

Safeguarding - Child Protection

Policy Statement

The welfare of our pupils is the school's paramount concern. As a School we do all that we can to promote the welfare of pupils and to ensure that children are protected from harm both within the School and beyond our direct control. To that end we are committed to:

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

It is the responsibility of all staff to be fully aware both of the County's Child Protection Manual (a copy is kept in the Head's Office) and the School's procedures in relation to child protection.

This policy has been developed in accordance with the principles established by the Children Act 1989; and in line with government publications: "Working Together to Safeguard Children" 1999, "Framework for the Assessment of Children in Need and their Families" 2000, "What to do if You are Worried a Child is Being Abused" 2003, Circular 10/95 DfEE, "Safeguarding Children: Child Protection: Guidance about Child Protection Arrangements for the Education Service" 2004; DCSF guidance 'Safeguarding Children and Safer Recruitment in Education', ISI Regulations 2009 and the Surrey Area Safeguarding Children Inter-agency Committee Procedure, "keeping children safe in education" April 2014.

All staff take seriously their responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

The head will undertake an annual review of the school's child protection policies and procedures and of the efficiency with which the related duties have been discharged. The Child Protection and Safeguarding policy and procedures outline the responsibilities for Child Protection, Safeguarding and Safer Recruiting on behalf of the school.

The Head of safeguarding children can be contacted in confidence. He is **Mr Gulam Hussain**.

Staff Recruitment and Checks on other Adults

We recognise that all adults, including staff, volunteers and Trustees, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern. Should any deficiencies or weaknesses in child protection arrangements be identified, by any member of staff they must be notified immediately to the Head so that they can be remedied without delay.

The School operates safe recruitment procedures including Disclosure and Barring Service (DBS) checks in compliance with the Independent Schools Standards Regulations

A Disclosure and Barring Service (DBS) check is completed for all persons over 16 (not on the roll of the school).

In the case of EYFS pupils, Ofsted will be informed – as soon as is reasonably practicable, but at the latest within 14 days – of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises and of the action taken in respect of these allegations.

Assurance is obtained in writing and logged that appropriate child protection checks and procedures apply to any staff employed by another organisation who work with the school's pupils on another site.

As a School we believe that we should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.

This policy will be available on the school's website and by request from the school Reception Desks.

Aims of the Policy

- To support the child's development in ways that will foster security, confidence and independence.
- To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to, approach adults if they are in difficulties believing they will be effectively listened to.
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.

- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the School, contribute to assessments of need and support packages for those children.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the School which will be followed by all members of the School community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Services.
- To ensure that all adults within our school who have substantial access to children have been checked as to their suitability.

This policy works in conjunction with:

Staff Recruitment Procedures

Staff Appointments Checks Procedures

Single Central Record

Behaviour and Discipline

Missing Pupils

Uncollected Pupils

Mobiles Digital Devices

Procedure Statement

Procedures for safeguarding children will be in line with the 'What to do if you are worried a Child is Being Abused' best practice guidance, and Redbridge LSCB procedures.

Personnel

At Read Academy , the **Head** (Mr Gulam Hussain) **is the Child Protection Liaison Officer** who holds responsibility for safeguarding children within the school's setting and liaising with local statutory children's agencies as appropriate.

The CPLO is responsible for:

- Referring a child if there are concerns about possible abuse, to the CPLO to be made within 24 hours, and acting as a focal point for staff to discuss concerns. A written record of the referral will be faxed to the Assessment Team and a copy faxed to the Development Manager for Welfare and Protection shortly after making a referral by telephone. In borderline cases, ie where a clear judgement cannot be made, the LADO must be contacted for advice.
- Liaising with other agencies and professionals, including the Local Authority Designated Officer (LADO) on 020 8708 5226 (Linda Blyth).

- Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records.
- Ensuring that an indication of further record-keeping is marked on the pupil records.
- Ensuring that either they or the class teacher attends case conferences, core groups, or other multi-agency planning meetings, contributes to assessments, and provides a report which has been shared with the parents.
- Ensuring that any pupil currently on the child protection register who is absent without explanation for two days is referred to their key worker's Social Care Team.
- Organising child protection training for him/herself every two years.
- Organising child protection training for all staff every three years and ensuring that part-time and voluntary staff who work with children are made aware of these arrangements.
- Providing training for Senior pupils in Prefect or mentoring roles on what to do if a disclosure is made to them.
- Deal with allegations or disclosure of abuse by pupil/s to another by informing the Head. On all such occasions will discuss the content of the allegation with the parents of both pupils and if appropriate Redbridge LSCB and in accordance with National Minimum Standards.

