

Coppermill Primary School



Child Protection and Safeguarding Policy

Adopted and adapted from the LBWF model policy

Changes ratified by the Governing Body on: 09 February 2017

To be reviewed: Annually

Next review: Summer 2018

Named personnel with designated responsibility for Safeguarding

Academic year	Designated Safeguarding Lead	Deputy Designated Safeguarding Leads	Nominated Safeguarding Governor	Chair of Governors
2017 - 2018	Figen Bektaşoğlu Headteacher	Will Power & online safety lead Assistant Headteacher. Caroline Airey Senior Teacher	Katie Pomeroy	James Percival

Named personnel with designated responsibility regarding allegations against staff

Academic year	Designated Senior Manager	Deputy Designated Senior Manager	Chair of Governors
2017 - 2018	Figen Bektaşoğlu Headteacher	William Power Assistant Headteacher	James Percival

Dates the Safeguarding Policy is reviewed and dates of any safeguarding audits

Review Date	Changes made/Details of action plan	By Whom
26.01.17 23.02.16	Safeguarding Audit Review Audit of Single Central Record	F. Bektaşoğlu/Katie Pomeroy Katie Pomeroy
31.01.17	Reviewed Safeguarding and Child Protection Policy for FGB ratification	F. Bektaşoğlu
15.05.17	Waltham Forest Section 11/Section 175 Safeguarding Audit	F. Bektaşoğlu/Nicolianna Petridou

Dates of staff training and details of course title and training provider

Whole School	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead
Safeguarding Children 02/09/16 Headteacher Prevent and Community Cohesion 28.10.15 FGM training 24.05.2016 Hibo Wardere	Safeguarding Certificate for Designated Lead Professionals - 28.09.15 LBWF Advanced Safeguarding and Child Protection Training Kidscape 8/3/17	Safeguarding Certificate for Designated Lead Professionals – 27.06.14 LBWF Advanced Child Protection Training Kidscape 28/06/2016

The Headteacher, School Business Manager, Senior Administrator and Inclusion Leader all hold current safer recruitment certificates.

Introduction

This policy is in line with statutory guidance for schools and colleges; Keeping Children Safe in Education (2016), Working Together to Safeguard Children (2015) and London Child Protection Procedures (5th Edition) 'What to do if you are worried a child is being abused' 2015.

This policy also includes our responsibilities with regard to the Prevent Strategy 2011.

This policy applies to all adults, including volunteers, working in or on behalf of the school.

The **Teacher Standards 2012** state that teachers, including headteachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

- The statutory guidance **Keeping Children Safe in Education 2016** is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2011. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children. Unless otherwise stated, 'school' in this guidance means all schools, whether maintained, non-maintained or independent, including academies and free schools, alternative provision academies and pupil referral units. 'School' includes maintained nursery schools. 'College' means further education colleges and sixth form colleges as established under the Further and Higher Education Act 1992. And relates to their responsibilities to children under the age of 18 (but excludes 16-19 academies and free schools, which are required to comply with relevant safeguarding legislation by virtue of their funding agreement)
- All staff must read Part One of this guidance and staff can find a copy in the staffroom and staff handbook

This policy applies to all adults, including volunteers, working in or on behalf of the school.

Everyone working in or for our school service shares an objective to help keep children and young people safe by contributing to:

- providing a safe environment for children and young people to learn and develop in our school setting, and
- identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting

School commitment

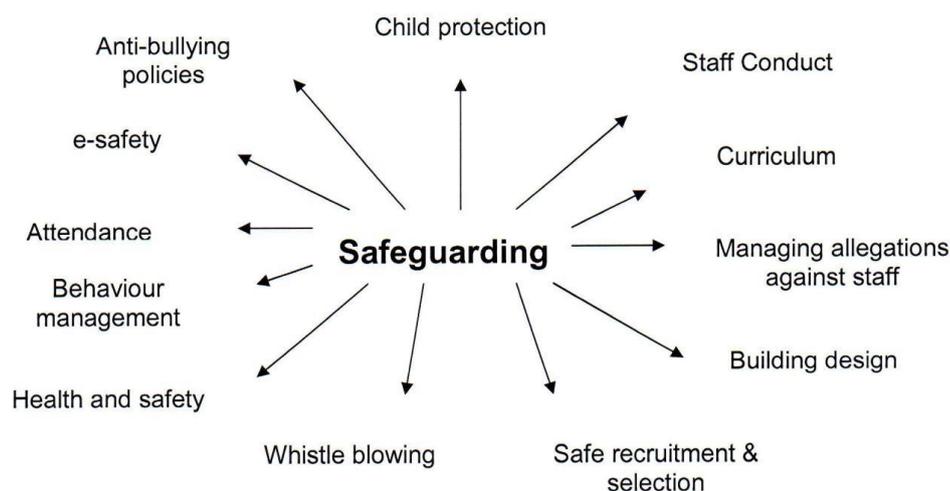
Coppermill is committed to Safeguarding and Promoting the Welfare of all of its pupils. Each pupil's welfare is of paramount importance.

