



VALENCE PRIMARY SCHOOL

Child Protection and Safeguarding Policy

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| Date: | September 2022 |
| Date for review: | September 2023 |

Mission Statement

At Valence Primary School we are proud to provide an environment where every member of our community feels safe, free to talk, and knows they are listened to when they have a concern.

We ensure that children who have been exposed to abuse will be supported through holistic multi agency cooperation and planning.

Our broad and balanced curriculum provides the opportunity for children to develop the skills they need to recognise and stay safe from abuse.

Rationale

At Valence Primary School we recognise that Child Protection and Safeguarding and promoting the welfare of children is the responsibility of **everyone** and our policy applies to all governors, staff (temporary and permanent), volunteers, and visitors.

Valence Primary School works closely with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

Policy Review

This policy will be reviewed in full by the Governing Body on an annual basis.

Signature Date

Chair of Governors

Important contacts

| ROLE | NAME | CONTACT DETAILS |
|----------------------------------------------------------------------------------|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Deputy DSL | Cindy Bailey Based at Bonham Road | All: 0203 006 9888 cbailey@valenceprimaryschool.com |
| Designated member of senior leadership team if DSL (and deputy) not onsite | Richard November Headteacher Or Beth Vines Inclusion Lead | 0203 006 9888 rnovember@valenceprimaryschool.com evines65.301@valenceprimaryschool.com |
| Safeguarding Lead for Education and Delegated LADO for Education and Early Years | Mike Cullern | lado@lbbd.gov.uk 0208 227 3934 |
| Chair of governors | Avril McIntyre | avril@communityresources.co.uk |

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1. INTRODUCTION

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: *protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.*

This Policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the school.

This policy should be read in conjunction with Keeping Children Safe in Education Sept 2022, the Safer Recruitment Policy, SEND Policy, Looked After Child Policy, Behaviour Policy, Physical Intervention Policy, Intimate Care Policy, Anti- Bullying Policy, and Internet Safety Policy.

Purpose

To inform all staff, parents, volunteers, and governors about the school's responsibilities for safeguarding children.

To enable everyone to have a clear understanding of how these responsibilities should be carried out by;

- Providing clear, protective, and preventative guidance and procedures for all areas of child protection and safeguarding.
- Developing, outlining, and implementing procedures for identifying and reporting concerns, cases or suspected cases about the safety and wellbeing of children and where children are at risk of harm.
- Creating an ethos of support and care where children can communicate and know that they will be listened to.
- Providing clear guidance on systems, procedures, and expectations in relation to safeguarding and child protection.
- Ensuring that every adult including temporary staff, supply staff, volunteers and the Governing Body knows the name of the Designated Safeguarding Lead (DSL) and their role.
- Ensuring we practise safer recruitment in checking the suitability of staff and volunteers to work with children.

School Staff & Volunteers

School staff and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with children. All school staff and volunteers will receive safeguarding training, so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow. This training is refreshed annually by the DSL.

Temporary staff will be made aware of the safeguarding policies and procedures by the DSL/HR. All members of staff working within the school will be required to read 'Part 1 of Keeping Safe in Education Sept 2022' and sign a disclaimer to confirm that they have received this guidance.

Implementation, Monitoring and Review of the Child Protection Policy

The policy will be reviewed annually by the governing body. It will be implemented through the school's induction and training programme, and as part of day-to-day practice. Compliance with the policy will be monitored by the DSL and through staff performance measures.

2. STATUTORY FRAMEWORK

In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- The Children Act 1989
- The Children Act 2004
- Education Act 2002 (section 175)
- Barking and Dagenham Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures
- Safeguarding Children and Safer Recruitment in Education (DfES 2006)
- Keeping Children Safe in Education Sept 2022
- Working Together to Safeguard Children 2018
- The Education (Pupil Information) (England) Regulations 2005
- Dealing with Allegations of Abuse Against Teachers and Other Staff (DfE 2011)
- Multi Agency Practice guidelines: Female Genital Mutilation
- Protecting Children from Radicalisation: The Prevent Duty (DfE 2015)

Keeping Children Safe in Education requires all schools to follow procedures for protecting children from abuse. Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which they believe that a child has been abused or are at risk of abuse - these procedures should also cover circumstances in which a member of staff is accused of, or suspected of, abuse.

