

March 2019

Safeguarding Children and Child Protection

An informative summary for all School Staff/Volunteers (London Fields Primary School)

Introduction

These guidelines for staff (paid/unpaid) in schools have been devised to ensure that all adults in the building can easily access summary information relating to Safeguarding and Child Protection. It is intended to provide the fundamental basics (in a condensed form) in addition to detailed information readily available from a variety of sources. **Many of the sources included in this document are hyperlinks.** The school website has a specific area devoted to Safeguarding with a wide range of information (including a definitive – Safeguarding and Child Protection Policy) documents and resources accessible to all. The web page can be directly accessed by [clicking here](#).

The summary information also gives a clear indication on what all adults in the school building must adhere to, the responsibilities and procedures that must be followed. In addition to this, these guidelines will pinpoint specific questions (and related answers) which all adults should be able to answer if asked. It is this aspect (as reflected in KCSIE 2018) where schools are expected to demonstrate and provide evidence that '*mechanisms are in place to assist staff to understand and discharge their role and responsibilities*'. Assessing and providing evidence that staff has understood key information/statutory guidance/procedures will be through:

- Online CPD/courses/training attendance
- Through daily practice
- Questions answered at various points in the year from a defined list. **See Appendix A.**

What is Keeping Children Safe in Education? Why is it so important?

This is **statutory** guidance from the Department for Education (the department) issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014, and the Non-Maintained Special Schools (England) Regulations 2015. Schools and colleges in England must have regard to it when carrying out their duties to safeguard and promote the welfare of children.

This document contains information on what schools and colleges **should** do and sets out the legal duties with which schools and colleges **must** comply. It should be read alongside statutory guidance [Working Together to Safeguard Children 2015](#) which applies to all the schools referred to above, and [departmental advice What to do if you are worried a child is being abused 2015: Advice for practitioners](#).

All adults (paid/unpaid) should ensure that they [read at least Part One and Annex A of the guidance](#).

Part One covers:

Part One – Safeguarding Information for All Staff:

- Safeguarding information for all school staff;
- What school and college staff should know and do to discharge their safeguarding responsibilities effectively;
- Types of abuse and neglect;
- Specific safeguarding issues with clickable links to further guidance on issues including:

[Child missing from education;](#)

[Child missing from home or care;](#)

[Child sexual exploitation \(CSE\);](#)

[Bullying including cyberbullying;](#)

[Domestic violence;](#)

[Drugs;](#)

[Fabricated or induced illness;](#)

[Faith abuse;](#)

[Female genital mutilation \(FGM\);](#)

[Forced marriage;](#)

[Gangs and youth violence;](#)

[Gender-based violence/violence against women and girls \(VAWG\);](#)

[Mental health;](#)

[Private fostering;](#)

[Preventing radicalisation;](#)

[Sexting;](#)

[Teenage relationship abuse;](#)

[Trafficking.](#)

Who has overall responsibility for Child Protection and Safeguarding at London Fields Primary School?

As acknowledged previously the responsibility for ensuring children are safeguarded lies with **everyone** and this is made explicitly clear in Keeping Children Safe in Education (2018) for example.

The following have an overview/lead in this area.

Designated Senior Person for Safeguarding Children: **Nedal Al-Chamaa**

Deputy Senior Person for Safeguarding Children: **Caroline Tyson**

Nominated Governor responsible for Child Protection: **Thomas Kibling**

What to do if an allegation is made against the Headteacher?

When an allegation is made against the Headteacher (Caroline Tyson) it should be reported to the chair of governors (Thomas Kibling) who will then contact the local authority designated officer (LADO) Thomas can be contacted on tkibling@londonfields.hackney.sch.uk

The school has a published procedural guide – [For dealing with allegations of abuse against staff/headteacher](#) and can be accessed via the Safeguarding webpage on the school website.

Who are FAST? What do they do? Concerns about a child? Need to contact someone?

FAST – First Access & Screening Team (Formerly First Response) is a team of professionals in Hackney who respond to concerns raised about children's welfare that may require a statutory social work response. It is this unit that receives referrals/phone calls for advice or to find out if Children's Social Care is already involved with a family. FAST will obtain information with a view to helping them decide which is the most appropriate service to deal with the issue/concern raised.

A more informative guide (step by step) can also be accessed via the safeguarding section of the school website on the [referral process](#).

Key contact details can be seen below including out of hours.