We recognise that:

- Some children may be especially vulnerable to abuse
- Children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging
- Children can be victims and perpetrators of abuse
- Children who harm others may have been abused themselves
- Allegations can be made against staff, however careful and safer recruitment practices are in place.

This policy will be updated annually and known to everyone working in the school and the governing body. It will be available to parents on request.

There will be an annual safeguarding audit questionnaire of safeguarding policy and practice (carried out under section 175 of the Education Act 2002). See Appendix 1 – Schools Safeguarding Audit Questionnaire.



Providing a safe and supportive environment

Safer recruitment and selection

- The school pays full regard to 'Keeping children safe in education' guidance issued by the DFE in September 2016. We ensure that all appropriate measures are applied in relation to everyone who works in the school and who is therefore likely to be perceived by the children as a safe and trustworthy adult. This includes volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checks with the Disclosure and Barring Service (DBS): <http://www.homeoffice.gov.uk/agencies-public-bodies/dbs/>
- In line with statutory changes, underpinned by regulations, the following will apply:
 - DBS and barred list checks will be undertaken for all posts that are deemed regulated activity, and for all other posts an enhanced DBS check will be undertaken

unless they are supervised roles that are deemed not to meet the definition of regulated activity;

- This school is committed to keeping an up to date single central record detailing a range of checks carried out on our staff
- All new appointments to our school workforce who have lived outside the UK will be subject to additional checks as appropriate
- Our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy
- Identity checks that must be carried out on all appointments to our school workforce before the appointment is made, in partnership with the Local Authority (LA)
- Staff responsible for recruiting and appointing will be suitably qualified

The following staff have successfully completed the Safer Recruitment training or other appropriate Safe Recruitment training:

Figen Bektaşoğlu	Headteacher
Monica Obiols	Inclusion Leader
Nicolianna Petridou	School Business Manager

Safe practice

Our school has a Code of conduct for employees, which complies with the current - *October 2015, Safer recruitment consortium - Guidance for safer working practice for adults who work with children and young people in education settings:*

<http://www.saferrecruitmentconsortium.org>. We ensure that information in this guidance regarding conduct is known to all staff, visitors and volunteers who come into the school.

Safe working practice ensures that pupils are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- work with other colleagues where possible in situations that could be open to question;
- discuss and/or take advice from school management over any incident which may give rise for concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of diversity issues;
- be aware of information-sharing and confidentiality policies;
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

Information about safeguarding for pupils

Through PSHE and P4C and other curriculum opportunities, pupils are helped to talk about their feelings to deal with assertively with pressures and know whom they can turn to for advice and help.

All pupils know that we have a senior member of staff with responsibility for safeguarding and know who this is. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.

Partnership with parents

The school shares a purpose with parents to educate and keep children safe from harm and to have their welfare promoted. We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child. The school will, in most circumstances, endeavour to discuss all concerns with parents about their children. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with the London Child Protection procedures). The school will, of course, always aim to maintain a positive relationship with all parents. The school's child protection policy is available on request.

Partnerships with others

Our school recognises that it is essential to establish positive and effective working relationships with other agencies that are partners of the Waltham Forest Safeguarding Children Board. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

School training and staff induction

The school's senior member of staff and governor with designated responsibility for safeguarding will undertake multi-agency safeguarding awareness and designated safeguarding leads training and refresh this training at two- yearly intervals. All other school staff, including non-teaching staff, will undertake appropriate induction training or safeguarding/child protection training to equip them to carry out their responsibilities for safeguarding effectively, which is kept up to date by refresher training at three yearly intervals. All staff (including temporary staff and volunteers) are provided with the school's safeguarding policy and informed of school's safeguarding arrangements on induction.

Support, advice and guidance for staff

Staff will be supported by Figen Bektaşoğlu (Designated Safeguarding Lead) and Caroline Airey (Deputy Designated Safeguarding Lead). The Designated Safeguarding Lead (DSL) will be supported by Katie Pomeroy (Safeguarding Governor). The DSL will know how to access the on-line London Child Protection Procedures. If you are not sure whether or not to make a referral to Children's Social Care, you can contact the Children's Referral and Advice Team based at Juniper House. (See Appendix 2 – Key Contacts for Child Protection Issues in Waltham Forest).

