure that, whenever possible, there is more than one adult present during activities with children (or where the staff member or volunteer is under 18) or at least that you are within sight or hearing of others. If you are asked to talk in private ensure someone else knows where you are and leave a door ajar or stay in clear view, always make a note of the conversation, tell the child or young person they are free to leave or stop talking at anytime
- Respect a young person's right to personal privacy/encourage young people and adults to feel comfortable and caring enough to point out attitudes or behaviour they do not like
- Remember that someone else might misinterpret your actions, no matter how well intentioned
- Be aware that physical contact with a child may be misinterpreted
- Recognise that special caution is required when you are discussing sensitive issues with children
- Operate within the school's principles and guidance and any specific procedures
- Challenge unacceptable behaviour and report all allegations/suspensions of abuse.

and that you must not:

- Engage in sexual activity with a young person (even if they are over 18) you have met through your duties within the organisation, this would be an abuse of trust
- Invite a child to your home or arrange to see them outside set activity hours
- Give out personal contact details or contact them unnecessarily outside of activity hours
- Give child gifts personally, any appropriate gifts such as token birthday gifts should come from the organisation. You should not accept gifts from children unless they are small token gifts appropriate to a celebration e.g. end of the school year. All gifts must be reported to the Head teacher
- Lend or borrow any money or property
- Allow yourself to be drawn into inappropriate attention-seeking behaviour/make suggestive or derogatory remarks or gestures in front of children
- Jump to conclusions about others without checking facts
- Either exaggerate or trivialise child abuse issues
- Show favouritism to any individual
- Rely on your good name or that of the organisation to protect you.
- Believe 'it could never happen to me'
- Take a chance when common sense, policy or practice suggests another more prudent approach
- Allow abusive peer activities e.g. initiation ceremonies, bullying or horse play.

You should give guidance and support to inexperienced helpers. Our staff relationships are based on mutual respect and we embrace fully that it is everyone's responsibility to ensure a positive working environment.

12. STAFF/VOLUNTEER SELECTION AND TRAINING

All Beaumont staff and volunteers are selected based on their suitability to the role. All staff/volunteers are required to complete the recruitment process before activity commences.

Job descriptions and personal specifications will be made for each new role/position and agreed with staff/volunteers.

Staff/volunteer's ability to deal with disclosures should be assessed. Special consideration should be given when recruiting under 18s.

All staff/volunteers will be required to:

- Complete an application form.
- Provide proof of identity and qualifications.
- Provide two references who may be contacted before interview.
- Attend an interview, with at least two interviewers.
- Explain gaps in employment.
- Complete a self-disclosure form.
- Obtain a full disclosure through checks from the Disclosure and Barring Service (DBS) (when they will be in contact with children or vulnerable adults both directly and indirectly).
- Complete an agreed probationary period.
- Undertake induction and training.

The Head Teacher reviews all of the recruitment material to decide whether the individual is appropriate to work with children. Advice will be sought when recruiting someone with a criminal record. This will come from the Designated Safeguarding Professional and a member of Human Resources, if available.

Any applicant refusing to go through the vetting and barring system or DBS check will not be employed as a paid member of staff or as a volunteer if their role includes regulated or (and currently) controlled activities that require registration. Current definitions of controlled and regulated activity can be found on the DBS website.

The Disclosure and Barring Service (DBS) Process (former CRB)

All staff and volunteers will go through DBS checks as necessary.

All staff/volunteers who have regular, unsupervised access to children or vulnerable adults will need a DBS check, as will the designated person for child protection.

Staff/volunteers who have regular contact with children and young people through mixed groups (activities that both adults and children participate in together), and who have positions of responsibility and trust where contact with children is possible will also need a DBS check.

13. ONLINE SAFETY

As schools increasingly work online, at Beaumont we ensure that the children are safeguarded from potentially harmful and inappropriate online material. This is done through appropriate filters and having appropriate monitoring systems in place. Beaumont has a robust online policy and practices which are closely adhered to by all staff, governors and volunteers. (see Online Safety Policy)

The children are given full instruction in responsible and safe use before being allowed internet access through the curriculum as part of personal, social, health and economic education. An Online Safety lesson is taught each term to cover the use of the internet at home and at school as part of a clear, progressive Online Safety education programme throughout all Key Stages, built on LA/London/national guidance.