All new staff, as part of their induction, will receive training in Safeguarding Children (provided by an approved agency) which will include how to respond to a pupil who discloses abuse. Part-time staff and volunteers will be made aware of the arrangements and procedures. This training is provided by the Designated member of staff.

All parents and guardians are made aware of the responsibilities of staff members with regard to child protection procedures through publication of The School's Safeguarding (Child Protection) Policy on our website.

Our selection and recruitment of staff includes checks for their suitability with the Disclosure and Barring Service (DBS).

Practical Advice for Staff

In any school there is the possibility that pupils will show signs and symptoms of abuse or will disclose to staff that they have been abused. The Children's Act 1989 lays down certain requirements about how staff must deal with these situations. The following notes are intended to provide practical advice to staff on how to handle disclosures and to provide guidelines for dealing with such disclosures that must be followed by all employees of Read Academy. In line with our statutory obligations

the interests of the child must be paramount, though the School will also wish to take account of the interests of other pupils, staff and parents.

(A) Definitions of Abuse – (refer to child protection policy)

The following should be taken as accepted definitions of the four types of abuse:

Neglect

'Persistent or severe neglect....or failure to protect a child from exposure to danger, or extreme failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development.'

Physical Abuse

'Actual or likely physical injury...or failure to prevent physical injury or suffering.'

Sexual Abuse

'Actual or likely sexual exploitation of a child or adolescent.'

Emotional Abuse

'Actual or likely severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill-treatment or rejection.'

(B) Symptoms of Abuse

Many of the following symptoms may occur for reasons other than abuse and inevitably some pupils who have been abused will not display any of these symptoms. The distinctions between the different aspects of abuse are manifestly not rigid, but they should be useful as a guide.

Neglect or Emotional Abuse

The pupil

Looks extra-thin and poorly

Complains of hunger, lacking energy
Has repeated accidents, especially burns
Is left alone at home inappropriately
Is repeatedly unwashed, smelly
Is kept away from school medicals
Is unusually 'hard' or 'detached' when told off
Is unable to make normal friendships

Physical Abuse

The pupil has:

Injuries that are not adequately explained by the pupil
Current bruising/injury with a long history of bruises and accidents

Injuries getting progressively worse or occurring in a time pattern (e.g. every Monday morning) '

Grip' marks on arms or 'slap' marks (cheeks, arms, legs)

Long marks which could be from a belt or cane; stub marks from a cigarette Bruising on both sides of the ear. Any symmetrical bruising is suspicious Teethmarks from a bite; bruised eyes, especially if both at once.

Constant attention seeking behaviour; overpleasing/compliant behaviour

Sexual Abuse

The pupil:

May appear unhappy or isolated

May have aggressive eruptions

May be kept away from school medicals

May have persistent problems with sleeping, nightmares, bedwetting

May struggle with anorexia, bulimia, or excessive 'comfort eating'

May be reluctant to go home

(C) Action

Suspicion of abuse from observation

Any teacher who is concerned about a pupil based on any outward symptom must discuss the matter with the child's Tutor.

The Tutor must mention the concern to those in the school who may be able to provide more information e.g. previous Tutor etc.

After consultation, the Tutor should ensure that the Head is informed.

If there is concern about an injury, the child should be sent to the School First aider to seek medical advice.

Disclosure of abuse by the pupil : The five R's

Where a pupil actually discloses that he/she has been abused the following guidelines must be followed.

RECEIVE

Listen without shock, disgust or disbelief and accept what is said. To communicate "I believe you" is vital. (It may be that it is not true but that is not for us to decide.)

Give plenty of time and allow for plenty of silence.

