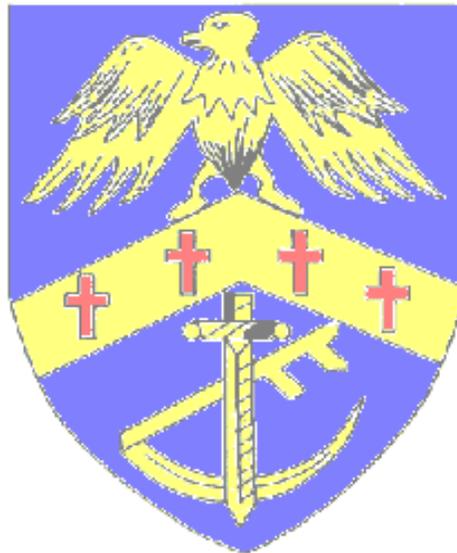


SUNNYMEDE JUNIOR SCHOOL

CHILD PROTECTION and SAFEGUARDING POLICY



Ratified by Governing Body: July 2014
Review: At least annually
This Review : October 2017
Next Review: October 2018

Review date	Headteacher's signature	Chair of Governor's signature
October 2017		

DESIGNATED SAFEGUARDING LEAD (including lead on Child Sexual Exploitation):	Mrs Ronnie Branch (Headteacher)
DEPUTY DESIGNATED SAFEGUARDING LEAD (including deputy lead on Child Sexual Exploitation):	Miss Catharine King (Deputy Headteacher)
DESIGNATED SAFEGUARDING GOVERNOR:	Mr Richard Burgess
RESPONSIBILITY FOR RECRUITMENT AND VETTING CHECKS	Headteacher: MRS RONNIE BRANCH Personnel Officer: MRS J. LYON Governor: MR RICHARD BURGESS

This document is a statement of the aims, principles and strategies for the Safeguarding of Children and Child Protection at Sunnymede Junior School. It reflects the Essex Children's Safeguarding service's guidance model policy (July 2017) and reflects the statutory requirements as set out in the DfE guidance 'Keeping Children Safe in Education –DfE 2016.



CONTENTS

1.	Introduction
2.	Statutory Framework
3.	School Ethos
4.	Roles and responsibilities
5.	Types of abuse / specific safeguarding issues
6.	Procedures
7.	Training
8.	Professional confidentiality
9.	Records and information sharing
10.	Interagency working
11.	Allegations about members of the workforce
12.	Whistleblowing
Appendix 1	Family Operations Hub Partner Access Map
Appendix 2	Safeguarding Induction Briefing Sheet
Appendix 3	SJS Safeguarding log of concern (yellow form)
Appendix 4	Dealing with allegations made against another child (Peer-on-Peer Abuse)
Appendix 5	Keeping Children Safe in Education: Part 1 (September 2016)
Appendix 6	Keeping Children Safe in Education: Annex B (The Role of the Designated Safeguarding Lead)

CHILD PROTECTION AND SAFEGUARDING POLICY FOR SUNNYMEDE JUNIOR SCHOOL

1. Introduction

Schools and their staff form part of the wider safeguarding system for children. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.

(Keeping Children Safe in Education – DfE, 2016)

This Child Protection Policy is for all staff, parents, governors, volunteers and the wider school community. It forms part of the safeguarding arrangements for our school. It should be read in conjunction with the Safeguarding Policy, Safer Recruitment Policy, Staff Code of Conduct Policy, Physical Intervention Policy, Anti-Bullying Policy, Behaviour Policy, Health and Safety Policy, Educational Visit Policy, E-safety Policy, Social Media Policy and Photography Policy. It should also be read in conjunction with Keeping Children Safe in Education (DfE, 2016).

Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education 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
- Taking action to enable all children to have the best outcomes

2. Statutory framework

Section 175 of the Education Act 2002 (*Section 157 for Independent schools*) places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

The development of appropriate procedures and the monitoring of good practice in Essex are the responsibilities of the [Essex Safeguarding Children Board](#) (ESCB). In Essex, all professionals must work in accordance with the [SET Procedures](#) (ESCB, September 2017).

Our school works in accordance with the following legislation and guidance:

Children Act 1989

Children Act 2004

[Keeping Children Safe in Education](#) (DfE, 2016)

[Working Together](#) (HMG, 2015)

[Effective Support for Children and Families in Essex](#) (ESCB, 2017)

[Counter-Terrorism and Security Act \(HMG, 2015\)](#)

[Serious Crime Act 2015](#) (Home Office, 2015)

Sexual Offences Act (2003)

Education (Pupil Registration) Regulations 2006

Information sharing advice for safeguarding practitioners (HMG, 2015)

Data Protection Act 1998

[What to do if you're worried a child is being abused](#) (HMG, 2015)

[Searching, screen and confiscation](#) (DfE, 2014)

3.Ethos

We recognise that for our pupils, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps to prevent abuse.

