



LONG CLOSE SCHOOL

# **SAFEGUARDING - CHILD PROTECTION POLICY: INTERNAL PROCEDURES**

**LONG CLOSE SCHOOL**  
Upton Court Road  
Slough  
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SL3 7LU

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### SAFEGUARDING - CHILD PROTECTION POLICY: INTERNAL PROCEDURES

Further detail can be found in the main 'Safeguarding Policy'

#### Introduction

1. The health, safety and well-being of all our children are of paramount importance to all the adults who work in our school. Our children have the right to protection, regardless of age, gender, race, culture or disability. They have a right to be safe in our school.
2. In our school we respect our children. The atmosphere within our school is one that encourages all children to do their best. We provide opportunities that enable our children to take and make decisions for themselves.
3. Our teaching of personal, social and health education and citizenship, as part of the National Curriculum, helps to develop appropriate attitudes in our children and makes them aware of the impact of their decisions on others. We also teach them how to recognise different risks in different situations, and how to behave in response to them.

#### Aims and Objectives

1. This policy ensures that all staff in our school are clear about the actions necessary with regard to a child protection issue. Its aims are:
  - \* To raise the awareness of all staff and identify responsibility in reporting possible cases of abuse;
  - \* To ensure effective communication between all staff when dealing with child protection issues;
  - \* To lay down the correct procedures for those who encounter an issue of child protection

#### Internal procedures to safe guard the pupils at Long Close:

1. There are three named teachers in Long Close School who are the designated Designated Safeguarding Leads.  
One officer, **Sarah Harris**, is responsible for the Early Years Department (Nursery, Transition and Reception classes). **Sarah Field** is responsible for the Preparatory School (Years 1 to 6) and **David McCarthy** is responsible for the senior school (Y7-11). The DSLs work under the direct supervision of the Headmaster.  
They are supported by Deputy Safeguarding Leads: **Julia Hallett** for the Early Years Department (EYFS and KS1) and **Gavin Larcombe** for Years 3 to 11.
2. We require all adults employed in the school to have their application vetted through police records in order to ensure that there is no evidence of offences involving children or abuse. This is made through a DBS Enhanced Disclosure Form. References are also taken up prior to appointment. *(Further details of recruitment procedures are found in the Safeguarding Policy)*

3. Any adults assisting at the school for example, as voluntary reading helpers or on a school trip, may not work alone with any pupils. They will work within the classroom under the supervision of a member of staff.
4. All adults visiting the school must report to the School Office and 'sign in' through the Visitors Book and 'sign out' when they leave.
5. We aim to raise the staff's awareness of abuse and child protection issues. All staff under-go Child Protection training and this is refreshed every two years. In addition the Head Teacher and DSL's under-go further training as designated officers, which is refreshed every two years.
6. Registration: In the Preparatory and Senior Schools, pupils are registered during form period at 8.30am. Parents are asked to notify the School Office before 8.30am if their child is going to be late or absent, with the reason. If a pupil is not present before close of registration at 9.00am and no notification has been given the school office will telephone the parents to ascertain the nature of the absence. If a pupil arrives late to school (after 8.45am) the parents are asked to sign the child in through the 'Late Book', located outside of the school office. **Only a parent or designated adult may confirm reasons for absence.**

Absence and late arrival to school is monitored by the Form Tutor and School Office. Any concerns including regular absences or late arrival to school are reported by them to the Head of Key Stage who will contact the parents to discuss further and remind parents of the school procedure. These concerns are also communicated to the DSL for the department.

7. All staff members have a responsibility to pass on any concerns about individual pupils to the DSL.
8. Staff members adhere to the safe working practises in the main Safeguarding Policy. **Staff must take care not to put themselves in a situation which could be misinterpreted or misconstrued.**
  - Staff must not keep any pupil or parent information or photographs on their mobile phones.
  - Staff are advised not to have pupils or parents as 'friends' on social networking sites, such as Facebook.
  - Staff working with pupils in the classroom in a one-to-one situation must ensure that they do not close blinds and they are positioned so they can be easily seen through a door or window.
  - When supervising changing for PE/ Games staff do not supervise a lone pupil. There must always be two or more pupils together in the changing room when supervised.

#### **Child Protection procedures:**

1. **If any teacher suspects that a child in his/her class may be a victim of abuse, they must immediately inform the nominated DSL in their department about their concerns.** *Abuse can be of a sexual, emotional or physical nature. It can also be the result of neglect.* Matters of concern are recorded by the member of staff detailing the concern or disclosure and also the DSL who, in conjunction with the Head teacher, will decide on the course of action depending on the nature of the concern. Depending on the age of the child, they may be spoken to, sensitively and also in a way that is not leading, about the concern or disclosure. A concern or disclosure may be discussed with parents, depending on its nature.