REASSURE

It is helpful to the pupil if the adult is able to communicate something of the following:

'You're not to blame, it's not your fault'
'You're very brave to have told someone'

But do NOT make promises that you are unable to keep:
"I'll stay with you"; "everything will be ok now";
"I won't let him hurt you again"; "I won't tell anyone"

REACT

Ask open-ended questions: "Is there anything else you'd like to tell me?"
Do not ask leading questions (eg 'Did he also touch you anywhere he shouldn't have done?') as this may invalidate any future legal proceedings

Do not ask 'accusing' questions: "Why didn't you tell someone earlier?"
"Why didn't you tell your Mum?"

Do not criticise the perpetrator: If it is a family member emotions are going to be horribly mixed but the family staying together may well be the preferred solution.

Do not ask the pupil to repeat it all for any other member of staff.

RECORD

Make notes as soon as possible afterwards. Do not record your assumptions and interpretations, just what you heard and saw. Do not destroy original notes even if you later write things up more neatly and fully.

Record date, place, time, any non-verbal behaviour and words used including 'pet' sexual words (if any used).

Draw a diagram if bruising is apparent to give exact location.

REFER

Confidentiality is an important principle but in cases of abuse no member of the School community can maintain absolute confidentiality.

Confidentiality cannot be promised to the pupil who is disclosing. In this school the Head is the CPLO and therefore all referrals that involve pupils of Read Academy must go through him.

The Head or CPLO will disclose any information about a pupil to other members of staff on a need to know basis only.

The School will always undertake to share its intention to refer a child to Children's Services with their parents or guardians unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Development Manager Redbridge LSCB.

Essential Staff Action

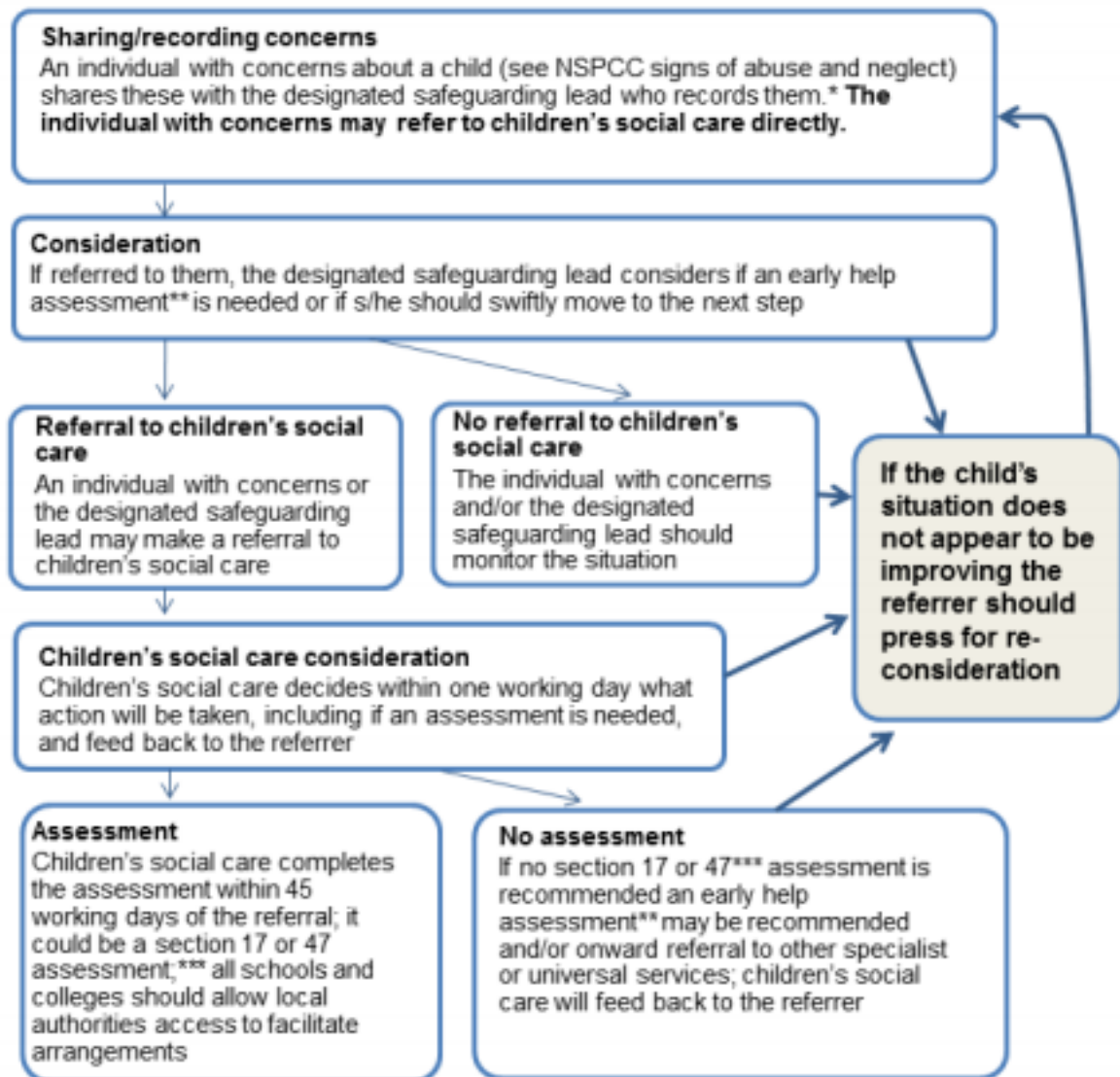
- In all cases the teacher/adult to whom the disclosure of abuse is made must immediately refer the matter to the Head (CPLO).
- If the disclosure happens after school hours, the teacher/adult should attempt to contact the above at home. If this proves impossible and there is a fear that the pupil is 'at risk' (i.e. it is unsafe for them to go home) then social services may be contacted direct.
- Inevitably some pupils will ask or plead with the teacher not to tell anyone else. In these cases :
- Do not negotiate with the child, but do firmly yet sensitively explain that you must refer the matter to the Head. Whilst we may wish to give them a day to think it over, no teacher is in the position to do so. The matter must be referred before the end of the school day.
- Do allow him/her to voice his/her fears over "What is going to happen next?" The answer is that the Head will ring Social Services that day who will then decide on what action to take. It may involve them coming to School and talking with the child. Do reassure the child that they regularly deal with this and will understand his/her fears about his/her family etc.
- In circumstances where the child is extremely distressed, he/she should not be left unattended. Ensure another member of staff sits with him/her while you are telling the Head.
- Do stay with them and be the 'support person' if a social services interview does happen.