Our school, therefore, is committed to keeping children safe and aims to:

- Create a culture of vigilance where the welfare of our pupils is promoted and where timely and appropriate safeguarding action is taken
- Establish and maintain an environment where pupils feel safe and secure, are encouraged to talk and are listened to.
- Ensure that pupils know that there are adults within the school who they can approach if they are worried or are in difficulty.
- Ensure pupils receive the right help at the right time to address risks and prevent issues escalating
- Include in the curriculum activities and opportunities for PHSE which equip pupils with the skills they need to stay safe from abuse and to develop healthy and safe relationships.
- Include in the curriculum material which will help pupils develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- Protect children from harm and to ensure that they are taught in a way that is consistent with the law and our values and to promote respect for all others
- Facilitate understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government
- Provide a curriculum which actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- promote tolerance of and respect for people of all faiths (or those of no faith), races, genders, ages, disability and sexual orientations
- Make parents/carers aware of the school policies and practice for safeguarding and ensure that, wherever possible, every effort will be made to establish open and honest effective working relationships with parents and colleagues from partner agencies.

4. Roles and responsibilities

All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential. However, there are key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those in our school with these specific responsibilities (the designated safeguarding lead and deputy designated safeguarding lead) are shown on the cover sheet of this document.

The governing body

The governing body ensures that the policies, procedures and training in our school are effective and comply with the law at all times. It ensures that all required policies relating to safeguarding are in place and that the child protection policy reflects statutory and local guidance and is reviewed at least annually.

The governing body ensures there is a named designated safeguarding lead and deputy safeguarding lead in place.

The governing body ensures the school contributes to inter-agency working, in line with statutory and local guidance. It ensures that information is shared and stored appropriately and in accordance with statutory requirements.

The governing body ensures that all staff members undergo safeguarding and child protection training at induction and that it is then regularly updated. All staff members receive regular safeguarding and child protection updates, at least annually, to provide them with the relevant skills and knowledge to keep our children safe.

The governing body ensures that children are taught about safeguarding, including online, ensuring that that appropriate filters and monitoring systems for online usage are in place. Our children will be taught how to keep themselves safe through teaching and learning opportunities as part of a broad and balanced curriculum.

The governing body and school leadership team are responsible for ensuring the school follows recruitment procedures that help to deter, reject or identify people who might abuse children. It adheres to statutory responsibilities to check adults working with children and has recruitment and selection procedures in place (see the school's 'Safer Recruitment' policy for further information). It ensures that volunteers are appropriately supervised in school.

The Designated Safeguarding Lead (and Deputy)

The designated safeguarding lead in school takes lead responsibility for managing child protection referrals, safeguarding training and raising awareness of all child protection policies and procedures. They ensure that everyone in school (including temporary staff, volunteers and contractors) is aware of these procedures and that they are followed at all times. They act as a source of advice and support for other staff (on child protection matters) and ensure that timely referrals to Essex Children's Social Care (Family Operations Hub) are made in accordance with current SET procedures. They work with the local authority and other agencies as required.

If for any reason the designated safeguarding lead is unavailable, the deputy designated safeguarding lead will act in their absence.

[The role of the Designated Safeguarding Lead is set out in Annex B of Keeping Children Safe in Education \(Appendix 6 of this policy\) and must be read and understood all staff as part of this policy.](#)

The Headteacher

The Headteacher works in accordance with the requirements upon all school staff. In addition, (s)he ensures that all safeguarding policies and procedures adopted by the governing body are followed by all staff.

All school staff

Everyone in our school has a responsibility to provide a safe learning environment in which our children can learn. All staff members are prepared to identify children who may benefit from early help and understand their role within this process. This includes identifying any emerging problems so appropriate support may be provided and liaising with the designated safeguarding lead to report any concerns. All staff members are aware of and follow school processes (as set out in this policy) and are aware of how to make a referral to Social Care if there is a need to do so.

5. Types of abuse / specific safeguarding issues

Keeping Children Safe in Education (DfE, 2016) defines abuse as the maltreatment of a child.

“Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children”

The four main types of abuse referred to in Keeping Children Safe in Education are:

- Physical
- Emotional
- Sexual
- Neglect

Our school is aware of the signs of abuse and neglect so we are able to identify children who may be in need of help or protection.

Peer on Peer Abuse

Our school may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst at school, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. Our school recognises that some children may abuse their peers and any incidents of peer on peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures.

Peer on peer abuse can manifest itself in many ways. This may include bullying (including cyber bullying), on-line abuse, gender-based abuse, ‘sexting’ or sexually harmful behaviour. We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Our school understands the different gender issues that can be prevalent when dealing with peer on peer abuse.

See Appendix 4 of this policy for our peer-on-peer abuse policy (called Dealing with allegations made against another child). This should also be read in conjunction with our Anti-Bullying Policy)

Children with Special Educational needs and Disabilities

Our school understands that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying-without outwardly showing any signs;
- communication barriers and difficulties in overcoming these barriers

Children Missing from Education

All children, regardless of their age, ability, aptitude and any special education needs they may have are entitled to a full-time education. Our school recognises that a child missing education is a potential indicator of abuse or neglect and will follow the school procedures for unauthorised absence and for children missing education. Parents should always inform us of the reason for any absence. Where contact is not made, a referral may be made to another appropriate agency (Missing Education and Child Employment Service, Social Care or Police).

Our school must inform the local authority of any pupil who fails to attend school regularly, or has been absent without school permission for a continuous period of 10 days or more.