Pupils are taught a range of skills and behaviours appropriate to their age and experience, including:-

- to STOP and THINK before they CLICK;
- to be aware that the author of a website/page may have a particular bias or purpose and to develop skills to recognise what that may be;
- to understand how search engines work;

- to understand 'Netiquette' behaviour when using an online environment/email i.e. be polite, no bad or abusive language or other inappropriate behaviour, keeping personal information private;
- to understand how photographs can be manipulated and how web content can attract the wrong sort of attention;
- to understand why online 'friends' may not be who they say they are and to understand why they should be careful in online environments;
- to understand why they should not post or share detailed accounts of their personal lives, contact information, daily routines, photographs and videos and to know how to ensure they have turned on private settings;
- to understand why they must not post pictures or videos of others without their permission;
- to know not to download any files, such as music files, without permission.

As part of the Staff Code of Conduct and training, all adults are familiar with the school's policy, including:

- safe use of email
- safe use of internet including use of internet-based communication services, such as instant messaging and social networks
- safe use of school network, equipment and data
- safe use of digital images and digital technologies, such as mobile phones and digital cameras
- publication of pupil information/photographs and use of the website
- e-bullying/cyberbullying procedures
- their role in providing Online Safety education for pupils

14. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

We recognise that children with special educational needs and disabilities can face additional safeguarding challenges. All our policies and procedures reflect the fact that additional barriers can exist when recognising abuse and neglect in this group of children.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in overcoming these barriers

15. BEAUMONT PRIMARY SCHOOL BUILDING SECURITY

As part of creating a safe environment for the children at Beaumont Primary School, we have a range of barriers preventing general access to the school grounds and building with safeguards in place so that we are constantly aware of everyone within the school grounds.

The school is surrounded by a thick, high hedge and secure fencing with security controlled gates for general access. The hedge running along Old Lodge Lane prevents easy vision of the playing fields to avoid the children being observed by casual passers-by.

The school gates are locked at 9am and reopened at 3pm. Children and their accompanying adult who arrive after 9am registration report to the school office before going to their classrooms.

There is CCTV monitoring 8 points around the school including all pedestrian and car entrance points, the car park, the paths leading to the playground, the top playground and rear of the school.

We have a speaker phone entrance system for all arrivals (pedestrian and car) requesting access during school day. The school office verifies all requests before opening the school gates.

All staff members sign into and out of the Staff Register. A record is kept of staff car registrations, if they park in the school car park. All staff wear an identification badge with their photograph.

16. CONTRACTORS AND VISITORS

We ensure that any contractor, or any employee of the contractor, who is to work at the school has been subject to the appropriate level of DBS check. Contractors engaging in regulated activity will require an enhanced DBS certificate (including barred list information). For all other contractors who are not engaging in regulated activity, but whose work provides them with an opportunity for regular contact with children, an enhanced DBS check (not including barred list information) will be required. Under no circumstances will a contractor in respect of whom no checks have been obtained be allowed to work unsupervised, or engage in regulated activity.

The identity of contractors and their staff is checked in the school office on arrival at the school and they must all sign into the visitor register for the duration of their time in school. All contractors wear a visitor badge as identification during their time in school.

Whilst the school does not have the power to request DBS checks and barred list checks, or ask to see DBS certificates, for visitors, no adult is allowed onto the school premises without coming via the school office and signing into the visitor register held there. All visitors wear a visitor badge as identification throughout their time spent in the school. The Headteacher identifies the need to escort or supervise visitors where appropriate.

17. COMPLAINTS PROCEDURE AND WHISTLEBLOWING

Beaumont Primary School learns from complaints and uses them to improve our practices. The school has adopted the Local Authority Approved Policy.

Complaints are any clear expression of dissatisfaction with the school that calls for a response. The procedure deals with specific concerns including: a risk to the health or safety of any individual or improper conduct or unethical behaviour or inappropriate behaviour in relation to children.

Anyone may make a complaint including children, parents/carers, volunteers, paid workers, or other people outside the school.

All complaints will be treated seriously whether made in person, by telephone, by letter, by fax, or by e-mail. Complaints will be dealt with promptly, politely, and with respect – give timescales to resolve.

Complaints will be taken in person, in writing or by telephone by a member of the management team/senior workers. Formal complaints should be written down in as much detail as possible, including names of people the complaint has already been taken to.

Complaints can be made anonymously although a name and contact details would help for further investigation.

Initial complaints will be dealt with by the class teacher (or by a member of the Senior Leadership Team where appropriate) within a reasonable timeframe based on the nature of the complaint and time required to investigate the details.

If you feel that your complaint has not been dealt with to a satisfactory level please refer to the School's Complaints Policy. The school follows the 4 stage complaints process as advised by the Local Authority.

Whistle blowing is supported when reporting concerns of actual or possible unethical, illegal or unprofessional conduct by anyone within the organisation. Complaints should be reported through normal line management unless they are unable to deal with the matter, in which case it should be taken to the management team.

