



# SAFEGUARDING AND CHILD PROTECTION POLICY

## WORMHOLT PARK PRIMARY SCHOOL



### Article 3

The best interests of the child must be a top priority in all decisions and actions that affect children.

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SAFEGUARDING LEAD	NADIA OSTA
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NEXT REVIEW DATE:	AUTUMN 2023

## SAFEGUARDING AND CHILD PROTECTION

This policy is to be reviewed annually; the next review is due in September 2022

The name of the Designated Safeguarding Lead is **Nadia Osta**  
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### 1. INTRODUCTION AND RATIONALE FOR POLICY

In line with the Governments vision for all services for children and young people the Governors and **all school staff** recognise that children have a fundamental **right to learn in a safe environment and to be protected from harm**. Young people are less likely to learn effectively and go on to lead positive and independent lives if they are not kept healthy and safe. This school is therefore committed to providing an environment which is safe and where the welfare of each child is of paramount importance. This will include a commitment to ensuring that all pupils feel confident that any concerns they may have will be listened to and acted upon.

To this end, the Governors and school staff will be committed to ensuring that all members of the school community are aware of school responsibilities and procedures in this area. This will include communicating policies and procedures effectively with parents/carers; ensuring all staff and relevant members of Governing Body attend appropriate training; and working effectively with other professionals on behalf of children in need or enquiring into allegations of child abuse.

Wormholt Park Primary School is a Rights Respecting School; this policy is written with due regard to The United Nations Convention on the Rights of the Child.

### 2. AIMS OF POLICY

- To raise awareness of all school staff of the importance of safeguarding and child protection, and in particular to make clear responsibilities for identifying and reporting actual or suspected abuse;
- To ensure pupils and parents are aware that the school takes child protection seriously and will follow the appropriate procedures for identifying and reporting abuse and for dealing with allegations against staff;
- To promote effective liaison with other agencies in order to work together for the protection and welfare of all pupils;
- To support pupils' development in ways which will foster security, confidence and independence;

- To integrate a child protection curriculum within the existing curriculum, allowing for continuity and progress through all the Key Stages;
- To make appropriate links and reference to policies in related areas such as behaviour and health and safety.

## Legislative framework

- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- [The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR)
- [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment
- [The Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination

### 3. GUIDING PRINCIPLES FOR INTERVENTION TO PROTECT CHILDREN

The school will ensure that the principles identified below, many of which derive from the Children Act 1989, are followed by all staff:

- All children have a right to be kept safe and protected from abuse;
- Child abuse can occur in all cultures, religions and social classes;
- Staff must be sensitive to the families cultural and social background;
- Children must have the opportunity to express their views and be heard
- If there is a conflict of interests between the child and parent, the interests of the child must be paramount;
- The responsibility to initiate agreed procedures rests with the individual who identifies the concern;
- All staff must endeavour to work in partnership with those who hold parental responsibility for a child;
- Information in the context of a child protection enquiry must be treated as CONFIDENTIAL and only shared with those who need to know;
- All staff should have access to appropriate and regular training
- School management must allow staff sufficient time to carry out their duties in relation to child protection and safeguarding.

#### **4. RESPONSIBILITIES OF HEAD/DESIGNATED LEAD**

The Governing Body will ensure that the school has identified Designated Senior Lead for safeguarding and child protection and that the Head Teacher and Designated Senior Leads undertake the following responsibilities:

- To ensure all staff are familiar with school and Local Authority procedures and guidelines for identifying and reporting abuse, including an understanding of the difference between a 'concern' and immediate danger or risk of harm'.
- To ensure all staff understand the procedures in relation to allegations of abuse against staff and how to report allegations against staff.
- To ensure that if a child is in immediate danger or is at risk of harm, a referral is made to children's social care and/or the police immediately.
- To ensure all staff receive training annually in the above, including staff who are temporary or start mid-year;
- To be responsible for co-ordinating action and liaising with school staff and support services over safeguarding and child protection issues;
- To be aware of all children within the school who are the subject of a Child Protection Plan or who are Looked After Children and ensure the child's social worker and Virtual School Head Teacher are informed if such children are subject of an exclusion from the school;
- To ensure the school is represented at child protection case conferences and that written reports are provided as required;
- To follow as appropriate recommendations made by local three safeguarding partners.