Responsibilities on all schools:

- Schools should be aware of and follow the procedures established by the London Borough of Barking and Dagenham.
- Staff should be alert to signs of abuse and know to whom they should report any concerns or suspicions
- Schools should have procedures (of which all staff are aware) for handling suspected cases of abuse of pupils, including procedures to be followed if a member of staff is accused of abuse, or suspected of abuse
- A Designated Safeguarding Lead (DSL) should have responsibility for co-coordinating action within the school and liaising with other agencies
- Staff with designated responsibility for child protection should receive appropriate training

Staff members working with children are advised to maintain an attitude of **'it could happen here'** where child protection and safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child. **Many children do not feel ready to disclose. Staff must remain professionally curious and build trusting relationships.**

- All school staff members have a responsibility to provide a safe environment in which children can learn.
- The *Teachers' Standards 2012* state that teachers, including head teachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- All school staff members have a responsibility to identify children who may need extra help or who are suffering, or likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.
- **Staff should be aware of and support children with Adverse Childhood Experiences.**
- In addition to working with the DSL staff members should be aware that they may be asked to support social workers to take decisions about individual children.
- Staff are required to report concerns using the school's digital system known as 'CPOMS'. A paper 'Cause for Concern' form is available in key locations if digital reporting is not possible.
- Staff must follow behaviour guidelines as laid out in the Behaviour Policy.
- Staff are expected to follow the Staff Code of Conduct Handbook, the Acceptable Use Policy and **the Whistle Blowing Policy.**

3. SCHOOL PROCEDURES - STAFF RESPONSIBILITIES

If any member of staff is concerned about a child, they must inform the DSL.

The member of staff must record information regarding the concerns on the same day, ideally on CPOMS or Cause for Concern form. Records must be clear, precise, and factual.

The DSL will decide whether the concerns should be referred to Children's Services.

Particular attention will be paid to safeguarding vulnerable children.

Vulnerable Children:

Children assessed as being in Need

- With a Child Protection Plan
- With a Child in Need Plan
- Looked After by the Local Authority
- Have an Educational Healthcare Plan (EHC)

Children who have been assessed as otherwise vulnerable by education providers or LAs

- On the edge of receiving support from Children's Social Care Services
- Adopted
- At risk of becoming NEET (not employed or in education and training)
- Living in temporary accommodation
- Young Carers
- Considered vulnerable at the provider and LA's discretion

Written records will be kept securely and separately from main pupil information records.

If a pupil changes school, Valence Primary Safeguarding personnel will inform the new school and transfer the appropriate records in confidence, in a secure manner, and separate from the child's academic file within 5 days.

The DSL is responsible for making the senior leadership team aware of trends that may affect pupil welfare. If necessary, training will be arranged.

All staff are provided with access to online training, EduCare, and are encouraged to use this facility to deepen their knowledge and understanding of Child Protection and Safeguarding.

4. WHEN TO BE CONCERNED

What school staff should look out for:

Child abuse can arouse strong emotions in those facing such a situation. It is important to understand these feelings and not allow them to interfere with any judgment about the appropriate action to take or the response to the child disclosing information. All staff members should be encouraged to demonstrate exemplary behaviour to promote children's welfare. It is not the responsibility of anyone working within the school, in a paid or unpaid capacity to decide whether child abuse has taken place. However, there is a responsibility to act by reporting concerns to the DSL. All staff and volunteers should be aware that the main categories of abuse are:

- Physical abuse
- Emotional abuse including inappropriate exposure through social media
- Sexual abuse including sexual exploitation and sexting
- Neglect