Always remember that a child wants the abuse to stop.

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it when there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. **Anybody can make a referral.**



Cases of doubt after disclosure

In some situations a pupil may drop hints that 'something wrong is happening' but never actually gets to the point of declaring that they have been abused. Teachers or any School employee who wish to maintain confidentiality, at this stage, need not disclose details of what was said but should still pursue the matter.

In these cases the following guidelines should apply:

- a) The teacher/adult within 24 hours should discuss the matter with the child's Tutor in general terms. The Tutor should then liaise With other staff to gather any other information.
- b) The child however will have chosen the teacher/adult to disclose to for a particular reason so it may not be appropriate for the Tutor to take over. The Tutor would therefore work with the teacher/adult with the hope that the child will choose to disclose more.
- c) The teacher/adult/Tutor should discuss the matter, if necessary without naming the child, with the CPLO who will provide guidance and advice as to the strategies to pursue.
- d) If after following these steps there is still cause for suspicion or concern of abuse the matter must be referred to the Deputy Head. The teacher/adult does not have to wait for proof of abuse.

Support for Staff

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

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

Allegations against staff

All School staff including, volunteers and Trustees, must ensure that no situation could arise involving any of us which could reasonably be construed as acting against the safety of each child. We all understand that it is not always an easy line to draw but crossing that line, or being in a position where it appears that the line has been crossed, is unacceptable.

The following notes of guidance are intended to assist staff to deal with this difficult issue.

This guidance is not exhaustive and is designed to set out principles rather than to give detailed and specific advice. Clearly, the circumstances in which staff work vary, this guidance is meant to give general principles only.

- The relationship between staff and students/pupils is a professional one. It is fully expected – and, indeed, hoped – that staff in the school have a friendly and caring relationship with students/pupils; nevertheless, the basis of that relationship is professional not personal. It is suggested that a good test to apply is to reflect on

whether the child's parents would be happy with the relationship if they were standing with you.