2. Do not promise that you will not share the information the child has given you. You can never guarantee confidentiality to a child as some kinds of information may need to be shared with others.
3. In the event that the school believes a child may be in immediate danger, given the nature of the disclosure or concern, then **Children's Social Care, Slough 01753 690898 or 01753 875591/** out of hours no. **01344 786543** will be contacted and the child will remain at school until they arrive and have decided on the next course of action.
4. The school's Designated Safeguarding Leads work closely with Slough Children's Social Care when investigating any allegations of abuse. All parties involved handle such investigations in a sensitive manner, but the interest of the child is of paramount importance.
5. If a child alleges abuse, the school may make a referral to Children's Social Care without communicating with parents first. In some circumstances we inform parents first.
6. If a child protection referral to Children's Social Care is made, a case conference is held which offers the opportunity to share information and formulate a plan of action. All staff involved are expected to attend and participate in all case conferences and meetings.
7. We regard all information relating to individual child protection issues as confidential, and we treat this accordingly. All concerns **MUST** be discussed with the Head Teacher who will make the final decision. We only pass information on to appropriate persons, such as Children's Social Care or psychologists. We inform the child where appropriate.
8. Allegations of abuse made against staff, whether historical or contemporary, should be dealt with by the Head Teacher. The Head Teacher will contact the Education Executive, Cognita Schools for discussion as to further action. If the allegation is about the Head Teacher there should be direct contact with the Education Executive, Cognita Schools Ltd. Staff can also contact the Children's Social Care, Slough and the Local Authority Designated (**LADO**) who is Nicola Johnstone contactable on **01753 474053/07885 828387**.

### **Guidance on 'Whether this is a Child Protection Matter'**

**If staff have significant concerns about any child they should make them known to the schools Designated or Deputy Designated Child Protection Teachers. These concerns may include:**

**Physical abuse:** May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

**Emotional abuse:**

Is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development? It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as over protection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of

children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

**Neglect:**

Is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development? Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**Sexual abuse:**

Involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways. There are three thresholds for and types of referral that need to be considered:

- Is this a child with additional needs where their health, development or achievement may be adversely affected?
- Age appropriate progress is not being made and the causes are unclear or
- The support of more than one agency is needed to meet the child or young person's needs.

Additional Considerations

If this is a child with additional needs discuss the issues with the trained practitioner in your school, the child and parents. You will need to obtain parental consent form.

Is this child in need? S17 of the Children Act 1989 says:

- They are unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a local authority.
- Their health or development is likely to be impaired, or further impaired without the provision of such services.
- They are disabled.

Is this a child protection matter? S47 of the Children Act 1989 says:

- Children at risk or who are suffering significant harm.
- Children suffering the effects of significant harm
- Serious health problems.

If this is a child in need, discuss the issues with the designated child protection teacher and parents. Obtain their consent for referral to any other agency.

If this is a child protection matter, this should be discussed with the designated teacher and will need to be referred by the school as soon as possible.

It is the 'significant harm' threshold that justifies statutory intervention into family life. A professional making a child protection referral under S.47 must therefore provide information which clearly outlines that a child is suffering or likely to suffer significant harm.

It is not possible to rely on one absolute criterion when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the extent of the harm suffered, the context within which it occurred and its duration.

Significant harm may also arise from a combination of significant events which are both acute and long standing and which may impair the child's physical, psychological and social development. In order to both understand and establish significant harm, it is necessary to consider the family context, together with the child's development within their wider social and cultural environment. It is also necessary to consider any special needs, e.g. medical condition, communication difficulties or disability that may affect the child's development and care within the family. The nature of harm, in terms of ill-treatment or failure to provide adequate care also needs consideration alongside the impact on the child's health and development and the adequacy of care provided.

**Other relevant safeguarding policies:**

- E-Safety
- Anti-Bullying
- Dealing with allegations of abuse against staff
- Domestic violence
- Drug/ alcohol abuse
- Sexual exploitation
- Female genital mutilation
- Forced marriages
- Children who sexually abuse
- Learning beyond the classroom
- Photographing children at school events
- Children staying with host families
- Prevent Radicalisation

*Further details of these can be found in the Safeguarding Policy.*

**Talking to and listening to children**

If a child chooses to disclose, you SHOULD:

- be accessible and receptive;
- listen carefully and uncritically at the child's pace;
- take what is said seriously;
- reassure the child that they are right to tell;
- tell the child that you must pass this information on;
- make a careful record of what was said.

You should NEVER:

- take photographs or examine an injury;

- investigate or probe aiming to prove or disprove possible abuse – never ask leading questions;
- make promises to children about confidentiality or keeping ‘secrets’;
- assume that someone else will take the necessary action;
- jump to conclusions or react with shock, anger or horror;
- speculate or accuse anybody;
- confront another person (adult or child) allegedly involved;
- offer opinions about what is being said or about the persons allegedly involved;
- forget to record what you have been told;
- fail to pass the information on to the correct person;
- ask a child to sign a written copy of the disclosure.

For children with communication difficulties or who use alternative/augmented communication systems, you may need to take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns should be reported in exactly the same manner as for other children.

### **Record keeping**

Well kept records are essential in situations where it is suspected or believed that a child may be at risk from harm.

Records should:

- state who was present, time, date and place;
- use the child’s words wherever possible;
- be factual/state exactly what was said;
- differentiate clearly between fact, opinion, interpretation, observation and/or allegation;
- be written in ink and signed by the recorder;

### **Monitoring and Review**

The Headmaster and DSL’s review all policies and procedures on an annual basis.

**Signed: S Field**

**Reviewed: May 2016**

**Next Review: May 2017**