Links to other policies (not an exhaustive list)

- Online Safety Policy
- Staff Code of Conduct
- Attendance Policy
- Behaviour and Discipline Policy
- Confidentiality Policy
- Data Protection Policy
- Disclosure and Barring Policy
- Personal, Social, Health and Citizenship Education Policy
- Prevent Duty and Anti-Radicalisation / Extremism Policy
- Sex and Relationship Education Policy
- Special Educational Needs Policy
- Volunteers in School Policy
- Whistleblowing Policy

Policy of Equality Statement

The Board of Governors and the School is committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief.

Date: Summer Term 2021

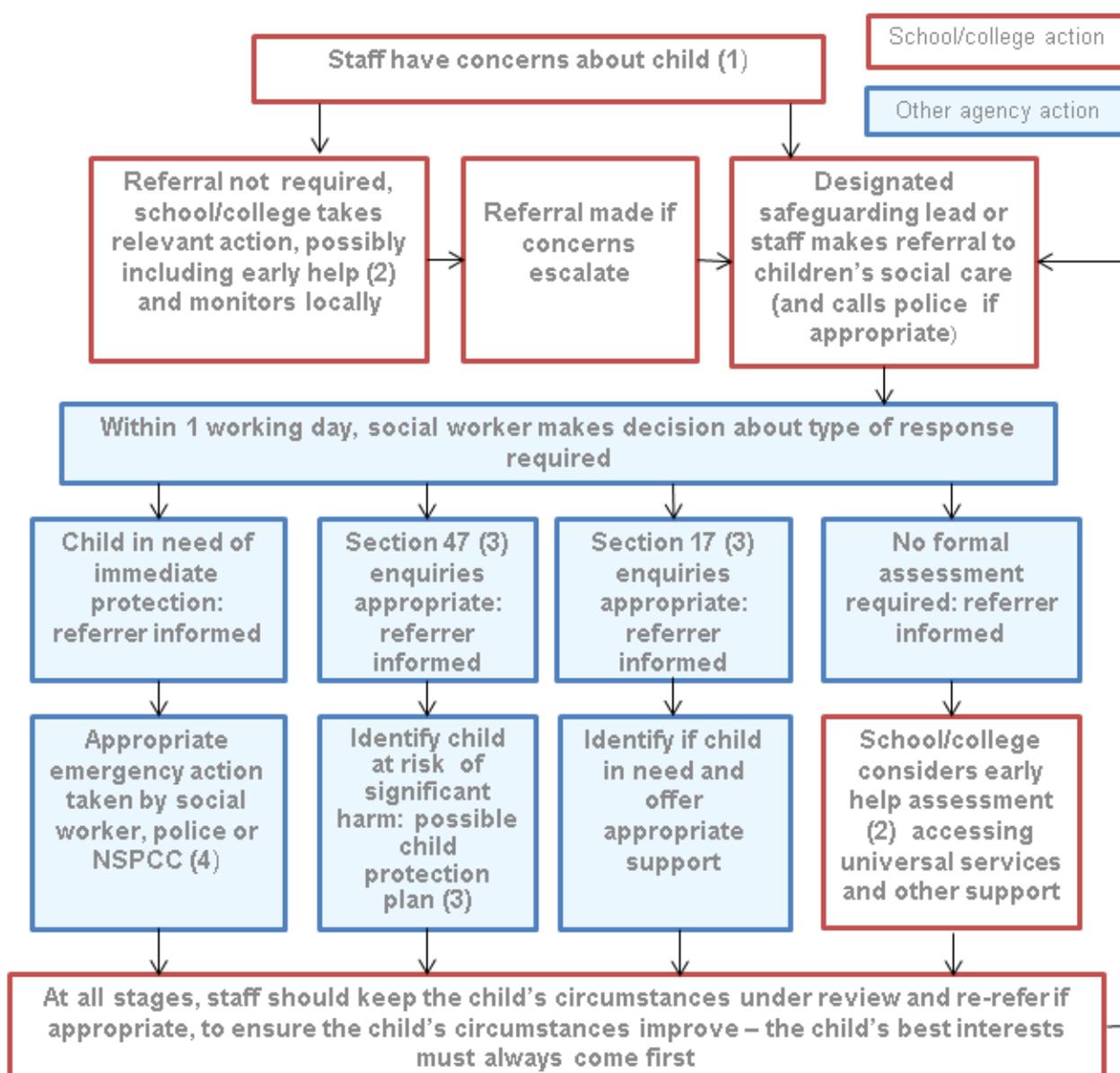
Review Date: Summer Term 2022

APPENDIX 1

ACTIONS FLOWCHART

Department of Education – Keeping Children Safe in Education Statutory Guidance:
September 2019

Actions where there are concerns about a child



APPENDIX 2 BODY MAP

Child body map