Related school policies

'Safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health and safety, bullying and a range of other issues, for example, arrangements for meeting the medical needs of children providing first aid, school security, drugs and substance misuse, positive behaviour etc. There may also be other safeguarding issues that are specific to the local area or population.

Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying is thought to result in up to 12 child suicides each year. All incidences of bullying should be reported and will be managed through our anti-bullying procedures. All pupils and parents receive a copy of the anti-bullying procedures on joining the school and the subject of bullying is addressed at regular intervals in the personal, social and health education (PSHE) curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Headteacher will consider implementing safeguarding procedures.

E-safety

The school recognises that its pupils will use mobile phones and computers at some time. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, web cam photography or face-to-face meetings. Cyber-bullying by pupils via emails and texts will be treated as seriously as any other type of bullying and managed through our anti-bullying procedures. The school has an e-safety policy that is known to all staff and pupils.

Photography and images

To protect pupils we will:

- seek parental consent for photographs to be taken or published (for e.g., on our website or in newspapers or publications)
- use only the pupil's first name with an image
- ensure pupils are appropriately dressed
- encourage pupils to tell us if they are worried about any photographs that are taken of them

Children missing from school and education

The school follows the "Safeguarding Children Missing from School" section of the London Child Protection Procedures and will refer all cases of concern to the Education Welfare Officer (EWO) and Children's Social Care. Where parents inform our school that they wish to 'home educate' their child, our school will inform the EWO who will implement the "Children Educated Otherwise than at School" procedure.

In Waltham Forest, the Social Inclusion Service within Education is responsible for the delivery of CME (Children Missing from Education) duties defined by the Education Act Amendments.

Extended school and off-site arrangements

Where extended school activities are provided by and managed by the school, our own safeguarding policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

Confidentiality

The school will operate with regard to “Information Sharing: Information sharing guidance for practitioner’s and managers guide” HM Government, 2006

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277834/information_sharing_guidance_for_practitioners_and_managers.pdf and have a clear and explicit confidentiality policy.

“Where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child’s safety and welfare must be the overriding consideration. “

The school policy should indicate:

- a) When information must be shared with police and Social Care where the child/young person is / may be at risk of significant harm
- b) When the pupil’s and/or parent’s confidentiality must not be breached
- c) That information is shared on a need to know basis

Pupil information

The School’s record-keeping policy for child welfare and child protection is consistent with DFE guidance, which is known to all staff.

In order to keep children safe and provide appropriate care for them, our school requires accurate and up to date information regarding:

- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility (if different from above)
- emergency contact details (if different from above)
- details of any persons authorised to collect the child from school (if different from above)
- any relevant court orders in place including those, which affect any person’s access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- if the child is or has been subject to a child protection or care plan
- name and contact detail of G.P.
- any other factors which may impact on the safety and welfare of the child

The school will collate, store and agree access to this information.

All child protection documents will be retained in a ‘Child Protection’ file, separate from the child’s main file. The main file will clearly show an alert that a child protection file exists and the location of this. This child protection file will be locked away and only accessible to the Headteacher and senior designated person. These records will be copied and transferred to any school or setting the child moves to, clearly marked ‘Child Protection, Confidential, for attention of Designated Person Child Protection.’ Original copies will be retained according to school policy on retention of records.

Roles and responsibilities

Our Governing Body will ensure that:

- the school has a safeguarding policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request;
- the school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;

- the school follows the London Child Protection procedures for dealing with allegations of abuse against staff and volunteers
- a senior member of the school's leadership team is designated to take lead responsibility for safeguarding (and deputy);
- they have a named governor lead for safeguarding;
- staff undertake appropriate safeguarding/child protection training, at regular intervals;
- they remedy, without delay, any deficiencies or weaknesses regarding safeguarding arrangements;
- a governor is nominated to be responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse being made against the headteacher ;
- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and liaises with the school on these matters where appropriate;
- they review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged

Our Headteacher will ensure that:

- the policies and procedures adopted by the Governing Body or Proprietor are fully implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities; and
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with the agreed Whistle Blowing Policy (Appendix 3);
- key staff have completed Safer Recruitment training
- the procedure for managing allegations against staff is known to staff and displayed in staff rooms;
- operate the procedure for managing allegations effectively and refer relevant concerns to the Local Authority Designated Officer (LADO);
- appoint a deputy senior manager to deal with allegations against staff in the absence of the Headteacher

Senior member of staff with designated responsibility for child protection will:

Referrals

- refer cases of suspected abuse or allegations to children's social care and maintain a record of all referrals;
- act as a source of support, advice and expertise within the educational establishment and have access to the on-line London Child Protection Procedures;
- liaise with the Headteacher to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role.