Child Sexual Exploitation (CSE)

CSE is a form of abuse where children are sexually exploited for money, power or status. It is understood that a significant number of children who are victims of CSE go missing from home, care and education at some point. Our school is alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns. The designated safeguarding lead is the named CSE Lead in school on these issues and will work with other agencies as appropriate.

Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs. It is illegal in the UK and a form of child abuse.

As of October 2015, the Serious Crime Act 2015 (Home Office, 2015) introduced a duty on teachers (and other professionals) to notify the police of known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18. Our school will operate in accordance with the statutory requirements relating to this issue, and in line with existing local safeguarding procedures.

Forced Marriage

A forced marriage is one entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and is a crime. Our staff understand how to report concerns where this may be an issue.

Prevention of radicalisation

As of July 2015, the [Counter-Terrorism and Security Act \(HMG, 2015\)](#) placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

It requires schools to:

- teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion
- be safe spaces in which children / young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas
- be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues

CHANNEL is a national programme which focuses on providing support at an early stage to people identified as vulnerable to being drawn into terrorism. Our staff understand how to identify those who may benefit from this support and how to make a referral.

6. Procedures

All action is taken in accordance with the following guidance;

- Essex Safeguarding Children Board guidelines - the SET (Southend, Essex and Thurrock) Child Protection Procedures (ESCB, 2017)
- Keeping Children Safe in Education (DfE, 2016)
- Working Together to Safeguard Children (DfE, 2015)
- 'Effective Support for Children and Families in Essex' (ESCB, 2017)
- PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)

When new staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place and the name of the designated safeguarding lead (and deputy) and how to share concerns with them. [They are given a copy of our school's Child Protection and safeguarding policy, either a full or summary version \(see Appendix 2\), depending on the length, purpose and frequency of visits.](#)

[Staff are kept informed about child protection responsibilities and procedures through induction, emails, briefings, business meetings and awareness training. There is also a safeguarding notice board in the staff room.](#)

Any member of staff, volunteer or visitor to the school who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred **must** report it immediately to the designated safeguarding lead (or, in their absence, the deputy designated safeguarding lead).

The designated safeguarding lead or the deputy will immediately refer cases of suspected abuse or allegations to the Children and Family Operations Hub by telephone and in accordance with the

procedures outlined in the SET procedures (ESCB, 2017) and in 'Effective Support for Children and Families in Essex' (ESCB, 2017).

The telephone referral to the Family Operations Hub will be confirmed in writing within 48 hours with the Children and Families Request for Support Form. Essential information will include the pupil's name, address, date of birth, family composition, the reason for the referral, whether the child's parents are aware of the referral plus any other relevant information or advice given.

The school will always undertake to share an intention to refer a child to Children's Social Care with the parents or carers, unless to do so could place the child at greater risk of harm or impede a criminal investigation. It may be necessary to seek advice from the Family Operations Hub and / or Essex Police in making decisions about when it is appropriate to share information with parents / carers. [Where a member of staff has discussed a safeguarding related matter with a child that has not led to a referral being made to social care, the parent will usually be informed, This should only take place in consultation with the Designated Safeguarding Lead.](#)

If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, the staff member concerned should press for re-consideration of the case with the designated safeguarding lead.

6.8 Safeguarding contact details are displayed in the school to ensure that all staff have unfettered access to safeguarding support. [Contact information is displayed in the staffroom. A hard copy safeguarding related policies are located in the main school office and in the staffroom. An electronic copy is stored on the staff shared drive under the Policy tab. A safeguarding information sheet \(containing contact information, expectations about conduct and what to do if they have concerns\) is also available at the school Reception for all visitors and volunteers and is given to them on their initial visit \(Appendix 2\). The Safeguarding and Child Protection Policy can be accessed on the school website \(\[www.sunnymede-jun.ik.org\]\(http://www.sunnymede-jun.ik.org\)\).](#)

7. Training

The designated safeguarding lead (and deputy) undertake Level 3 child protection training at least every two years. The Headteacher, all staff members and governors receive appropriate child protection training which is regularly updated and in line with advice from the Essex Safeguarding Children Board (ESCB). In addition, all staff members receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Records of any child protection training undertaken is kept for all staff and governors.

The school ensures that the designated safeguarding lead (and deputy) also undertakes training in inter-agency working and other matters as appropriate.

8. Professional confidentiality

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. A member of staff must never guarantee confidentiality to a pupil and will not agree with a pupil to keep a secret as, where there is a child protection concern, this must be reported to the designated safeguarding lead and may require further investigation by appropriate authorities.

All staff members are informed of relevant information in respect of individual cases regarding child protection on a 'need to know basis' only. Any information shared with a member of staff in this way is held treated confidentially.

9. Records and information sharing

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 1998 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing where there are real safeguarding concerns. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect.

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be shared with other agencies.

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will make an accurate record as soon as possible noting what was said or seen (if appropriate, using a body map to record), giving the date, time and location. All records will be dated and signed and will include the action taken. This is then presented to the designated safeguarding lead (or deputy), who will decide on appropriate action and record this accordingly. [At Sunnymede Junior School this record should be made on the bright yellow 'Safeguarding log of concern' form \(Appendix 3\).](#) Copies are kept in the staffroom and the main school office.