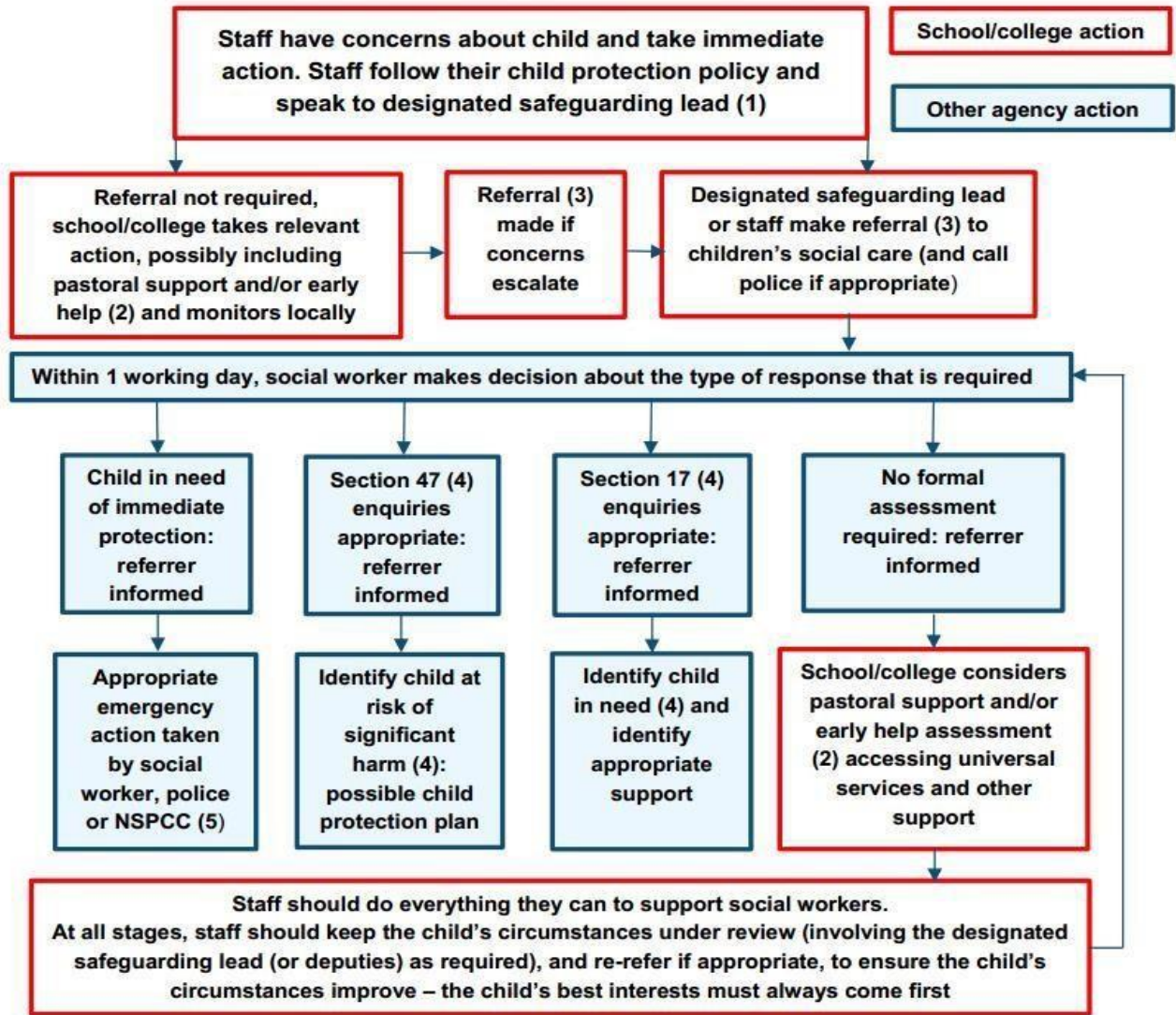
See appendix for links in greater depth

A combination of the above can be identified in cases of Trafficking and Child Exploitation, Gangs, Forced Marriage, Extremism and/or Radicalisation, Substance Misuse, Domestic Violence, **Child on Child** Abuse and a wide range of Cultural Practices such as Female Genital Mutilation, Breast-Ironing and Belief in Witchcraft and Magic.

Records should include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome.

Actions where there are concerns about a child



All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm – **see Appendix for links**. Wherever possible the school will seek **Early Help**.

Early Help means acting to support a child, young person, or their family **early** in the life of a problem, as soon as it emerges. It can be required at any stage in a child's life from pre-birth to adulthood and applies to any problem or need that the family cannot deal with or meet on their own. The aim is to develop resilience within families so that they feel able and confident to deal with problems should they escalate or arise in the future. We ensure the voice of the child is heard, the family voice is visible, and their lived experience is understood by all professionals working with them.

Providing early help is more effective in promoting the welfare of children than reacting later. Effective early help relies upon local agencies working together to:

- Identify children and families who would benefit from early help.
- Undertake an assessment of the need for early help; and
- Provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child.

5. DEALING WITH A DISCLOSURE, REPORTING AND RECORDING

Disclosures

Children will choose a time and place to talk, it may not always be convenient. You may want to suggest a more suitable time to talk such as playtime or assembly. It is always best to choose a familiar environment where the child feels at ease. All staff should be able to reassure **children** that they are being taken seriously and will be supported. Children should never be made to feel ashamed or that they are creating a problem by reporting abuse. **Children's views, their wishes, and feelings, must be included in information sharing as appropriate to their age and the circumstances of the concern.**

The adult should:

- Listen to and accept what is being said without displaying shock or disbelief
- Allow the child to talk freely
- Do not attempt a detailed physical examination or remove clothing
- Do not photograph the child or perceived marks
- Reassure the child that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, only asking open questions when necessary to clarify
- Do not criticise the alleged perpetrator
- Explain what will happen next, who will be told, do not promise confidentiality
- Make brief notes as soon as possible. Use the school CPOMS digital reporting system or Cause for Concern/Body Marks sheets. Record the date, time, behaviour concerns, marks and the actual words used by yourself and the child (word for word).
- Do not destroy the original notes in case they are needed by a court
- Same Day: Record statements/observations **not** assumptions or points of view
- Pass the information to the DSL without delay
- Do not discuss with anyone else, these matters are confidential.