- A personal relationship between staff and a student/pupil is inappropriate unless it is with the full knowledge and consent of the student's/pupil's parents or guardians. Circumstances in which such a personal relationship may arise would be when your own children are friends with those in the School or when you have a personal relationship with parents of children in the School. It is not normally appropriate for a member of staff to meet with a student/pupil out of school hours or off School premises except with the prior knowledge and consent of parents and the School.
- In general, unnecessary physical contact with students/pupils should be avoided. In some circumstances, physical contact between a member of staff and a student/pupil is necessary and beneficial; it might be, for example, that a Reception teacher might need to pick up a 5 year old who has fallen over in the playground, a sports coach may need to demonstrate to a student/pupil how to hold a racket. In rare circumstances it may be appropriate for members of staff to use reasonable restraint in circumstances where a student is behaving in a manner which endangers him or herself or other people. In these situations, staff are advised to be very sensitive to the student's/pupil's likely reaction and to watch out for signs that the student/pupil is apprehensive or uncomfortable. We all have our own personal space that needs to be protected. Wherever possible when working with students/pupils, other people (adults, colleagues or students/pupils) should be present or the door should be open.
- Over-familiar words and actions, displays of affection, discussion of one's personal life or the personal life of the student/pupil are normally inappropriate. Sexual innuendo is wrong in all circumstances. Staff are advised to avoid actions, words or expressions that could be interpreted as suggesting that they have an emotional relationship with any student/pupil. In the professional staff-student/pupil relationship it is not appropriate to single a student/pupil out for favours or to suggest to a student/pupil that he or she is a special friend.
- Occasionally it is necessary for professional academic reasons for staff to communicate with students/pupils out of school. Except where absolutely necessary, personal email addresses, home or mobile phone numbers should not be given, asked for or used. A staff mobile phone number might be given to students/pupils for use during an educational visit; where possible, a school mobile phone should be used for this purpose. Pastoral matters should not normally be dealt with by personal email or using personal phone contacts. Only in the most exceptional circumstances, for instance, where there is well-founded concern for the unexplained whereabouts of a student, should pastoral matters be dealt with by

personal email or using personal phone contact. In any event, records of all contacts should be kept on the student file so that if it is necessary to use email or personal contact, the reason why will be specified in the written record. It is very difficult to envisage circumstances under which individual texting is appropriate except through official school channels.

- Members of staff who in the course of their professional duties need to work on a one-to-one basis with a student/pupil (e.g. a piano lesson, a maths tutorial, etc.), in particular one of the opposite sex, are advised to take care to ensure that the circumstances of the meeting or lesson are professional. Staff are advised to use a room which has vision panels in the door or keep the door open and ensure that colleagues know that the meeting or lesson is taking place. It is helpful if the meeting or lesson can be arranged during normal school hours or immediately before or after school when there are plenty of other people about.
- Staff are advised to avoid threatening words, raised voices and any aggressive contact such as holding, pushing, pulling or hitting, which could amount to or which could be interpreted as a criminal assault.
- Members of staff do have the right to use reasonable physical force to restrain students/pupils in order to prevent them from committing a criminal offence, injuring others or themselves, damaging property or behaving in such a way as to compromise good order and discipline.
- Social networking sites, such as Facebook, Bebo and Myspace, pose risks for all staff in terms of professional integrity and the welfare of pupils. Staff should not use these sites to contact or communicate with pupils. Many pupils will post information which is inappropriate in language or visuals. To view such pages may alter your judgement of pupils, to be known to be viewing them may alter a pupil's view of you, and to comment to pupils about what you have seen is likely to have an impact on your professional reputation as well as possibly causing distress to pupils concerned. Should you become aware of material about yourself, the School, or a pupil which is inappropriate, the Senior Management Team should be informed and they will instruct a member of staff to check the allegations and inform the appropriate authorities. You should not check it out yourself.
- If you are at all concerned about anything which has occurred or which has made you uncomfortable, you are strongly encouraged to discuss the matter with the Head at the earliest opportunity even if it turns out that nothing untoward has happened. As a matter of good practice it is advisable to make a written record, dated and signed, of any such incident.

