



## MONKFRITH SCHOOL

### SAFEGUARDING & CHILD PROTECTION POLICY 2014

**Designated Teacher: Jeanette Adak**

<b>Important Telephone Numbers</b>	<b>Local Authority Designated Officer</b>	020 8359 4540
	<b>Social Services Referrals</b>	
	<b>Out of Hours Social Services</b>	
	<b>Police</b>	

#### AIMS OF THIS POLICY

To ensure that children are effectively safeguarded from the potential risk of harm at Monkfrith Primary School and that the safety and well-being of the children is of the highest priority in all aspects of the school's work. It is the responsibility of all members of the school community to ensure children are safe and protected inside and outside of school. To help the school maintain its ethos whereby staff, pupils, parents and governors feel able to articulate any concerns comfortably, safe in the knowledge that effective action will be taken as appropriate.

#### PURPOSE OF THIS POLICY

To ensure that all members of the school community are aware of their responsibilities in relation to safeguarding and child protection and:

- know the procedures that should be followed if they have a cause for concern
- know where to go to find additional information regarding safeguarding
- are aware of the key indicators relating to child abuse
- fully support the school's commitment to safeguarding and child protection

#### PRINCIPLES

Section 175 of the Education Act 2002 gives maintained schools a statutory duty to promote and safeguard the welfare of children, and have due regard to guidance issued by the Secretary of State. Monkfrith School recognises its legal and moral duty to promote the well-being of children, protect them from harm and respond to child abuse. We believe that every child regardless of age has at all times and in all situations a right to feel safe and protected from any situation or practice that may result in a child being physically or psychologically damaged. We agree that we have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our teaching and learning, extracurricular activities, pastoral care and extended school activities. In order to achieve this, all members of staff (including volunteers and governors) in the school, in whatever capacity, will at all times, act proactively in child welfare matters, especially, where there is a possibility that a child may be at risk of significant harm.

The school seeks to adopt an open and accepting attitude towards children as part of their responsibility for pastoral care. The school hopes that parents and children will feel free to talk about any concerns and will see school as a safe place if there are any difficulties at home.

Children's worries and fears will be taken seriously if they seek help from a member of staff. Staff must follow safeguarding guidelines and always refer to senior managers or the Child Protection officer. In our school, if we have suspicions that a child's physical, sexual or emotional well-being is being, or is likely to be, harmed, or that they are being neglected, we will take appropriate action in accordance with the procedures issued by Barnet Safeguarding Children Board.

Therefore, to fulfill our commitment to safeguarding, we will:

- ensure that teachers and other members of staff (including volunteers) in the school are an integral part of the child safeguarding process
- accept totally that safeguarding children is an appropriate function for all members of staff in the school, and wholly compatible with their primary pedagogic responsibilities
- recognise that safeguarding children in this school is a responsibility for all staff, including volunteers, and the Governing body
- ensure through training and supervision that all staff and volunteers in the school are alert to the possibility that a child is at risk of suffering harm, and know how to report concerns or suspicions
- designate a senior member of staff with knowledge and skills in recognising and acting on child protection concerns. He or she will act as a source of expertise and advice, and is responsible for coordinating action within the school and liaising with other agencies
- ensure (through the designated member of staff) that staff with designated responsibility for child protection will receive appropriate training to the minimum standard set out by the Barnet Safeguarding Children Board
- share our concerns with others who need to know, and assist in any referral process
- ensure that all members of staff and volunteers who have suspicion that a child may be suffering, or may be at risk of suffering significant harm, refer such concerns to the Designated member of staff, who will refer on to Children's Social Care in accordance with the procedures issued by Barnet Safeguarding Children Board
- safeguard the welfare of children whilst in the school, through positive measures to address bullying, especially where this is aggravated by sexual or racial factors, disability or special educational needs, cyber bullying or Internet technologies
- ensure that all staff are aware of the child protection procedures established by Barnet Safeguarding Children Board and, where appropriate, the Local Authority, and act on any guidance or advice given by them
- ensure through our recruitment and selection of volunteers and paid employees that all people who work in our school are suitable to work with children
- act swiftly and make appropriate referrals where an allegation is made that a member of staff has committed an offence against a child, harmed a child, or acted in a way that calls into question their suitability for working with children