- To be aware of new legislation, guidance, policy and procedures in the area of safeguarding and child protection.
- To undergo training to provide the knowledge and skills required to carry out the role. This training will be updated every two years.
- To support and advise staff on child protection issues generally;
- To disseminate relevant information between agencies to the appropriate staff e.g. relevant teachers, tutors;
- To maintain accurate and secure child protection records and send on to new schools (where relevant).

## **5. RESPONSIBILITIES OF SCHOOL STAFF**

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the local three safeguarding partners.

- a) All school staff have a responsibility to identify and report suspected abuse and to ensure the safety and well being of the pupils in their school. In doing so they should seek advice and support as necessary from the Senior Designated Lead and other senior staff members.
- b) Staff are expected to provide a safe and caring environment in which children can develop the confidence to voice ideas, feelings and opinions. Children should be treated with respect within a framework of agreed and understood behaviour.
- c) All school staff are expected to:
  - Be able to identify signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation;
  - Report concerns (including concerns about other staff/professionals) to the Designated Senior Lead or other senior staff members as appropriate;
  - Be aware of the relevant local procedures and guidelines;
  - Monitor and report as required on the welfare, attendance and progress of all pupils;
  - Keep clear, dated, factual and confidential records of child protection concerns;
  - Respond appropriately to disclosures from children and young people (stay calm, reassure without making unrealistic promises, listen, avoid leading questions, avoid being judgemental and keep records);
  - Be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In

the first instance, staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment;

- Know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and children's social care. Staff should never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interests of the child.
- The school plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. This will be underpinned by our:
  - Behaviour policy
  - Pastoral support system
  - Planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:
    - Healthy and respectful relationships
    - Boundaries and consent
    - Stereotyping, prejudice and equality
    - Body confidence and self-esteem
    - How to recognise an abusive relationship (including coercive and controlling behaviour)
    - The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and female genital mutilation (FGM) and how to access support
    - What constitutes sexual harassment and sexual violence and why they're always unacceptable

#### d) The role of the Designated Safeguarding Lead (DSL)

The DSL is a member of the senior leadership team. Our DSL is Nadia Osta. The DSL takes lead responsibility for child protection and wider safeguarding in the school. The Deputy DSL is Lisa McNiffe.

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children

- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- Have a good understanding of harmful sexual behaviour
- The DSL will also:
  - Keep the headteacher informed of any issues
  - Liaise with local authority case managers and designated officers for child protection concerns as appropriate
  - Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's policies
  - Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support
  - Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search
  - The full responsibilities of the DSL and Deputy DSL are set out in their job description.

## **6. APPOINTMENT OF STAFF**

The Governing Body is committed to adhering to the principle of safer recruitment when appointing staff taking account of the Department of Education Statutory Guidance "Keeping Children Safe in Education" 2022 and will observe the following safeguards:

- That documentation sent out to potential candidates will make it clear that safeguarding and child protection is a high priority of the school and that rigorous checks will be made of any candidate before appointments are confirmed;
- That all references will be taken up and verified by telephoning referees;
- That a reference will always be obtained from the last employer;
- That at interview candidates will be asked to account for any gaps in their career/employment history;
- Candidates will be made aware that all staff are subject to an enhanced DBS check;
- That evidence of relevant checks will be recorded and stored in a single, central location, easily accessible when appropriate and necessary;
- All Governors are required to have s128 checks.

## **7. ALLEGATIONS AGAINST STAFF (INCLUDING SUPPLY TEACHERS AND VOLUNTEERS)**

- a. The school recognise that because of their daily contact with children in a variety of situations, including the caring role, teachers and other school staff are vulnerable to accusations of abuse.
- b. The Governing Body further recognise that, regrettably, in some cases such accusations may be true. In dealing with an allegation that a member of staff, including a supply teacher or volunteer, has:
  - Behaved in a way that has harmed a child, or may have harmed a child, or
  - Possibly committed a criminal offence against or related to a child, or
  - Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, or
  - Behaved or may have behaved in a way that indicates they may not be suitable to work with children

There will be a discussion with the Headteacher and/or the Senior Designated Lead for Safeguarding and Child Protection. Advice will be sought from the Local Authority Designated Officer.