Training

- recognise how to identify signs of abuse and know when it is appropriate to make a referral;

- have knowledge of the Escalation Policy (Appendix 5), the Local Authority Designated Officer (LADO) role, conduct of a child protection case conference and be able to attend and contribute to these;
- ensure that all staff have access to and understand the school's safeguarding policy;
- ensure that all staff have induction training;
- keep detailed, accurate and secure written records;
- obtain access to resources and attend any relevant or refresher training courses at least every two years.

Raising awareness

- ensure the safeguarding policy is updated and reviewed annually and work with the Governing Body regarding this;
- ensure parents are made aware of the safeguarding policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later;
- where a child leaves the establishment, ensure the child protection file is copied for the new establishment ASAP and transferred to the new school separately from the main pupil file.

All staff and volunteers will:

Fully comply with the school's policies and procedures, attend appropriate training and inform the designated lead of any concerns.

Identifying children and young people who may be suffering significant harm

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs, which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns. As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached his/her 18th birthday.

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another;

Development means physical, intellectual, emotional, social or behavioural development; **Health** includes physical and mental health; **Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them, or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of or deliberately induces illness in a child.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, 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. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food and clothing, 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 caretakers)
- ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

Prevent Duty

All schools are now subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 to "*have due regard to the need to prevent people from being drawn into terrorism*". Schools need to protect children from extremist and violent views in the same way that they help to safeguard children from other forms of harm, such as drugs, gangs and neglect. Therefore at Coppermill we need to ensure that our safeguarding practice is exemplary and we are vigilant and take responsibility to protect our pupils from all forms of harm, including radicalisation and extremism.

We are fully aware and committed to the on-going protection and safety of our pupils, staff and wider community in accordance with DfE guidance '*Working together to Safeguard Children*' (2015) and '*Keeping Children Safe in Education*' (2015). An integral part of that work relates to the government's Prevent strategy and the duties it places on academic institutions.

We will safeguard our pupils by staff being alert to issues including:

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups
- Graffiti symbols, writing or art work promoting extremist messages or images
- Pupils accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture.

We will educate our children by:

- Teaching them about the appropriate use of social media and the dangers of downloading and sharing inappropriate material
- Embedding our school ethos of valuing and celebrating our diverse harmonious community
- Continuing to place a strong emphasis on the common fundamental values that all cultures share such as mutual respect and tolerance amongst our diverse community
- Consistently delivering a broad and balanced curriculum
- Broadening their experiences through visits to a range of places including places of worship; and preparing them for life in contemporary Britain.
- Teaching our pupils to respect and value the diversity around them as well as developing their understanding as to how to make safe, well-considered decisions.

Female Genital Mutilation (FGM)

- It is illegal in the UK to subject a girl or woman to FGM or to assist a non-UK person to carry out FGM overseas. For the purpose of the criminal law in England, Wales and Northern Ireland. FGM is mutilation of the labia majora, labia minora or clitoris.
- FGM is prevalent in 28 African countries as well as in parts of the Middle East and Asia.
- It has been estimated that over 20,000 girls under the age of 15 are at high risk of FGM in the UK each year and that 66,000 women in the UK are living with the consequences, although its true extent is unknown due to the hidden nature of the crime.
- While the average age for the procedure is 14, recent research suggests it is becoming more common for it to take place at a younger age, between the ages of 6-9 years old.
- It is important not to assume that it could not be practised in our communities as combinations of culture, tradition and religion can be very complex. FGM is practised by families for a variety of intertwined reasons but often in the belief that it is beneficial for the girl or woman.
- FGM constitutes a form of child abuse and violence against women and girls, and has severe short-term and long-term physical and psychological consequences.

- Staff awareness training in FGM will be incorporated into the Safeguarding training which every member of staff is given on at least an annual basis, from September 2015.
- It is important not to reveal that any enquiries might be related to FGM, as this could increase the risk to the girl. It is also advised that staff do not engage at this stage with the pupil's family or others within the community.
- The School's Designated Safeguarding Lead will share any concerns that the school has with Children's Social Care. Children's Social Care may approach the police for assistance and there may be a joint investigation.
- Particular attention may be given to other family members who might also be at risk.
- If it is believed that the child is in immediate danger then the Police will be contacted as FGM is a criminal offence, and taking children out of the country for this procedure is also a criminal offence.

Source of information – *Female genital mutilation: multi-agency practice guidelines, reviewed July 2014.*

We recognise that further information and support is available from the Multi-Agency Safeguarding Hub (0208 496 2310) and the Local Authority's Community Safety Team (0208 496 3000).

Taking action to ensure that children are safe at school and at home

All staff to follow the London Child Protection Procedures, which are consistent with 'Working Together to Safeguard Children' and 'What to do if you are worried a child is being abused.'