## **DESIGNATED MEMBER OF STAFF**

The designated senior member of staff (designated person) for safeguarding protection in this school is: Jeanette Adak (Head teacher)

In her absence, these matters will be dealt with by: the Deputy Head (Jude Deasey) or Hilary Whent (SENCO)

The designated person is key to ensuring that proper procedures and policies are in place and are followed with regard to child safeguarding issues. They will also act as a dedicated resource available for other staff, volunteers and governors to draw upon.

The school recognises that:

- the designated person need not be a teacher but must have the status and authority within the school management structure to carry out the duties of the post – they must therefore be a senior member of staff in the school
- all members of staff (including volunteers) must be made aware of who this person is and what their role is
- the designated person will act as a source of advice and coordinate action within the school over child protection cases
- the designated person will need to liaise with other agencies and build good working relationships with colleagues from these agencies
- they should possess skills in recognising and dealing with child welfare concerns
- appropriate training and support should be given
- the designated person is the first person to whom members of staff report concerns

The designated person is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by the BSCB

To be effective they will:

- Act as a source of advice, support and expertise within the school and be responsible for coordinating action regarding referrals by liaising with Children's Social Care and other relevant agencies over suspicions that a child may be suffering harm
- Cascade safeguarding advice and guidance issued by the Barnet Safeguarding Children Board
- Where they have concerns that a referral has not been dealt with in accordance with the child protection procedures, ask the Head of Safeguarding to investigate further
- Ensure each member of staff and volunteers at the school, and regular visitors (such as Education Welfare Officers, LA advisors, trainee teachers and supply teachers) are aware of and can access readily, this policy
- Liaise with the head teacher (if not head teacher) to inform him/her of any issues and ongoing investigations and ensure there is always cover for the role
- Ensure that this policy is updated and reviewed annually and work with the designated governor for child protection regarding this
- Be able to keep detailed accurate secure written records of referrals/concerns, and ensure that these are held in a secure place
- Ensure parents are aware of the child protection policy in order to alert them to the fact that the school may need to make referrals. Raising parents' awareness may avoid later conflict if the school does have to take appropriate action to safeguard a child

- Where children leave the school roll, ensure any child protection file is transferred to the new school as soon as possible but certainly within the 15 day national requirement, separately from the main file, and addressed to the designated person for child protection. Ensure that if a child is not in school and no message has been received, school will ring home to check where the child is and take appropriate action where required
- Where a child leaves and the new school is not known, ensure that the local authority is alerted so that the child's name can be included on the database for missing pupils

**The designated person also has an important role in ensuring all staff and volunteers receive appropriate training. They should:**

- Attend training in how to identify abuse and know when it is appropriate to refer a case
- Have a working knowledge of how Barnet Safeguarding Children Board operates and the conduct of a child protection case conference and be able to attend and contribute to these when required
- Attend any relevant or refresher training courses and then ensure that any new or key messages are passed to other staff, volunteers and governors
- Make themselves (and any deputies) known to all staff, volunteers and governors (including new starters and supply teachers) and ensure those members of staff have had training in child protection. This should be relevant to their needs to enable them to identify and report any concerns to the designated teacher immediately

### **DESIGNATED GOVERNOR**

The Designated Governor for Safeguarding at this school is: Janet Frost

Where appropriate, the Governors will ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under inter-agency procedures.

The Governors will ensure that the designated member of staff for child protection is given sufficient time to carry out his or her duties, including accessing training.

The Governors will review safeguarding practices in the school on a regular basis, and no less than annually, to ensure that:

- The school is carrying out its duties to safeguard the welfare of children at the school
- Holds a yearly monitoring meeting with designated safeguarding lead with an agreed focus
- Members of staff and volunteers are aware of current practices in this matter, and that staff receive training where appropriate
- Child protection is integrated with induction procedures for all new members of staff and volunteers
- The school follows the procedures agreed by Barnet Safeguarding Children Board, and any supplementary guidance issued by the Local Authority
- Only persons suitable to work with children shall be employed in the school, or work here in a voluntary capacity
- Where safeguarding concerns about a member of staff are raised, take appropriate action in line with BSCB Allegations against Staff Procedures and BMBC Disciplinary Procedures

## **RECRUITMENT**

In order to ensure that children are protected whilst at this school, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised.