Any records related to child protection are kept in a child protection file (which is separate to the pupil file) in chronological order ([locked cupboard in Head's office](#)). [Class teachers also have a lockable yellow metal locker in their class bases where they keep a minor concern book, in relation to safeguarding and other pupil related matters. The content of this is shared by the teacher with the DSL, who checks it regularly and has access to it at all times.](#) All child protection records are stored securely and confidentially and will be retained for 25 years after the pupil's date of birth or until they transfer to another school / educational setting

Where a pupil transfers from our school to another school / educational setting, their child protection records will be forwarded to the new educational setting. These will be marked 'Confidential' and for the attention of the receiving school's designated safeguarding lead, with a return address on the envelope so it can be returned to us if it goes astray. We will obtain evidence that the paperwork has been received by the new school and then destroy any copies held in our school.

Where a pupil joins our school, we will request child protection records from the previous educational establishment (if none are received).

10. Interagency working

It is the responsibility of the designated safeguarding lead to ensure that the school is represented at, and that a report is submitted to, any child protection conference called for children on the school roll or previously known to them. Where possible and appropriate, any report will be shared in advance with the parent(s) / carer(s). Whoever attends will be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions at the conference.

If a child is subject to a Child Protection or a Child in Need plan, the designated safeguarding lead will ensure the child is monitored regarding their school attendance, emotional well-being, academic progress, welfare and presentation. If the school is part of the core group, the designated safeguarding lead will ensure the school is represented, provides appropriate information and contributes to the plan at these meetings. Any concerns about the Child Protection plan and / or the child's welfare will be discussed and recorded at the core group meeting, unless to do so would place the child at further risk of significant harm. In this case the designated safeguarding lead will inform the child's key worker immediately and then record that they have done so and the actions agreed.

11. Allegations about members of the workforce

All staff members are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the Staff Handbook / Code of Conduct.

The school works in accordance with statutory guidance and the SET procedures (ESCB, 2016) in respect of allegations against an adult working with children (in a paid or voluntary capacity). Section 7 of the current SET procedures provides detailed information on this.

The school has processes in place for reporting any concerns about a member of staff (or any adult working with children). Any concerns about the conduct of a member of staff will be referred to the Headteacher (or the Deputy Headteacher in their absence). This role is distinct from the designated safeguarding lead as the named person should have sufficient status and authority in the school to manage employment procedures. Staffing matters are confidential and the school must operate within statutory guidance around Data Protection.

Where the concern involves the Headteacher, it should be reported direct to the Chair of Governors.

SET procedures (ESCB, 2016) require that, where an allegation against a member of staff is received, the Headteacher, senior named person or the Chair of Governors must inform the duty Local Authority Designated Officer (LADO) in the Children's Workforce Allegations Management Team on **03330 139 797** within one working day. However, wherever possible, contact with the LADO should be made immediately as they will then advise on how to proceed and whether the matter requires Police involvement. This will include advice on speaking to pupils and parents and HR. The school does not carry out any investigation before speaking to the LADO.

12. Whistleblowing

Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example pupils in the school or members of the public.

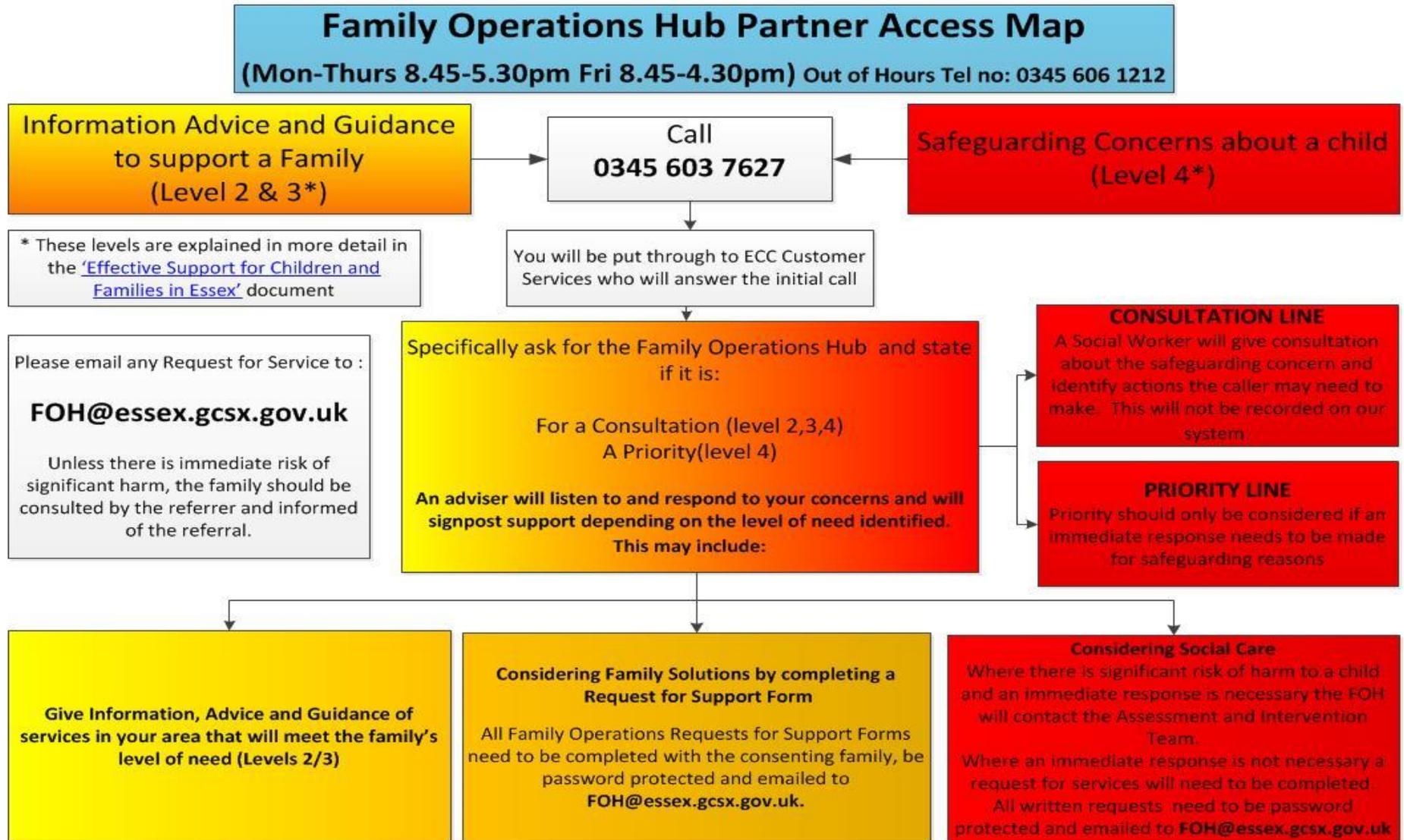
All staff are made aware of the duty to raise concerns about the attitude or actions of staff in line with the school's Code of Conduct / Whistleblowing policy.