All records need to be sent via CPOMS or given to the DSL promptly. *CPOMS is the most efficient method of information sharing and must be used for most cases.* The DSL will ensure that all safeguarding records are managed in accordance with the Education Policy.

Support

Dealing with a disclosure from a child, and safeguarding issues can be stressful. Consider seeking support and discuss this with the DSL.

6. COMMUNICATION WITH PARENTS AND PUPIL VOICE

Valence Primary School will discuss concerns with parents, in the first instance, unless to do so would place the child at further risk of harm.

We will ensure that parents are aware of the responsibilities placed on the school for safeguarding children. Names and pictures of the Designated Leads are on our website and displayed in key locations.

7. CONFIDENTIALITY

Safeguarding children raises issues of confidentiality that must be clearly understood by adults in schools. Information should be handled and disseminated on a **need to know** basis only.

- **All** adults have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Services and the Police).
- If a child confides in an adult and requests that the information is kept secret, it is important to tell the child, in a manner appropriate to the child's age/stage of development, that complete confidentiality cannot be promised – instead explain the need to pass information to other professionals **who will help**.

8. ALLEGATIONS INVOLVING SCHOOL ADULTS or PEERS

Valence Primary will follow the guidance detailed in Keeping Children Safe in Education Pt 4. If it is decided that the allegation meets the threshold for safeguarding, this will take place in accordance with LBBB procedures.

Local Authority Designated Officer:

Mike Cullen: 0208 227 3934 mike.cullen@lbbd.gov.uk

Child on Child Abuse

Keeping Children Safe in Education Part 1 Pg 12 Point 32 – 35

Child criminal (CCE) and sexual exploitation (CSE)

Keeping Children Safe in Education Part 1 Pg 13 Point 36-42

Domestic Abuse

Keeping Children Safe in Education Part 1 pg 14 Point 43

Female Genital Mutilation

Keeping Children Safe in Education Part 1 pg 14 Point 44

Mental health

Keeping Children Safe in Education Part 1 Pg 15 Point 45-47

9 ABSENT CHILDREN: CHILDREN MISSING FROM EDUCATION

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. Absence is a potential indicator that a child is not safe and may be at risk of harm.

Any unexplained absence must be reported to the Attendance Manager who will work with the DSL to take appropriate action.

Valence Primary School will inform the local authority when any pupil is removed from the admission register due to:

- Being home educated
- Having moved away from school and no longer attending
- Medically certified as not in a fit state to attend school.
- Excluded from school

Valence Primary School will inform the local authority of any pupil who fails to attend school regularly or is absent for a period of 10 school days or more.

Authorising Sickness Calls

If a first aider feels a child needs to see a doctor a call will be made to parents/carers.

When authorising sickness calls and other, less significant telephone calls to parents/carers, please consider the following: -

- Details of the symptoms,
- Is this an out of character complaint from the child?
- What is the attendance like? Are there any concerns or patterns to consider?
- Are there any Child Protection/Child in Need concerns?
- Is this a Looked After Child (LAC)?
- Is there a CAF in place? If so, is attendance being monitored through the CAF process?
- Is the child on the SEND list? SEND children can be vulnerable to poor attendance.
- Who is at home to look after the sick child?
- Is this a complex family that has raised concerns in the past?
- Has there been a significant and recent change in family circumstances? e.g. new baby, parental separation, death in family.
- Is there a Health Care Plan in place or a medical condition that the school has been informed of?

If in doubt, ask the office staff to make a courtesy call to parent/carers and allow parent to decide next steps.

10. THE ROLE OF THE DESIGNATED SENIOR LEAD

See Annex C Keeping Children Safe in Education pg 162

The Designated Safeguarding Leads at Valence Primary are:

NAME: Amanda Fogarty St. George Site and Cindy Bailey Bonham Road Site

11. THE GOVERNING BODY

The Governing Body has overall responsibility for ensuring that there are sufficient measures in place to safeguard the children in their establishments and must ensure that they comply with their duties under legislation. They must ensure that all policies, procedures, and training are always effective and comply with the law. It is recommended that a nominated governor for child protection is appointed to take lead responsibility.