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the designated safeguarding lead (or another senior member of staff in the absence of the designated person) prior to any discussion with parents.

Staff must immediately report:

- 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
- 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 about or by a child/young person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)
- information which indicates that the child is living with someone who does not have parental responsibility for them (private fostering)

Responding to disclosure

Disclosures or information may be received from pupils, parents or other members of the public. The school recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly 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 a contemporaneous record.

Principles

Staff will not investigate but will, wherever possible, listen, record and pass on information to the designated person in order that s/he can make an informed decision of what to do next.

Child Protection Disclosures – What to do?

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- clarify the information
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- tell the child he/she is not to blame and that you believe them.

- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the senior designated person. Never tell a child you will keep what they have told you secret
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and that the person will be involved as appropriate
- Make arrangements to speak to the child at a later date if they wish
- make a written record of what the child has said as soon as possible using the Record Form (Appendix 6)

Action by the designated safeguarding lead (or other senior person in their absence)

- Following any information raising concern, the designated safeguarding lead will:
- consider the child's wishes and feelings, but not promise confidentiality
- consider any urgent medical needs of the child
- make an immediate referral to Children's Referral and Advice Team if there has been a disclosure and/or allegation of abuse or there are clear grounds for concerns about the child's safety and well-being
- consult with a member of the Children's Referral and Advice Team at Juniper House if they are uncertain whether or not a referral is required

- In consultation with the Children's Referral and Advice Team at Juniper House, decide:
- wherever 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 social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately
- contact the designated officer for safeguarding in another agency if that agency is working with the family
- **OR**
- not to make a referral at this stage, but retain the information in written notes on the child's school file
- if further monitoring is necessary and agree who and how this will be undertaken
- if it would be appropriate to undertake an assessment (e.g. 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. All referrals to social care for children living in Waltham Forest needs to be completed using the Multi-agency Referral of a Child in Need form (Appendix 7).

Action following a child protection referral

The designated safeguarding lead or other appropriate member of staff will:

- maintain contact with the allocated Social Worker
- contribute to the Strategy Discussion and Strategy meeting

- provide a report for, attend and contribute to any Initial and Review Child Protection Conference
- share the content of this report with the parent, prior to the meeting
- attend Core Group Meetings for any child subject to a Child Protection Plan or Child in Need meeting for any child subject to a Child in Need Plan
- where a child on a child protection plan moves from the school or goes missing, immediately inform the key worker in Social Care

Dealing with disagreement and escalation of concerns

The designated safeguarding lead or other appropriate member of staff will:

- contact the line manager in children’s social care if they consider that the social care response to a referral has not led to the child being adequately safeguarded and follow this up in writing
- contact the line manager in children’s social care if they consider that the child is not being adequately safeguarded by the child protection plan and follow this up in writing

Supporting the child and working in partnership with parents

We will provide a secure, caring, supportive and protective relationship for the child. The school recognises that the child’s welfare is paramount. Good child protection practice and a good outcome for the child relies on a positive, open and honest working partnership with parents. Whilst we may, on occasion, 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. We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Safeguarding Lead will determine which members of staff “need to know” personal information and what they “need to know” for the purpose of supporting and protecting the child. Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why

Allegations regarding person(s) working in or on behalf of the school (including volunteers)

Where an allegation is made against any person working in or on behalf of the school that he or she has:

- a. behaved in a way that has harmed a child or may have harmed a child;
- b. possibly committed a criminal offence against or related to a child or
- c. behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children (see publication Dealing with allegations of abuse with teachers and other staff)

We will apply the same principles as in the rest of this document and we will always follow the procedures outlined in the London Child Protection Procedures for managing allegations against people who work with children. This includes allegations against staff in their personal lives. Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly, in line with agreed initial procedures and outcomes recorded.

Initial procedures to an allegation or concern:

Initial action by person receiving or identifying an allegation or concern

- treat the matter seriously and keep an open mind
- make a written record of the information using the Record Form in Appendix 6, including the time, date and place of incident/s, persons present and what was said and sign and date this
- immediately report the matter to the DSL or deputy in their absence or where the DSL is the subject of the allegation

Initial action by the Designated Safeguarding Lead

If the DSL is the subject of the allegation, then the Chair of Governors will take the following action.