We want everyone to feel able to report any child protection / safeguarding concerns. However, for members of staff who feel unable to raise these concerns internally, they can call the the NSPCC

whistleblowing helpline on: 0800 028 0285 (line is available from 8:00 AM to 8:00 PM, Monday to Friday) or email: help@nspcc.org.uk.

Parents or others in the wider school community with concerns can contact the NSPCC general helpline on: 0808 800 5000 (24 hour helpline) or email: help@nspcc.org.uk.

Appendix 1: **MAY 2017 VERSION**



Appendix 2

Safeguarding Induction Briefing Sheet

Please take a copy and read on arrival if you are new

Welcome to Sunnymede Junior School

We all have a statutory duty to safeguard and promote the welfare of children.

If you have any concerns about the health and safety of a child whilst you are in the school, or feel that something may be troubling them, you should share this information with an appropriate member of school staff straight away. Some issues e.g. a child's appearance, hygiene, general behaviour, can be shared with any teacher or member of support staff in the school.

Please do not be concerned about reporting things that may appear trivial - we would rather this than miss a concern that may prove to be significant.

However, if you think the matter is very serious and may be related to a child protection concern, e.g. physical, sexual, emotional abuse or neglect, you must talk to one of the people listed below immediately.

If you are unable to speak to one of them immediately, please ask a member of the office team to make contact and let them know you wish to speak to them about a confidential and urgent matter.

Any allegation or disclosure involving a member of staff or a volunteer at the school **must** be reported directly to the Headteacher, unless it involves the Headteacher, and then it should be reported directly to the Chair of the Governing Body (contact via school office).

Designated Person for Safeguarding and Child Protection

Ronnie Branch
Headteacher

Deputy Designated Person for Safeguarding and Child Protection

Catharine King
Deputy Headteacher

Chairman of Governors

Richard Burgess

See top three photographs on display board in Reception

Updated October 2017

Sunnymede Junior School **SAFEGUARDING LOG OF CONCERN**

PUPIL NAME: _____ **DOB:** _____ Year Group:___ Class: _____

Name of member of staff completing this concern:_____ Role: _____ Date: _____ Time: _____

Location / Context: _____

Comments / concerns	Action taken / Outcome (Please give reasons for decisions taken)