We accept that it is our responsibility to follow the guidance set out in “Safeguarding Children and Safer Recruitment in Education”, in particular we will ensure that the following checks are satisfactorily completed before a person takes up a position in the school:

- Identity checks to establish that applicants are who they claim to be
- Academic qualifications, to ensure that qualifications are genuine
- Professional and character references prior to offering employment
- Satisfy conditions as to health and physical capacity
- Previous employment history will be examined and any gaps accounted for.
- DBS checks e.g., through birth certificate, passport, new style driving licence, etc

## **VOLUNTEERS**

We understand that some people otherwise unsuitable for working with children may use volunteering to gain access to children; for this reason, any volunteers in the school, in whatever capacity, will be recruited in line with BMBC Recruitment Policy. ‘Working with Volunteers’ policy is in place and WWV1 forms are used for all volunteers working within school.

## **INDUCTION & TRAINING**

All new members of staff will receive induction training, which will give an overview of Monkfrith School and ensure they know its values, structure and procedures relating to identifying and reporting abuse, and confidentiality issues.

All new staff at the school (including volunteers) will receive child protection information and a copy of this policy on starting their work at the school.

All staff will be expected to attend training on safeguarding children that will enable them to fulfil their responsibilities in respect of child protection effectively. The school will provide access to this training and new staff will also, as part of their induction, complete the on line safeguarding training through BPSI.

Staff will attend refresher training every three years, and the designated person every two years. Staff visiting the school for short periods of time e.g. 1 day supply cover, will receive information in relation to designated safeguarding and expected procedures. (See induction policy)

All adults are strongly encouraged to attend safeguarding training. Attendance at school training will be open to parent helpers, volunteers, extended schools providers, governors and any other parties that come in to contact with children on a regular basis. These staff will also be signposted to the online training available via the BPSI website.

For staff and governors who are unable to access face to face Safeguarding awareness training the school expects them to complete online training as above. All NQTs are expected to have completed Safeguarding awareness training prior to commencing their employment.

## **DEALING WITH CONCERNS**

Members of staff and volunteers must not investigate suspicions; if somebody believes that a child may be suffering, or may be at risk of suffering significant harm, they must always refer such concerns in line with DFE and BSCB Procedures. A 'Cause for Concern' is an action, observation or discussion that makes you feel anxious or worried about the well-being or safety of a child.

To this end, volunteers and staff will follow the procedures below;

- All causes for concern must be recorded immediately and in writing on the 'cause for concern' record sheet by the person with the concern.
- This must then be passed to the designated teacher immediately, who will decide on the appropriate actions, completing the 'for designated teacher use' section of the cause for concern sheet.

Any further discussions, telephone calls or meetings in relation to the child must be recorded on the monitoring record sheet.

We will ensure that all members of staff and employees are familiar with the procedures for keeping a confidential written record of any incidents and with the requirements of Barnet Safeguarding Children Board. Where any member of staff fails to report their concerns, this may be dealt with as a disciplinary matter.

If any member of staff has reasonable suspicion that a child is suffering harm, and fails to act in accordance with this policy and Barnet Safeguarding Children Board procedures, we will view this as misconduct, and take appropriate action

A code of conduct in relation to safeguarding has been agreed and adopted by all adults working with children at Monkfrith Primary School. Any member of staff who does not adhere to the policy will be subject to disciplinary procedures

A Whistle Blowing policy in relation to safeguarding (appendix 1) to supplement the BMBC corporate policy has been agreed in order to support the school ethos where pupils and staff can talk freely about concerns knowing they will be listened to and appropriate action taken.