The following definitions should be used when determining the outcome of allegation investigations:

Substantiated: there is sufficient evidence to prove the allegation;

Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;

False: there is sufficient evidence to disprove the allegation;

Unsubstantiated: there is insufficient evidence to either to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

If a pupil does make an allegation about a member of staff, the member of staff receiving the allegation will immediately inform the Head who is the CPLO. The Head on all such occasions will discuss the content of the allegation with Redbridge LSCB.

If the allegation made to a member of staff concerns the CPLO, then the member of staff should immediately inform Redbridge LSCB

The School will follow Redbridge LSCB procedures for managing allegations against staff.

Suspension of the member of staff, excluding the Head, against whom an allegation has been made, needs careful consideration, and the Head will seek the advice of Redbridge LSCB. Should any member of person (whether employed contracted, a volunteer or student) be considered unsuitable to work with children and their services are no longer used, the Independent Safeguarding Authority will be notified within one month of the termination of their employment. In the case of a teacher who is a member of the GTC (or eligible for membership) the GTC will also be informed.

The school recognises that failure to make such a report to the ISA constitutes an offence and that such failure may result in the School being removed from the DfE Register of Independent Schools.

The School recognises that compromise agreements may not apply to members of staff who leave the school under suspicion of being unsuitable to work with children.

In the case of serious harm the Police will be informed from the outset.

Supporting those involved

Employers have a duty of care to their employees. They should act to manage and minimise the stress inherent in the allegations process. Support for the individual is vital to fulfilling this duty. Individuals should be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the children's social care services or the police. The individual should be advised to contact their trade union representative, if they have one, or a colleague for support. They should also be given access to welfare counselling or medical advice where this is provided by the employer.

The case manager should appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual. For staff in maintained schools and colleges, that may include support via the local authority occupational health or employee welfare arrangements. Particular care needs to be taken when employees are suspended to ensure that they are kept informed of both the progress of their case and current work-related issues. Social contact with colleagues and friends should not be prevented unless there is evidence to suggest that such contact is likely to be prejudicial to the gathering and presentation of evidence.

Confidentiality

It is extremely important that when an allegation is made, the school makes every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

Photography and Images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place to protect pupils. We do this:

- By agreeing and signing up to the School's Terms and Conditions parents give their consent for named photographs to be taken and published.
- ensure pupils are appropriately dressed
- encourage pupils to tell us if they are worried about any photographs that are taken of them.

E-Safety

The school's e-safety policy explains how we try to keep pupils safe in school. Cyber-bullying by pupils, via texts and emails, is treated as

seriously as any other type of bullying and is managed through our anti-bullying procedures.

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access these sites in school. Some pupils will undoubtedly be 'chatting' on mobiles or social networking sites at home and we provide regular guidance through ICT lessons and PHCE lessons and assemblies.

Staff working with children should not use mobile phones whilst they are working with the children, except in the case of an emergency. Photographs taken of the children should be part of planned activities and should be taken with school cameras only. If any parents have not given permission for their children's photos to be published. Staff must respect this decision of the parents and ensure they do not place such photos on the School website or any other publication without first contacting the parents.

Whistleblowing

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

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If any member of staff is dissatisfied with the way that the CPLO has dealt with their concern over the welfare of a pupil they may contact Redbridge LSCB. Always remember that the welfare of children is of paramount importance.

For further guidance or clarification on this policy please request a hard copy of the documents detailed below from the school office.

Appendix 1

"DEALING WITH ALLEGATIONS OF ABUSE AGAINST TEACHERS AND OTHER STAFF.
GUIDANCE FOR LOCAL AUTHORITIES, HEAD TEACHERS, SCHOOL STAFF,
GOVERNING BODIES AND PROPRIETORS OF INDEPENDENT SCHOOLS"

Appendix 2

Working Together to Safeguard Children
"A guide to inter-agency working to safeguard and promote the welfare of children" March 2013

Appendix 3

“Keeping children safe in education” April 2014.

Contact Details

Redbridge – Local Safeguarding Children Board
Linda Blyth - LSCB Practice Development Manager
Ley Street House
497-499 Ley Street
Ilford
Essex
IG2 7QX
Telephone: 020 8708 5226

The Independent Safeguarding Authority
PO Box 181,
Darlington
DLI 9FA
Telephone: 03001231111 / 01325 953 795

Monitoring & Review

It is the responsibility of the Head Teacher to ensure the implementation of this policy and to review it every two years.