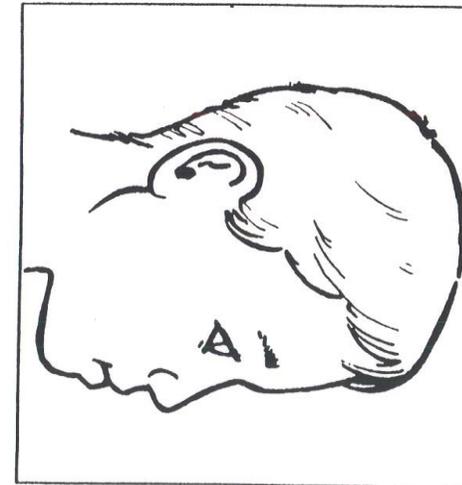
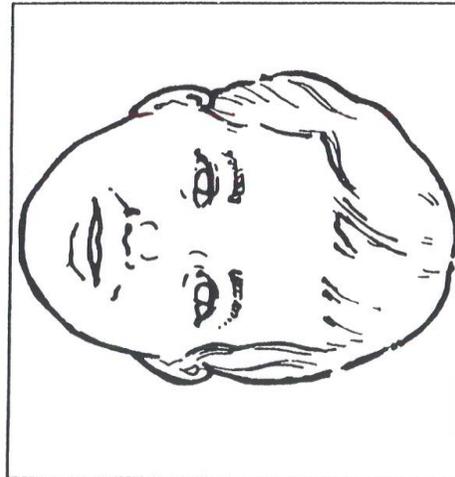
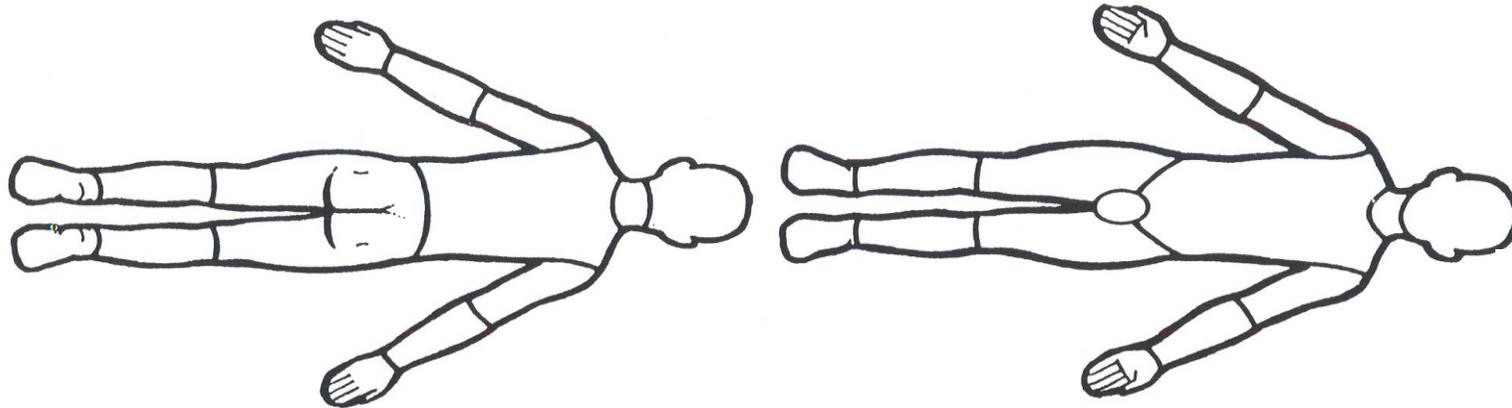
All yellow forms must be completed accurately and passed promptly to the Designated person for safeguarding and child protection (headteacher) immediately **Signed :** _____

If there is insufficient space on this form, an additional yellow form should be used and stapled to the back of this sheet.

Sunnymede Junior School: **BODY MAP** for recording injuries / marks

(Complete this section of the concern form where appropriate) Name of Child: _____

Draw a cross at the location of each injury witnessed and annotate with details e.g. size, colour. Attach with a staple to the back of yellow concern form and pass immediately to Designated Child Protection Lead



Procedure Dealing with allegations made against another child (Peer-on-Peer Abuse)

This procedure explains what to do if child protection allegations are made against another child at Sunnymede Junior School.

Aims and purpose of procedure

The aims of this procedure are:

- to ensure that children at Sunnymede Junior School are protected and supported following an allegation that they may have been abused by another child or young person
- to ensure that there is a fair, consistent and robust response to any allegations of this nature so that the risk posed to other children by the child/young person in question is managed effectively
- to ensure that Sunnymede Junior School continues to fulfil its responsibilities towards children who may be subject to such investigations and are in need of support
- to ensure that there is an appropriate response in situations where allegations are unfounded or deemed to be malicious in origin.

The purpose of the procedure is to provide a clear direction to staff that are called upon to deal with such allegations and to manage investigations and care plans which may result from them.

This procedure applies to:

- any member of staff or volunteer to whom an allegation of abuse has been made which suggests that another child or young person is responsible
- anyone in a managerial position, including the named person for child protection, line managers and supervisors, who may be required to deal with such allegations and manage investigations and care plan as that result from them.

Different types of abuse

Types of abuse that one child might inflict upon another are most likely to be either physical abuse or sexual abuse.

Physical abuse is violence causing injury or occurring regularly during childhood. It happens when:

- a child is hurt or injured by being hit, shaken, squeezed, thrown, burned, scalded, bitten or cut
- someone tried to drown or suffocate a child
- someone gives a child poison, alcohol or inappropriate drugs
- someone fabricates the symptoms of, or deliberately induces, illness in a child

In some cases the injuries will be caused deliberately. In others they may be accidental but caused by the child being knowingly put at risk.

Sexual abuse occurs when someone uses power or control to involve a child in sexual activity in order to gratify the abuser's own sexual, emotional or financial needs or desires. It may include:

- forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening
- encouraging children to behave in sexually inappropriate ways

- showing children pornographic material or involving them in the production of such material involving children in watching other people's sexual activity or in inappropriate discussions about sexual matters.