- obtain written details of the concern or allegation but do not investigate or interview child, adult or witnesses
- contact the LADO within 1 working day
- discuss with the LADO next steps using the London Child Protection Procedures Flow Charts Allegations/Concerns Against Staff (Appendix 4)
- inform the Chair of Governors of the allegation

Subsequent action by the Designated Safeguarding Lead

- conduct a disciplinary investigation, if an allegation indicates the need for this
- contribute to the child protection process by attending strategy meetings
- maintain contact with the LADO
- ensure clear and comprehensive records regarding the allegation, and action taken and outcome are retained on the staff member's personnel file
- consider along with Human Resources and the LADO whether a referral to the DBS should be made

Children who harm others

Our School recognises that the harm caused to children by the harmful and bullying behaviour of other children can be significant. Children who harm others should be held responsible for their harmful behaviour and the school staff alerted to the fact that they are likely to pose a risk to other children in the school, home and community.

Where this harm involves sexual abuse, serious physical or serious emotional abuse, the safeguarding procedures set out in this policy will be applied. This school recognises that children who harm others are likely to have considerable needs themselves and may have experienced or be experiencing significant harm to themselves.

Referrals

Where a child has caused significant harm to another child, through sexual abuse or serious physical or emotional abuse, the school will make separate referrals to children's social care of the victim(s) and perpetrator(s). Our school will be mindful of the sections in the London Child Protection Procedures concerning "Harming Others" and "Sexually Active Children" and work closely with social care, the police and other agencies following the investigation of a referral.

APPENDIX 1

Safeguarding in Education Service

SCHOOLS SAFEGUARDING AUDIT QUESTIONNAIRE

School/Unit/Establishment Coppermill Primary School

Standard 1

A school/unit/educational establishment should have a named Designated Safeguarding Lead and Deputy Designated Safeguarding Lead.

(It is the responsibility of the Headteacher to ensure that the school/unit/education establishment has a named Designated Safeguarding Lead and Deputy Designated Safeguarding Lead. In the absence of the named person the Headteacher will be the Designated Safeguarding Lead)

Name of Designated Safeguarding Lead

From September 2015:

Figen Bektaşoğlu - Headteacher

School E-mail Address:

admin@coppermill.waltham.sch.uk

Emergency contact number of Designated Safeguarding Lead **(only to be used when absolutely necessary and will remain confidential)**

Name of Deputy Designated Safeguarding Lead

From September 2015:

Caroline Airey – Senior Teacher

School E-mail Address:

admin@coppermill.waltham.sch.uk

Emergency contact number of Deputy Designated Safeguarding Lead **(only to be used when absolutely necessary and will remain confidential)**

Name of Governor responsible for Safeguarding

From September 2015:

Katie Pomeroy – Co-Opted Governor

E-mail Address (if possible):

admin@coppermill.waltham.sch.uk

Does your school/unit/establishment website clearly identify the Headteacher and provide information on how to contact the Governing Body?

Yes No

Standard 2

Has the Designated Safeguarding Lead attended Child Protection Training for Designated Safeguarding Leads within the last two years?

Yes No

If yes, please state the name of the organisation and the date of training
Safeguarding Certificate for Designated Lead Professionals - 28.09.15 - LBWF

Has the Deputy Designated Safeguarding Lead attended Child Protection Training for Designated Safeguarding Leads within the last two years?

Yes	No
<input checked="" type="checkbox"/>	<input type="checkbox"/>

If yes, please state the name of the organisation and the date of training
Safeguarding Certificate for Designated Lead Professionals – 27.06.14 - LBWF

Has the Governor responsible for Safeguarding attended Child Protection Training within the last three years?

Yes	No
<input checked="" type="checkbox"/>	<input type="checkbox"/>

If yes, please state the name of the organisation and the date of training

21/03/2016 - NSPCC

If you have a Child Protection team within your school/unit/establishment, how many people are in this team **(including the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead stated in Standard 1)**? Two

Please state names, roles and date of training **(excluding the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead stated in Standard 1)**?

Have all staff including volunteers had Child Protection Awareness/Safeguarding training within the last three years?

Yes	No
<input checked="" type="checkbox"/>	<input type="checkbox"/>

If yes, please state the name of the training organisation and the date of training
Safeguarding Children in Education Level 1 training - 04.11.13 and 25.11.13 - LBWF

Are the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead aware of the following training?

- Child Protection Training for Designated Safeguarding Leads
- Safeguarding Surgeries
- Waltham Forest Safeguarding Children Board (WFSCB) Multi-Agency Training

Yes	No
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>

Standard 3

Does the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead know how to access the Safeguarding in Education website?

Yes	No
<input checked="" type="checkbox"/>	<input type="checkbox"/>

If yes, do they know how to access the following sections from the Safeguarding in Education website?