The nominated governors for Safeguarding are Amanda Fogarty and Cameleta Ffrench-Young

In particular, the Governing Body must ensure:

- ✦ All members read Keeping Children Safe in Education Sept 2022 in full.
- ✦ A co-ordinated offer of early help is provided to children with additional needs.
- ✦ Valence Primary works closely with Local Authority safeguarding services.
- ✦ There is a designated governor for safeguarding.

- ✦ There is a designated governor and teacher for Looked After Children.
- ✦ There is an effective Child Protection and Safeguarding Policy in place.
- ✦ A member of staff is appointed as Designed Safeguarding Lead.
- ✦ If there is risk of immediate serious harm to a child a referral is made to children's services immediately.
- ✦ Child protection training should be provided to all staff annually.
- ✦ Opportunities to teach safeguarding must be included within the curriculum.
- ✦ That suspected cases of FGM are reported to the police.
- ✦ That Internet Safety remains a high priority in the school community.
- ✦ That procedures are in place to investigate allegations against staff members.
- ✦ That procedures are in place to ensure safe recruitment.
- ✦ That procedures are in place to make referrals to the Disclosure and Barring Service in the event of a dismissal due to safeguarding concerns.
- ✦ That procedures are in place to deal with allegations related to **child on child** abuse.
- ✦ That pupils' build resilience to radicalisation by promoting fundamental British Values and enabling them to challenge extremist views.

The Chair of Governors in this school is:

Ms Avril McIntyre c/o Valence Primary 0203 006 9888

12. SAFER RECRUITMENT

Valence Primary has created a culture of safe recruitment by carrying out checks in line with the guidance in 'Keeping children safe in education' Sept 2022 and putting the measures below in place. Senior staff and members of selection and interview panels have up to date Safer Recruitment training. **See Keeping Children Safe in Education Part 3.**

Maintaining a Single Central Record

Checks are carried out on all staff members (including volunteers and governors) working in an unsupervised or regulated activity including DBS, ID, employment history and references.

We obtain written confirmation that the above checks have been carried out for agency/contracting staff by the employing agency.

Additional Documents in Valence Primary relating to safeguarding

Cause for Concern Form & Marks on Body Forms

Safeguarding Booklets – Guidance for Parents and Volunteers

Policies for: Internet Safety, Whistle Blowing, Behaviour,

SEND, Intimate Care, Physical Restraint & Safer Recruitment

APPENDIX

Our No.1 document is Keeping Children Safe in Education 2022

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2022.pdf

Indicators of harm rarely occur in isolation. Where one key indicator is prevalent, it is likely that there will be an overlap/signs within other categories.

If in doubt, staff **must** seek guidance from the Designated Safeguarding Lead or the Local Authority Multi Agency Safeguarding Hub **0208 227 3811**

Look through the Tier 1 to Tier 4 Threshold Guidance

[THRESHOLDS-JAN-22.pdf \(bdsafeguarding.org\)](#)

Tier 3 and 4 – a MASH referral is needed. Use the phrases in the Threshold Guidance when reporting.

(Keeping Children Safe in Education 2022 Annex B has many detailed descriptions and links too.)

[Report a serious concern about a child \(MARF\) for professionals | LBBD](#)

CHILD PROTECTION CONTACTS:

Children's Services Duty and Assessment Team MASH phone 0208 227 3811

Out of Hours Emergency Duty Social Worker after 4:45pm phone 0208 594 8356

MASH = Multi Agency Services Hub

DESIGNATED OFFICER (formerly LADO)

Staff Capability to Safeguard Children concerns related to a member of staff report to

Mike Cullern Designated Officer:

mike.cullen@lbbd.gov.uk 020 8227 3934 or 020 8227 3896

Followed up by completing an online Multi Agency Referral Form (as above)

PREVENT:

Police Prevent Officer Greig Urquhart phone 07766 227 261

Followed up with an email to Greig.Urquhart@met.pnn.police.uk and Prevent Coordinator Gareth.tuck@lbbd.gov.uk phone 020 8227 3875

<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>

Links

Sexualised Behaviour Traffic Light Tool

<https://www.enhertscg.nhs.uk/sites/default/files/Sexual-Behaviours-Traffic-Light-Tool.pdf>

FGM

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/355044/MultiAgencyPracticeGuidelines.pdf Female Genital Mutilation Act 2003

Belief, witch craft and/or magic

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/175437/Action Plan - Abuse linked to Faith or Belief.pdf

Internet Safety

<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

County Lines

<https://www.childrensociety.org.uk/information/professionals/resources/county-lines-toolkit>

For further guidance and information refer to

‘Working Together to Safeguard Children’ 2018

‘What to do if you’re worried a child is being abused’ 2015

Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings (DCSF 2009)