Emotional abuse is persistent or severe emotional ill-treatment of a child that is likely to cause serious harm to his/her development. It may include:

- persistently denying the child love and affection
- regularly making the child feel frightened by shouts, threats or any other means
- hurting another person or a pet in order to distress a child
- being so over-protective towards the child that he/she is unable to develop or lead a normal life
- exploiting or corrupting a child eg by involving him/her in illegal behaviour
- conveying to the child the message that he/she is worthless, unlovable, inadequate, or only valuable insofar as they meet the needs of another person. This may or may not include racist, homophobic or other forms of abuse.

Neglect involves persistently failing to meet a child's physical, psychological or emotional needs. It may include:

- failing to ensure that a child's basic needs for food, shelter, clothing, health care, hygiene and education are met
- failing to provide appropriate supervision to keep a child out of danger. This could include lack of supervision of particular activities or leaving a child alone in the house.

Ways that allegations might be made against another child at Sunnymede Junior School

- A child or parent/carer might make a direct allegation against another child or young person.
- A child or parent/carer might express discomfort with the behaviour of another child or young person that falls short of a specific allegation.
- Another child, member of staff or volunteer may directly observe behaviour from one child towards another that gives cause for concern.
- The school may be informed by a parent or by the police or another statutory authority that a child is the subject of an investigation.
- A child may volunteer information to the school that he/she has harmed another child or is at risk of doing so, or has committed an offence against or related to a child.

Child protection or bullying?

When faced with a situation of one child behaving inappropriately towards another, a decision needs to be made about whether the problem behaviour constitutes bullying or a child protection concern. This is a decision that needs to be reached by the named person for child protection and, if necessary, the local authority children's social care department. If the conclusion is that the behaviour is an example of bullying, and if both children attend the school, it needs to be dealt with under the anti-bullying policy and procedure.

If it is behaviour that could be described as child abuse and has led to the victim possibly suffering significant harm, then it must be dealt with under child protection procedures. This should include all incidents of sexual assault and all but the most minor incidents of physical assault.

This checklist can be used to help inform the decision:

Bullying

- The difference of power between the bully and the person being bullied is relatively small.

- The bullying behaviour may be from a number of children acting in a group rather than from one child acting alone.
- It may also, but not necessarily, be directed towards a group of other children rather than an individual child.
- The behaviour involves teasing or making fun of someone, excluding a child from games and conversations, pressurising other children not to be friends with someone, spreading hurtful rumours or circulating inappropriate photographs/images/drawings, cyberbullying, shouting at or verbally abusing someone, stealing someone's possessions, making threats, or harassment on the basis of race, gender, sexuality or disability.
- The behaviour has not previously been a concern and the bully or bullies may have been responding to group pressure.
- The behaviour is perceived as bullying by the victim.

Please note: physical or sexual assault, or forcing someone to do something embarrassing, harmful or dangerous is also included in the list of bullying behaviours in this toolbox, but are the most likely to constitute a child protection concern if the victim suffers significant harm as a result of the behaviour.

Child protection concerns

- The difference of power between the child who is abusing and the person being abused is significant e.g. there is an age difference of more than two years, there is a significant difference in terms of size or level of ability, the abuser holds a position of power (such as being a helper, volunteer or member of staff) or the victim is significantly more vulnerable than the other child or young person.
- The behaviour involves sexual assault or physical assault (other than the most minor physical assault).
- The child who is the victim of the behaviour may have suffered significant harm.
- The behaviour may not necessarily be perceived by the victim as abusive, particularly if it is sexual in nature.
- The behaviour is not a one-off incident and is part of a pattern of concerning behaviour on the part of the child or young person who is abusing.
- The behaviour, if sexual, is not part of normal experimentation that takes place between children and young people.

Sexual abuse or normal experimentation?

All children and young people develop an interest in their own sexuality from a young age, and seek to learn about sex from their peers. It is important not to label normal, healthy behaviour as deviant or abusive. It is equally important not to allow sexually abusive behaviour perpetrated by one child or young person towards another to go unchecked, as this is harmful both for the victim and the perpetrator.

There are ways of assessing whether sexual behaviour between children and young people is abusive or not. Indicators of abusive behaviour include:

- there is a significant difference in age, dominance or understanding between the children
- the behaviour was accompanied by the use of threats or bribes
- the behaviour was carried out in secret.

For the purposes of this procedure however, it is enough to say that if there is any question that the behaviour could be abusive, the matter should be discussed with the local authority safeguarding team (via the Family Operations Hub – 0345 603 7627 – ask for a consultation) or with the NSPCC Helpline (0800 800 5000).

What to do if you have child protection concerns

- Is the child who has been allegedly abused, or the child who has allegedly perpetrated the abuse, in immediate danger or does either of them need emergency medical attention?
- If either child is in immediate danger and is with you, remain with him/her and call the police
- if you are unable to remove the danger yourself.
- If the child is elsewhere, contact the police and explain the situation to them.
- If a child needs emergency medical attention, call an ambulance and, while you are waiting for it to arrive, get help from your first aider.
- If the first aider is not available, use any first aid knowledge that you may have yourself to help the child.
- A decision will need to be made about when and who should inform the families of both the child who has been abused and the child who has allegedly perpetrated the abuse, as well as the local authority children's social care department (**via the Family Operations Hub – 0345 603 7627 – ask for the priority line**).
- If the child who is the alleged victim is not known to the school it is not our role to inform the child's family. Even if the child who is the alleged victim is known, the police and/or the health services, should be part of the decision making process if they have been contacted.