	Yes	No
• Forms and useful documents	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Guidance documents	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• London child protection procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Local guidances, policies and procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Serious case reviews	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Useful contacts	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Useful links	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Training & events	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Latest news	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Standard 4

Are all school staff including volunteers kept informed of the WFSCB and London Child Protection Procedures? Yes No

Are all school staff including volunteers given the names of the Designated and Deputy Designated Safeguarding Leads? Yes No

Standard 5

Does your school/unit/establishment have an up to date Safeguarding Policy? Yes No

How are staff (Sta), volunteers (Vol), parents (Par) and pupils (Pup) made aware of the school/unit/establishment Safeguarding Policy?

	Sta (✓)	Vol (✓)	Par (✓)	Pup (✓)
• Staff Meetings	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Training Inset Days	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Newsletters	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Notice Boards	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Assembly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Parents' Evenings	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Inductions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• School Website	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	Yes	No
Do you consider your school/unit/establishment to be fully conversant in all expectations of Safeguarding?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Do you feel confident your school/unit/establishment Safeguarding processes are up to date and robust?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Standard 6

Does your school/unit/establishment have an E-Safety Policy?

Are all staff (Sta), volunteers (Vol), parents (Par) and pupils (Pup) aware of the E-Safety Policy?	Sta (✓) <input checked="" type="checkbox"/>	Vol (✓) <input checked="" type="checkbox"/>	Par (✓) <input checked="" type="checkbox"/>	Pup (✓) <input checked="" type="checkbox"/>
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Standard 7

Do appropriate (trained) staff, attend Child Protection Conferences when required? Yes No

Are reports prepared before the Conferences in the format approved by the WFSCB and as required by the London Child Protection Procedures?

Standard 8

If the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead require advice or support, which of the following do they access

- | | |
|---|---|
| <ul style="list-style-type: none"> • Children’s Referral and Advice Team • Safeguarding in Education Service or Safeguarding Adviser for Early Years and Education • Child Protection Co-ordinators • LADO (Local Authority Designated Officer) | <p>(✓)</p> <input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> |
|---|---|

Standard 9

	CIN	CP	LAC
	(✓)	(✓)	(✓)
Do you keep separate Child in Need (CIN), Child Protection (CP) and Looked after Children (LAC) files, which are regularly updated?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Are these files kept in a secure and confidential place? Yes No

Standard 10

Safer recruitment training became mandatory for the recruitment of school staff from 1 January 2010. This means a recruitment panel must have at least one member who has

completed the training; or where an individual is in charge of recruitment, that individual must have completed the training. It is the responsibility of schools to comply.

Do you consider your school/unit/establishment to be fully conversant in all expectations of Safer Recruitment? Yes No

Do you feel confident your school/unit/establishment Safer Recruitment processes are up to date and robust? Yes No

How many people are accredited and trained in Safer Recruitment in your school? Four

Please state names, roles and date of training **(Please complete in full)**

Name	Role	Date of Training
Figen Bektaşoğlu	Headteacher	22/10/2014
Monica Obiols	Inclusion Leader	14/10/2015
Nicolianna Petridou	School Business Manager	07/01/2015

Would you value Safer Recruitment refresher training? Yes No

Standard 11

When an allegation of abuse has been made against the Headteacher, Governor or a member of staff, are the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead aware of the procedures the school/unit/establishment must follow? Yes No

Does the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead and Senior Members of Staff have the contact details of the LADO and know where they are located? Yes No

Completed by Caroline Airey

Designation: Deputy Designated Safeguarding Lead Date: 01.07.15
(updated)

Rita Ali
Waltham Forest Council
Safeguarding in Education Service
C/o Quality Assurance Service
Juniper House
221 Hoe Street
Walthamstow
London E17 9PH

020 8496-4368.

APPENDIX 2

Key Contacts for Child Protection Issues in Waltham Forest

The following details relate to key personnel in Child Protection who can be contacted should any child protection issues arise.

Name	Agency	Contact details
Designated Doctor for Child Protection	Waltham Forest PCT	020 8430 7893 07795 548987
Nurse Consultant for Child Protection	Waltham Forest PCT	020 8430 7906 Fax: 020 8430 7981
Named Nurse for Child Protection for Waltham Forest PCT	Waltham Forest PCT	020 8430 7827/7822 Fax: 020 8430 7981
Named Nurse for Child Protection at Whipps Cross Hospital	Whipps Cross University Hospital Paediatric A&E	020 8535 6855 bleep 514 Pager: 08700555500 ask for 850122 Secretary: Ext 5072
Named Doctor	Whipps Cross University Hospital	020 8430 7893 bleep 901
Police Referral Desk	Police Child Abuse & Investigation (CAIT) Team	020 8345 3633 020 8345 3693
Named Nurse for Safeguarding	North East London Foundation Trust (NELFT)	0844 600 1201 Ext 4237
Child & Family Consultation Service (CFCS)	North East London Foundation Trust (NELFT)	0844 600 1247
Interim Divisional Director for Children & Families	Waltham Forest Children & Young People Services	020 8496 3206
Safeguarding in Education Service	Waltham Forest Children & Young People Services	020 8496 8277 020 8496 6310
Local Authority Designated Officer (LADO) – Quality Assurance Service (formerly Child Protection, Partnership & Planning)	Waltham Forest Children & Young People Services	020 8496 3646
Duty Child Protection Co-ordinators – Quality Assurance Service (formerly Child Protection, Partnership & Planning)	Waltham Forest Children & Young People Services	020 8496 8279
Group Manager – Quality Assurance Service (formerly Child Protection, Partnership & Planning)	Waltham Forest Children & Young People Services	020 8496 8276
Group Manager – Children in Care Service	Waltham Forest Children & Young People Services	020 8496 8388
Team Manager – Children with Disabilities Team	Waltham Forest Children & Young People Services	020 8496 1232