There are a range of mechanisms in place to ensure that pupils feel comfortable to express their concerns to adults for example:

- Through encouragement to discuss issues at school assemblies
- Via the school council meetings
- An open approach to discussing issues with staff

### **PHYSICAL CONTACT AND RESTRAINT**

Members of staff may have to make physical interventions with children. Members of staff will only do this in line with school policy. See The Use of Force to control or restrain pupils policy.

### **ALLEGATIONS AGAINST MEMBERS OF STAFF**

If anyone makes an allegation that any member of staff (including any volunteer or Governor) may have:

- committed an offence against a child
- placed a child at risk of significant harm
- behaved in a way that calls into question their suitability to work with children

The allegation will be dealt with in accordance with national guidance and agreements, as implemented locally by BSCB.

The head teacher, rather than the designated member of staff will handle such allegations, unless

the allegation is against the head teacher, when the chair of governors will handle the school's response.

The head teacher (or chair of governors) will collate basic information about the allegation, and report these without delay to the Local Authority Designated Officer (LADO).

The LADO will discuss the concerns and offer advice and guidance on how the situation will be managed and if a strategy meeting will be required.

### **OUT OF SCHOOL HOURS CLUBS AND ACTIVITIES ORGANISED BY SCHOOL OR THIRD PARTIES**

Where the Governing Body transfers control of use of school premises to bodies (such as sports clubs) to provide out of school hours activities, we will ensure that these bodies have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the bodies.

### **CONTRACTED SERVICES**

Where the Governing Bodies contracts its services to outside providers, we will ensure that these providers have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the provider.

### **MOBILE PHONES**

All phones should be switched to 'off' or 'silent' if kept in classrooms and should not be on display. They should be kept in bags or pockets. Phones should never be answered whilst teaching. No member of staff should use their own phone to take photographs of pupils.

### **SOCIAL NETWORKING SITES**

Teachers or teaching assistants should not have parents/governors as 'friends'. All staff should have the highest security setting to prevent pupils or parents accessing profiles. Staff should not engage in conversations about pupils on their or their friends' profiles. Photographs of pupils should not be used on personal profiles or anywhere else.

**CYBER BULLYING:** see CB policy.

### **PARENTS & CARERS**

This policy will be available to download from the school website. Paper copies are available on request from the school office.

### **PROVISION TO HELP PUPILS STAY SAFE**

Safeguarding permeates through all aspect of the wider school curriculum. Parents agreeing to help with transport to and from events must follow the instructions given by school staff about who they will take in their car.

### **IMPLEMENTATION, MONITORING, EVALUATION AND REVIEW**

All adults in school will receive a copy of this policy and will be asked to sign to say that they have read and agree to follow its procedures. It will be discussed at least annually at staff meetings.

The effectiveness of the policy will be reviewed and evaluated the Governing Body annually in light of any specific incidents or changes to local/national guidance.

The designated governor for safeguarding will monitor one aspect of the school's work termly and report back to the full governing body.

The Headteacher will report on safeguarding matters through the termly report and safeguarding will be a standing item on the agenda at each full governing body meeting.

Parents will be consulted via parents evenings, the web site and induction meetings.

## **Appendix 1**

### **Safeguarding Children: Whistle Blowing**

Staff must acknowledge their individual responsibility to bring matters of concern to the attention of the Head Teacher. 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 are 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 whistleblowing

- 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 whistleblowing

- Starting a chain of events which spirals
- 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 the Headteacher
- If your concern is about your immediate manager/Headteacher, or you feel you need to take it to someone outside the school, contact the Chair of Governors, Mrs Janet Frost
- Make sure you get a satisfactory response - don't let matters rest
- Put your concerns in writing, outlining the background and history, giving names, dates and places where you can
- A member of staff is not expected to prove the truth of an allegation but you will need to demonstrate sufficient grounds for the concern

### 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. 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)

## **Appendix 2: Definitions and Symptoms of Abuse**

There are four main categories of abuse – physical injury, neglect, sexual abuse and emotional abuse. The list of symptoms given is not exhaustive or comprehensive but consists of frequently observed symptoms. It is important to remember that most abuse involves more than one main type, for example, sexual and emotional abuse may be recognised together. These symptoms, for example cuts and grazes, may also be accidental and not a sign of abuse.