First Access & Screening Team (FAST) - 0208 356 5500/4844

Emergency out of hours duty team - 0208 356 2710/2346

NSPCC whistle-blowing helpline - 0800 028 0285

Referral email address:

fast@hackney.gov.uk

What to do if an allegation is made against a member of staff/adult?

All concerns of poor practice or possible child abuse by staff should be reported immediately to the Headteacher (Caroline Tyson) or to the Designated Senior Person for Child Protection (Nedal Al-Chamaa) in her absence. Caroline Tyson or Nedal Al-Chamaa must consult with a LADO Officer who will help to determine how the matter is to be investigated. Each Local Authority has a Designated Officer (LADO) responsible for ensuring that allegations are managed in a proper way. The LADO in Hackney can be contacted on 0208 356 6339/4569/8082

The school has a published procedural guide – [For dealing with allegations of abuse against staff](#) and can be accessed via the Safeguarding webpage.

What are the categories of abuse?

Child abuse is any action by another person – adult or child – that causes significant harm to a child. It can be **physical, sexual or emotional**, but can just as often be about a lack of love, care and attention. We know that **neglect**, whatever form it takes, can be just as damaging to a child as physical abuse. An abused child will often experience more than one type of abuse, as well as other difficulties in their lives. It often happens over a period of time, rather than being a one-off event. And it can increasingly happen online.

Some indicators of abuse?

Child abuse can present in many different ways. In simple terms there may be physical evidence such as marks or bruises, or in their presentation or appearance such as weight loss. There may be behavioural evidence such as reluctance to change for P.E, becoming aggressive or withdrawn, falling out with friends. A child may **disclose abuse**, they may do this directly by telling you what happened or indirectly by telling friends or by asking for advice about a situation, say involving another person.

In school you may particularly notice changes in presentation, behaviour, friendships, application to learning etc. Staff may also notice concerns and behaviour changes with adults within the setting, including staff and parents/carers. We ask that you be curious and report anything which may worry you to your Designated Safeguarding Lead (DSL)

Categories of abuse (explained)

Neglect

This can range from ignoring a child's developmental needs to not feeding or clothing her/him adequately and not properly supervising her/him. Persistent neglect can lead to serious impairment of health and development, and long-term difficulties with social functioning, relationships and educational progress. Neglect may occur by omission or commission – it is important that problems for a child's parent do not obscure neglect of a child in the family. Unborn babies may now be regarded as suffering neglect due to maternal substance misuse.

Emotional Abuse

This ranges from rejecting a child, refusing to show a child love or affection, or making a child unhappy by continually belittling her/him or verbally abusing her/him. It has a measurable impact on a developing child's mental health, behaviour and self-esteem. It may also include developmentally inappropriate expectations including overly high expectations which the child cannot fulfil. Domestic violence, adult mental health problems and parental substance misuse may be features in families where children are exposed to such abuse. Emotional abuse may occur by omission or commission and it is important the problems for a child's parents do not obscure professionals' view of the child's emotional development. Bullying – serious bullying causing a child to feel frightened or in danger can be regarded as emotional abuse.

Physical abuse

This can range from over-chastisement, slapping with the hand, a belt, a stick or other object, to shaking, punching or throwing a child across the room. It can lead directly to neurological damage, physical injuries, disability or – at the extreme – death. Harm may be caused by the abuse itself and by abuse taking place in a wider family or institutional context of conflict and aggression. It also includes a parent/carer fabricating symptoms of or inducing illness in a child. Some physical abuse is reactive and some may be clearly premeditated with an intent to cause harm.

Sexual Abuse

Is the involvement of a child or adolescent in sexual activities that s/he does not understand, cannot give consent to and which are not acceptable by our society. This includes inappropriate touching, taking of obscene photographs, producing/trading in child pornography (including via the Internet) as well as attempted or actual sexual intercourse. Its adverse affects may endure into adulthood.

Disclosure – What to do if a child starts to disclose abuse?

Reassure the child that s/he is right to tell and is not to blame:

- **DO NOT** promise not to tell anyone else; explain that you have to make sure the child is safe and may need to ask other adults to help you to do this
- **DO NOT** question the child; let her/him tell you what s/he wants to tell you and no more; s/he may need to have to disclose to a specialist later, and too much detail now may interfere with later investigations.

When the child is finished, make sure s/he feels secure; explain what you are going to do next. **Complete the following form** (see below) including the date and time of the interview and sign them; record as much as you can remember, using the child's own words.