- c. NSPCC whistle-blowing helpline number: 0800 028 0285
- d. Local Authority Designated Officer (LADO) contact details:

Megan Brown  
Safer Organisations (LADO) and Safeguarding in Education Manager  
megan.brown@lbhf.gov.uk  
07776 673020  
Duty Admin: 020 8753 5125  
LADO Referrals: LADO@lbhf.gov.uk

## **8. STAFF CONTACT WITH PUPILS**

As adults in positions of trust and in order to minimise the risk of accusations being made against staff as a result of their daily contact with pupils, all school staff will adhere to the school's expectations regarding professional conduct and should familiarise themselves with the [DfE Guidance regarding reasonable force](#)

## **9. STAFF TRAINING AND SUPPORT**

- a. The Governing Body recognise the importance of child protection training for Senior Designated Leads and for all other school staff who have contact with children. The designated Governor for safeguarding and child protection will have specific training in their role, available from the Local Authority.



- b. The Governing Body expect the Head Teacher and Senior Designated Leads to ensure that all school staff, including support and ancillary staff, receive training annually in child protection and that new staff are made aware of school policy, procedures and guidelines when they join the school and receive annual training thereafter in line with best practice.
- c. The Head Teacher is also expected to ensure that all staff receive regular support in respect of child protection work and know which senior member of staff to refer to for advice in the absence of the Senior Designated Lead.
- d. The Governing Body recognises its own responsibilities to ensure the school has sufficient resources to effectively deliver its safeguarding responsibilities to the highest standard and to request information as part of the Head Lead's report regarding the safeguarding practice of the school so any identified gaps are remedied in a timely way.

## **10. EARLY HELP SERVICE**

The Governing Body understands that there are children and young people at risk of harm (but who have not yet reached the "significant harm" threshold) and for whom a preventative service would reduce the likelihood of that risk or harm escalating. Staff are aware of the Early Help process and are prepared to identify children who may benefit. Early Help are committed to helping families improve the outcomes for children, and to support them to reach their potential. Early Help will focus on improving the following outcomes:

- (i) For children to have strong and effective parents*
- (ii) Healthy young children who are ready to thrive at school*
- (iii) Improved participation in education and training*
- (iv) Prevention of harm and keeping children safe*
- (v) Improved outcomes for children on the edge of care*
- (vi) Prevention of crime and serious youth violence*

## **11. CURRICULUM**

The Governing Body believe that the school curriculum is important in the protection of children. They will aim to ensure that curriculum development meets the following objectives:

- Developing pupil self-esteem;
- Developing communication skills;
- Informing about all aspects of risk;
- Developing strategies for self-protection;

- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults;
- Developing non-abusive behaviour between pupils.

## **12.E- SAFETY**

The Governing Body are doing all that they reasonably can to limit children's exposure to the risks posed by children's use of ICT. There is an E-safety policy which details and mechanisms to identify, intervene in and escalate any incident where appropriate. Pupils will be just as clear about what is expected of them online as offline.

## **13.CHILDREN WITH SPECIAL EDUCATIONAL NEEDS**

The Governing Body recognise that children with special educational needs may be especially vulnerable to abuse and expect staff to take extra care to interpret correctly apparent signs of abuse or neglect.

We recognise that pupils with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Pupils being more prone to peer group isolation than other pupils
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

Indications of abuse will be reported as for other pupils. The Safeguarding Lead, who is also the special educational needs co-ordinator, will identify pupils with particular communication needs and also ensure clear guidance is available for staff in relation to their responsibilities when working with children with intimate care needs.