### Physical Abuse

Actual or risk of physical injury to a child or failure to prevent physical injury (or suffering) to a child, including deliberate poisoning, suffocation and factitious illness by proxy. This includes excessive punishment.

#### *Symptoms:*

Behaviour changes/wet bed/withdrawal/regression

Frequent unexplained injuries

Afraid of physical contact

Violent behaviour during role play

Unwillingness to change clothes

Aggressive language and use of threats

Bruising in unusual areas

Changing explanation of injuries

Not wanting to go home with parent or carer

Neglect

Finger marks  
Broken bones  
Cuts and grazes  
Cigarette burns  
Cowering

Actual or risk of persistent or severe neglect of a child or the failure to protect a child from exposure to any kind of danger, including cold or starvation.

Extreme failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development, including failure to thrive.

*Symptoms:*

Lack of appropriate clothing  
Cold  
Complaining of Hunger  
Unkempt hair  
Not wanting to communicate  
Attention seeking  
Often in trouble – police  
Use of bad language  
Lack of confidence – low self-esteem  
Jealousy  
Dirty Body- sores  
Urine smells  
No parental interest  
Behaviour problems  
Lack of respect  
Bullying  
Always out at all hours  
Stealing

Sexual Abuse

Actual or risk of sexual exploitation of a child or adolescent.

The child may be dependent and/or developmentally immature. The involvement of dependent, immature children and adolescents in activities to which they are unable to give informed consent or that violate the social taboos of family roles.

*Symptoms:*

Inappropriate behaviour – language  
Change of behaviour  
Rejecting physical contact or demanding attention  
Physical evidence – marks, bruising  
Pain going to toilet, strong urine  
Bruising/marks in genital area  
Drawing – inappropriate knowledge  
Relationships with other adults or children for example, being forward

Withdrawn  
Role play  
Rocking  
Knowledge  
Stained underwear

### Emotional Abuse

Actual or risk of severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill-treatment or rejection. It is important to remember that all abuse involves some emotional ill-treatment.

#### *Symptoms:*

Crying  
Withdrawn  
Cringing  
Aggression  
Bribery by parent  
Lack of confidence  
Isolation from peers – unable to communicate  
Afraid of authoritative figures  
Treating others as they have been treated  
Picking up points through conversation with children  
Rocking  
Not wanting to socialise  
Bad behaviour  
Behaviour changes  
Self inflicted injuries  
Attention seeking  
Clingy

### Appendix 3: *Safer Practice for Staff*

Monkfrith staff will be advised about ensuring safe practice. All staff should receive a copy of the document Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings, March 2009.

Monkfrith School will ensure opportunities for staff to share perspectives and experiences with practitioners from other agencies.

Monkfrith School will recruit and select safe staff in compliance with DfE guidance and with the procedures set down by the Independent Safeguarding Authority

### **Basic Ground Rules**

The following basic ground rules applied with professional judgement will promote confidence and trust in staff:

**Respect privacy without compromising safety** - when 1:1 meetings with children or young people are necessary, then if possible, have these in a room with visual access or the door open and/or with another adult in a nearby area.

**Think carefully about physical contact** - children and young people may need comfort when they are upset, but offering physical comfort must be carefully judged. Even with younger children, think about the context and circumstances before responding to a child's wishes for physical comfort. Show respect and ask the child or young person first.

**Restraint or physical intervention is a last resort, only to be used when necessary to protect a child or others** Monkfrith School and the local authority guidelines on restraint or physical intervention should be observed, and in all situations, every effort should be made to defuse a situation before taking any action physically.

**Dignity and privacy** - Staff responsible for the personal care of disabled pupils should take care to provide privacy for the child or young person and respect his/her preferences for care, while ensuring other staff are aware of the care activities.

#### **Other Related Policies**

Restraint and Use of Force

ICT Policy and Internet Safety Guidelines

Staff handbook with information on use of mobile phones

Behaviour

Anti Bullying

Jeanette Adak

Headteacher

Reviewed November 2014