Accessing the form: T-Drive/or main office

Record Sheet For Disclosures

Once you have completed this form, please give directly to **Nedal Al-Chamaa**. Do not leave in pigeon hole. If Nedal Al-Chamaa is not in school you should hand the form to **Caroline Tyson**.

Staff name		Date	
Place		Time	

Child's name		Class	
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Who was present?

What did the child say?
This should be in the child's words. You **must** include any questions you asked the child.

Describe any marks:

Describe any marks:

Sign		Date	
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If it is an emergency please report it to Nedal or Caroline **immediately** before completing the form

What other CPD/training opportunities in relation to safeguarding/Child Protection are available to staff?

Staff receive training currently in a variety of forms. For example;

- Staff external training (delivered by an HLT approved trainer)
- Updates provided in the Staff Update which may include further reinforcement of procedures or known changes to legislation
- Bulletin updates by HLT – SLT are made aware
- School website (safeguarding section) kept up-to-date.

The school has also purchased a license from **EduCare** which enables staff to access a variety of online training courses in relation to CP and Safeguarding. Some of the courses on offer include:

- Child Neglect
- **An Introduction to Child Sexual Exploitation**
- Child Protection in Education
- Child Protection in Sport & Active Leisure
- **Female Genital Mutilation Awareness**
- Online Safety
- **Preventing Bullying**
- **The Prevent Duty**
- Safer Recruitment in Education
- Safeguarding Young People
- Health & Safety in Education
- Fire Safety in Education
- First Aid Essentials
- Child Protection Refresher

Please see Website link below

Login: <https://login.educare.co.uk/participant-login>

Why is new technology/social media a safeguarding risk? What to do if a child contacts you via social media?

The internet and related technologies has created opportunities for creativity, learning and communication. However with this have come increased risks for adults and children including about sexual grooming, abuse and exploitation, cyberbullying, Sexting and access to inappropriate material. Online Safety (e-Safety) is viewed as part of the schools safeguarding role and responsibility. Staff should be aware of the schools [Online Safety Policy](#) and procedures and be aware of the schools safer practice advice and acceptable use of technology expectations – Staff must sign this to declare that they have read it. It imperative that staff also ensure that privacy settings are at the highest possible level if using social media (Facebook etc) and not to add or provide access to the pupils. **If a child contacts you via social media – please report this immediately to Nedal Al-Chamaa or Helen Fitzpatrick.**

You can also obtain some additional information/resources by [clicking here](#)

What are some of the risks to children in the local community?

In addition to the information already provided staff should also be mindful of the following:

- Child Sexual Exploitation
- Gang involvement/influence
- Bullying
- Radicalisation and Extremism (The Prevent Agenda)
- Female Genital Mutilation (FGM)

Extended information on these individual areas is provided on the next page.

Please note a range of courses are available (see on the left) for staff to undertake.

Who oversees Safeguarding in Hackney?

The City and Hackney Safeguarding Children Board (CHSCB) is the key statutory body overseeing arrangements for safeguarding children and young people across the City of London and the London Borough of Hackney.

The web page can be accessed by [clicking here](#).

The Prevent Duty: What it means for schools?

In order for schools to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

Schools can also build pupils' resilience to radicalisation by [promoting fundamental British values](#) and enabling them to challenge extremist views. It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, schools should provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

[Online Prevent training](#) is available to all staff, volunteers and parents/carers. Alternatively staff can also access some additional training as indicated in the CPD opportunities section.

What is Channel?

Channel is an early intervention multi agency panel designed to safeguard vulnerable individuals from being drawn into extremist or terrorist behaviour. Channel works in a similar way to existing multi-agency partnerships for vulnerable individuals. It is a voluntary process allowing the individual to withdraw from the programme at any time. Channel is for individuals of any age who are at risk of exploitation by extremist or terrorist ideologues. It is designed to reduce risks to the individual and reduce the risk of extremism.

Anyone can make a referral to Channel. If you have concerns that a child/young person you are working with is becoming radicalised or groomed into violent extremism please contact the following:

Make a direct referral to Children's Social Care via the First Access & Screening Team FAST@hackney.gov.uk or telephone 020 8356 5500/4844. **More information can be seen in the concerns about a child section.**

What is FGM and Mandatory reporting?

Female Genital Mutilation

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

If staff have a concern they should activate local safeguarding procedures (details provided in concerns about a child section) using existing national and local protocols for multi-agency liaison with police and children's social care. When **mandatory reporting commenced in October 2015** these procedures remained when dealing with concerns regarding the potential for FGM to take place. Where a **teacher discovers** that an act of FGM appears to have been carried out on a girl who is aged under 18, there is a **statutory duty upon that individual to report it to the police, or Children's Social Care if FGM is suspected.** The statutory duty in reporting it (teachers) stems either through disclosure by the victim or visual evidence. **Those failing to report such cases will face disciplinary sanctions.** It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

Concerns about gangs?