## **14. ALLEGATIONS OF ABUSE MADE AGAINST OTHER CHILDREN**

The Governing Body and school staff recognise that children are capable of abusing other children. The school has a rights respecting culture; inclusion and equality are valued and actively promoted across the whole school community, and pupil participation is strong. We recognise the gendered nature of child-on-child abuse (i.e. that it is more likely that girls will be victims and boys perpetrators). However, all child-on-child abuse is unacceptable and will be taken seriously. A behaviour policy and anti-bullying policy detail procedures to minimise the risk of child-on-child abuse, including but not limited to emotional abuse; physical abuse; and abuse suffered by an individual because of their race, sexuality or gender. Abuse of any nature will never be tolerated or passed off as "banter" or "part of growing up". Any victim of abuse will be supported by school staff and if necessary therapeutic services.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of abuse against another pupil:

- Staff must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate or ensure access to other therapeutic services.

We will minimise the risk of child-on-child abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

## **15. MENTAL HEALTH**

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If any staff member has a mental health concern about a child that is also a safeguarding concern, they must take immediate action and inform the DSL.

If a staff member has a mental health concern that is not also a safeguarding concern, they must speak to the DSL to agree a course of action.

## 16. FEMALE GENITAL MUTILATION

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

**Any teacher** who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

**Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

**Any member of staff** who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out must speak to the DSL and follow our local safeguarding procedures

## 17. EXTREMISM

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have 'due regard<sup>1</sup> to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty.

We seek to keep children safe from extremist behaviour by;

- Training staff to be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection.
- Training staff to use their judgement in identifying children who might be at risk of radicalisation and to act proportionately, which may include the Designated Safeguarding Lead making a Prevent referral
- Ensuring the school or college's Designated Safeguarding Lead is aware of local procedures for making a Prevent referral

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible staff should speak to the DSL first to agree a course of action. If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Staff must speak to a member of the senior leadership team who will seek advice from local authority children's social care. Staff must inform the DSL or deputy as soon as practically possible.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team. The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil.

You can also email [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk). Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

## **18. CONFIDENTIALITY**

The Governing Body accepts that child protection raises issues of confidentiality, which should be clearly understood by all staff. Reports to the Governing Body will not identify individual children.

## **19. RECORD KEEPING AND REPORTS**

- a. The Governing Body expect all staff to maintain high quality signed and dated child protection records, which separate fact, allegation, hearsay and opinion and which clearly indicate decisions and action taken. These records may in some cases be required in court proceedings.
- b. The Governing Body further expect school staff to assist the Family and Children's Services Department by providing information to contribute to child protection enquiries and for child protection case conferences as required.

## **20. MONITORING PUPILS ON THE CHILD PROTECTION REGISTER**

The Governing Body expects the Head Teacher and Senior Designated Leads to ensure that teachers monitor closely the welfare, progress and attendance of all pupils. Relevant and pertinent information relating to children either subject

to a Child Protection Plan or deemed Children in Need will be provided in a timely fashion to Family and Children's Services staff.

## **21.COMMUNICATING POLICY TO PARENTS AND PUPILS**

- a. The Governing Body expect parents and pupils to be informed that the school has a child protection policy and is required to follow the local three safeguarding partners guidelines for reporting suspected abuse to the Family and Children's Services Department.
- b. Pupils and parents should know how the school's child protection system works and with whom they can discuss any concerns. They should also be made aware of local or national telephone help lines.
- c. If parents/carers would like to discuss any aspect of this policy they should contact Nadia Osta

## **22.MONITORING AND EVALUATING EFFECTIVENESS OF SCHOOL'S POLICY.**

The governors require the Head Teacher to report to them annually on the effectiveness of the school's safeguarding and child protection policy and on associated issues in the school over the preceding year.

## **23.CHILD PROTECTION IN RELATION TO OTHER SCHOOL POLICIES**

This safeguarding and child protection policy should be read in conjunction with other relevant school policies including, Health and Safety, Behaviour, E-Safety policy, Equality Scheme, Complaints Policy and Attendance Policy, Designated Teacher Policy.

### **Appendix 1**

#### **Keeping Children Safe in Education 2022**

#### **The Children Act 1989**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1000549/The\\_Children\\_Act\\_1989\\_guidance\\_and\\_regulations\\_Volume\\_2\\_care\\_planning\\_placement\\_and\\_case\\_review.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000549/The_Children_Act_1989_guidance_and_regulations_Volume_2_care_planning_placement_and_case_review.pdf)