The paramount consideration should always be the welfare of the children involved. Issues that will need to be taken into account are:

- the children's wishes and feelings
- the parents' right to know (unless this would place the child who has allegedly perpetrated the abuse in danger, or would interfere with a criminal investigation)
- the impact of telling or not telling the parents
- the current assessment of the risk to the child who has been abused and the source of that risk
- the current assessment of any risk to the child who has allegedly perpetrated the abuse and the source of that risk
- any risk management plans that currently exist for either child.

Once any immediate danger or emergency medical need has been dealt with, the procedure set out below should be followed:

- The member of staff who has been informed of the allegation or who has the concern, should make notes of what he/she has been told or of his/her direct concerns using the reporting form, and should discuss these with the Designated Safeguarding Lead.
- If both children/young people are known to the school and if their families do not already know about the allegation or concern, the Designated Safeguarding Lead should discuss it with them unless:
 - the view is that someone (for example the child who has allegedly perpetrated the abuse) may be put in danger by the family being informed
 - informing the family might interfere with a criminal investigation.

If any of these circumstances apply, discussions with the families should only take place after this has been agreed with the local authority children's social care department.

If only the child who is alleged to have harmed another child is known to the school then, subject to the considerations set out in above, discussions with only this child's family should take place.

The child who is the subject of the allegation should also be informed of what has been said about him/her. However, if the view is that children's social care or the police should be involved, the child should

only be informed after discussion and agreement with these agencies. These agencies may have views about what information should be disclosed to the child/young person at this stage.

If there is still uncertainty about whether the allegation or concern constitutes a child protection issue, the Designated Safeguarding Lead should discuss with children's social care department or with the NSPCC Helpline without disclosing the identity of either child/family.

If, having discussed the situation fully and taken advice if necessary, the Designated Safeguarding Lead concludes that the alleged behaviour does not constitute a child protection issue, then consideration should be given to whether the anti-bullying policy and procedure should be used (if both children are known to the organisation) and whether either or both children should be referred for other services.

If the view is that the behaviour does indeed amount to a child protection issue, the Designated Safeguarding Lead should refer both children to the local authority children's social care department and confirm the referral in writing within 24 hours.

Pending the outcome of the referral to the children's social care department and the possible investigation or assessment that may follow from this, any risk that may be posed to other children by the child who has allegedly harmed another child will need to be carefully managed. This should be done on an inter-agency basis in accordance with procedures developed by the local safeguarding children board for children who display harmful behaviour towards others.

The named person should enquire of the children's social care department whether these procedures are being used and, if so, should ask to be involved in or at least kept informed of inter-agency decisions made in accordance with these procedures.

If the allegation is found to be without substance or fabricated, the school will consider referring the child who was said to have been harmed to the children's social care department for them to assess whether he/she is in need of services (for example, the child may have been abused by someone else).

If it is felt that there has been malicious intent behind the allegation, the school will discuss with the police whether there are grounds to pursue any action against the person responsible.

What should I say to a child who says that he/she or another child is being abused by another child/young person?

- Reassure the child that he/she has done the right thing by telling someone about it.
- Tell him/her that you now have to do what you can to keep him/her (or the child who is the subject of the allegation) safe.
- Let the child know what you are going to do next and who else needs to know about it.
- Let the child tell his/her whole story. Don't try to investigate or quiz the child, but make sure that you are clear as to what he/she is saying.
- If possible, explain to the child's parent/carer what has happened. Do this first without the child there, and then summarise it again in front of the child so that it is an open subject between parent/carer and child. This may enable them to talk about it together more easily.
- Check out what the child would like to happen as a result of what he/she has said, but don't make or infer promises you can't keep.

Give the child the ChildLine phone number (0800 1111). Make sure that the parent/carer also has support.

What should I say to a child/young person who says that he/she has abused another child?

- Reassure the child that he/she has done the right thing by telling someone about it.
- Tell him/her that you now have to do what you can to keep him/her and the child who has been abused safe.
- Let the child know what you are going to do next and who else needs to know about it.
- Let the child tell his/her whole story. Don't try to investigate or quiz the child, but make sure that you are clear as to what he/she is saying.
- If there is no risk to the child from the child's parent/carer, then explain to the parent/carer what has happened. Do this firstly without the child there, and then summarise it again in front of the child so that it is an open subject between parent/carer and child. This may enable them to talk about it together more easily.
- Check out what the child expects to happen as a result of what he/she has said. Offer reassurance where appropriate but don't make or infer promises you can't keep.
- Reassure the child that, with help, the problem can be sorted out and that what has happened does not make him/her an abuser for life.
- Give the child the ChildLine phone number.
- Remember that the child who has behaved in this way is a child in need of support.
- Make sure that the parent/carer has support too.
- Record the concerns
- Use the school's reporting form to record the concern and how it is dealt with. The relevant sections of the form should be completed and signed at each stage of the procedure. It can be used to forward information to the statutory child protection authorities if a referral to them is needed.

APPENDIX 5: Keeping Children Safe in Education: Part 1 2016– please see separate document

APPENDIX 6: Keeping Children Safe in Education: Annex B 2016 (The Role of the Designated Safeguarding Lead)– please see separate document