Head of Service – Children’s
Safeguarding & Family Support
Deputy Heads of Service –
Children’s Safeguarding &
Family Support

Waltham Forest Children &
Young People Services
Waltham Forest Children &
Young People Services

020 8496 8398

020 8496 1375 020 8496
2338

APPENDIX 3

Safeguarding children: whistle blowing

A model policy for London Borough of Waltham Forest Schools

This guidance is written for staff ¹ working with children and young people in education settings including maintained schools.

Staff must acknowledge their individual responsibility to bring matters of concern to the attention of senior management and/or relevant agencies. Although this can be difficult this is particularly important where the welfare of children may be at risk.

You may be the first to recognise that something is wrong but may not feel able to express your concerns out of a feeling that this would be disloyal to colleagues or you may fear harassment or victimisation. These feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. Remember it is often the most vulnerable children or young person who is targeted. These children need someone like you to safeguard their welfare.

Don't think what if I'm wrong - think what if I'm right

Reasons for whistle blowing

- Each individual has a responsibility for raising concerns about unacceptable practice or behaviour
- To prevent the problem worsening or widening
- To protect or reduce risks to others
- To prevent becoming implicated yourself

What stops people from whistle blowing

- Fear of starting a chain of events which spirals out of control
- Disrupting the work or project
- Fear of getting it wrong
- Fear of repercussions or damaging careers
- Fear of not being believed

How to raise a concern

- You should voice your concerns, suspicions or uneasiness as soon as you feel you can. The earlier a concern is expressed the easier and sooner action can be taken
- Try to pinpoint exactly what practice is concerning you and why
- Approach your immediate manager, Designated Teacher for Child Protection, or Head teacher
- If your concern is about your immediate manager/Head teacher, speak to the Chair of Governors or if you feel you need to take it to someone outside the school, contact the Education Safeguarding Service
- Make sure you get a satisfactory response - don't let matters rest

- Ideally, you should put your concerns in writing, outlining the background and history, giving names, dates and places wherever you can
- **A member of staff is not expected to prove the truth of an allegation but will need to demonstrate sufficient grounds for the concern.**

¹ Staff includes any adult, paid or voluntary, who works in a school or educational establishment within the Local Authority.

What happens next:

- You should be given information on the nature and progress of any enquiries
- Your employer has a responsibility to protect you from harassment or victimisation.
- No action will be taken against you if the concern proves to be unfounded and was raised in good faith
- Malicious allegations may be considered as a disciplinary offence

Self-reporting

There may be occasions where a member of staff has a personal difficulty, perhaps a physical or mental health problem, which they know to be impinging on their professional competence. Staff have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered to the member of staff concerned. Whilst such reporting will remain confidential in most instances, this cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children.

Further advice and support

It is recognised that whistle blowing can be difficult and stressful. Advice and support is available from your line manager, HR department and/or your professional or trade union.

"Absolutely without fail- challenge poor practice or performance. If you ignore or collude with poor practice it makes it harder to sound the alarm when things go wrong" (reproduced with acknowledgement to "Sounding the Alarm" – Barnardos)

Safeguarding in Education Service
 Tel: 0208 496 4368
 Email: joyce.agyekum@walthamforest.gov.uk

With acknowledgement to Surrey Children's Services for their Model Policy on "Whistle Blowing"

RECORD OF CONCERN



Safety and Welfare concern form must be completed immediately after your conversation with the child and not during.

Child's details				
Name	Class	Year Group	DOB	Gender
Incident details				
Date	Time	Place		
Nature of concern/conversation with the child (continue on a separate sheet if necessary)				
Describe any marks you have seen - noting size and position on the body				
Name:		Signed		
Designated safeguarding officer				
Actions to be taken				
Name:		Signed		