Although the issue of gangs is a national problem (particularly in our inner cities) staff need to be mindful of the influence posed by gang culture in London Fields/local area. Children as young as primary school age are groomed or influenced before potentially becoming members. If you have any concerns at all please speak to Nedal Al-Chamaa or Caroline Tyson.

What is the procedure for children Missing Education and the wider importance of good attendance?

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. School staff should follow the school's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

All attendance and punctuality matters at London Fields are assessed and monitored daily – children/parents/carers are regularly spoken to about attendance and any absences as a matter of procedure. **Nedal Al-Chamaa (all concerns to be reported to him)** has a lead overall on attendance related matters. More information on what we do about attendance/punctuality can be accessed by [clicking here](#)

All schools must inform [Hackney Learning Trust Children Missing Education Team](#) of any pupil who has been continuously absent for 10 school days or more and are deleted from the admission register.

Unconfirmed worries about child abuse?

Staff/volunteers often have unconfirmed worries about pupils, but little real evidence, and so feel unsure about how to proceed. Many cases have shown that these unconfirmed worries are in fact the tip of the iceberg; that if the adults' information were placed alongside that of other school colleagues it all added up to a serious cause for concern. It is vital, therefore, that even vague "worries" are passed on at the earliest stage to **(Nedal Al-Chamaa or Caroline Tyson in his absence)** who are both in a position to involve other agencies, collate information and make decisions about further referral.

Again, as stipulated previously staff should record incidents or suspicions (using the appropriate form) where it will be kept in a secure part of the school with other confidential material.

Protecting children in the event of a fire – what to do during an evacuation?

In all the rooms in the school you will see what the classroom evacuation procedure is. This is displayed by the door with key information visible and includes arrows for a defined access route. It is different in each room/depending on where you are in the school building as different evacuation routes are used. The muster point is located in the big playground on the astro turf. **Staff must familiarize themselves with this.**

The school updates the Fire Procedures ([Fire Safety Handbook](#)) annually.

Staff are also able to complete an online course (EduCare) entitled – [Fire Safety in Education](#).

What is the procedure for first aid treatment?

During break/lunch times trained staff will be on first aid duty for both KS1 and KS2 children. First aiders will administer the treatment and record the relevant details in the first aid book (kept in the main office) In some cases (if it is a serious/head injury) parents will be contacted directly. **If you have any questions on first aid please speak to Elma Burton or Jayde Cotton in the office.**

Staff are also able to complete an online course (EduCare) entitled – [First aid essentials](#).

More information on first aid and procedures can be found in the [Staff Handbook](#).

Appendix A – Follow up discussions with staff/Key Questions

Please be reminded that staff/volunteers throughout the year will be asked to answer a range of key questions as devised in this summary information guide. The answers will be recorded in order to provide evidence that staff have understood key information. The information will also be used as a mechanism for identifying further training and ongoing CPD needs. **It is also worth noting that external inspectors such as Ofsted may ask these questions to anyone in the school building.**

Q1 - What is Keeping Children Safe in Education? Why is it so important?

Q2 - Who has overall responsibility for Child Protection and Safeguarding at London Fields Primary School?

Q3 - What to do if an allegation is made against the Headteacher?

Q4 - Who are FAST? What do they do? Concerns about a child? Need to contact someone?

Q5 - What to do if an allegation is made against a member of staff/adult?

Q6 - What are the categories of abuse?

Q7 – Explain or identify some indicators of abuse

Q8 - Disclosure – What to do if a child starts to disclose abuse?

Q9 - What other CPD/training opportunities in relation to safeguarding/Child Protection are available to staff?

Q10 - Why is new technology/social media a safeguarding risk? What to do if a child contacts you via social media?

Q11 - What are some of the risks to children in the local community?

Q12 - Who oversees Safeguarding in Hackney?

Q13 - The Prevent Duty: What it means for schools?

Q14 - What is FGM and Mandatory reporting?

Q15 - What is the procedure for children Missing Education and the wider importance of good attendance?

Q16 – Concerns about gangs?

Q17 - Protecting children in the event of a fire – what to do during an evacuation?

Q18 - What is the procedure for first aid treatment?

