

TURNERY SCHOOLCHILD PROTECTION POLICY

The safety and wellbeing of our pupils at Turnery School is our highest priority.

Our aim is to create an environment in which pupils feel safe, secure, valued, listened to and are taken seriously at all times.

This policy is designed to help teachers, teaching assistants, other school staff, parents, Governors, visitors and pupils achieve the highest standards possible to ensure the safety and security of pupils at our school.

WHAT IS ABUSE?

All lists of 'signs' or 'symptoms' of child abuse should be treated with caution. At times there will be straightforward explanations for injuries or behaviour. What is essential is that teachers, and other staff, share their concerns with the designated teacher and that these are discussed in the light of what is known about the child and family and with those professionals with the responsibility for investigating abuse.

There is a growing recognition that children brought up in 'high criticism, low warmth' households are particularly vulnerable.

- **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.
- **Physical abuse:** a form of abuse which 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:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), 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, although it may occur alone.
- **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of

violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

- **Neglect:** 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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Bullying

Bullying is a specific form of abuse which may be prevalent in schools and is defined as deliberately hurtful behaviour, usually repeated over a period of time where it is difficult for the victims to defend themselves. The extent of bullying can include emotional and/or physical harm to such a degree that it constitutes significant harm, as set out in the definitions above, due to the extent to which it affects the health or development of the student subject to the bullying behaviour. Bullying may also be perpetrated within digital or ICT based environments, sometimes known as Cyber-Bullying, and may include 'Sexting'; which must be treated as seriously as any other form of bullying and dealt with accordingly. Please, additionally, see our Acceptable Use Policy

It must be noted that bullying may also constitute criminal behaviour and therefore certain instances of bullying may need to be reported to the police.

Please refer to our separate Anti-Bullying Policy and Acceptable Use of Digital Technologies Policy for further information.

Domestic Violence

We recognise that Domestic Violence (DV) usually impacts on all aspects of a student's life only varying according to the student's resilience or otherwise to his or her particular circumstances. We also recognise that even where the student is not the direct target of the DV the harm caused to the student can be significant through emotional and physical abuse and often neglect as the

victim's capacity to parent effectively and protect their child/ren is diminished through a preoccupation with their own survival at the expense of an awareness of the effect that the abusive relationship is having on their child/ren

At Turney School we will be alert to the possibility of Domestic Violence and allow an opportunity for the abused partner (predominantly the woman but not exclusively so) to disclose. We will treat that disclosure sensitively and refer the matter to Social Care where there is a student or child/ren at risk of significant harm and/or neglect.

We also recognise that other practices are defined as Domestic Violence, such as Forced Marriage and Female Genital Mutilation

Forced Marriage

In Turney School we recognise that forced marriage as an abuse of human rights and a form of domestic abuse and, where it affects children and young people, child abuse.

Forced marriage, as distinct from arranged marriage, is conducted without consent and under duress. We therefore accept that coercion and duress may be perpetrated by partners but also by extended family members and that this constitutes Domestic Violence, in line with the Government's definition of domestic violence and is closely linked to Honour Based Violence.

In cases of forced marriage we will follow the guidance as set out in the London Child Protection Procedures as a student who is being forced into marriage is at risk of significant harm through physical, sexual and emotional abuse. If any member of staff receives a disclosure or is aware that a Forced Marriage is about to happen this must be disclosed to the Designated Senior Person for Child Protection without delay so that the appropriate referrals may be made and/or protective measures may be put in place, especially as the child/ren may be taken out of the country.

Female Genital Mutilation

It is accepted that some female students in schools may be at risk of being subject to Female Genital Mutilation (FGM). FGM is defined by the World Health Organisation as: all procedures (not therapeutic or essential surgical operations) which involve partial or total removal of the external female genitalia or injury to female genital organs for non-therapeutic reasons. It is a severe form of gender-based violence, and where it is carried out on a girl, it is an extreme form of child abuse. FGM is considered as a cultural norm by some communities and some also consider FGM necessary for religious reasons.

We will always challenge such abusive cultural norms as the welfare and safety of the student is always paramount, equally we also recognise that FGM is not endorsed as a religious practice.

In any event it is illegal in the UK to subject any student to FGM or to take a student abroad to undergo FGM.

Turney School will follow the procedures for dealing with cases of FGM as set out in the London Child Protection Procedures.

From a Child Protection perspective a student for whom FGM is planned is at risk of significant harm through physical and emotional abuse, it may also be considered as sexual abuse.

Typical identifiers are:

- Family comes from a community known to practice FGM
- Family/student talks about a long holiday
- Family/student may be asked to be excused PE / swimming on return
- Family/student may confide that she is going to a 'special ceremony' when on holiday
- Female student is known to have a mother that has been subject to FGM
- Female student is known to have a sister that has already undergone FGM

Equally the student may be aware of what is going to happen and make disclosure or seek help.

If any member of staff receives a disclosure or is aware that a FGM is about to happen this must be disclosed to the Designated Senior Person for Child Protection without delay so that the appropriate referrals may be made and/or protective measures may be put in place, especially as the student may be taken out of the country.

Breast Ironing

“Breast ironing” refers to the painful practice of massaging or pounding young girls’ breasts with heated objects to suppress or reverse the growth of breasts. The objects used include plantains, wooden pestles, spatulas, coconut shells, and grinding stones heated over coals. Breast ironing is often performed by mothers or female relatives of victims misguidedly wishing to protect their young relatives from rape, unwanted sexual advances, early sex, The practice has been documented primarily in Cameroon, but is also practiced in Guinea-

Bissau, Chad, Togo, Benin, Cote d'Ivoire and Guinea. However, this practice has been recorded in neighbouring boroughs, such as Lewisham. Staff should be vigilant for any signs that this may be happening to pupils at the school.

If any member of staff becomes aware that a child is being subjected to this practice, they must inform the Designated Senior Person for Child Protection, so that advice can be sought from the appropriate authority.

Children/Young People Left at Home

Whilst there is no set age in law for a child/ren to be legally left at home, the responsibility rests with the parents. A referral will be made to Social Care where our school has concerns that the arrangements that a parent makes is unsafe and thus renders the child/ren at risk of significant harm; this may include independent travel arrangement and collection / escorting arrangements by others, including siblings, that the school considers unsafe.

When to be concerned

Staff should be concerned if a pupil:

- has any injury which is not typical of the bumps and scrapes normally associated with children's activities;
- regularly has unexplained injuries;
- frequently has injuries, even when apparently reasonable explanations are given;
- offers confused or conflicting explanations about how injuries were sustained;
- exhibits significant changes in behaviour, performance or attitude;
- indulges in sexual behaviour, which is unusually explicit and/or inappropriate to his or her age; discloses an experience in which he or she may have been significantly harmed.
- discloses domestic violence at home
- discloses any information around forced marriage
- shows any signs of female genital mutilation or breast ironing

Roles and Responsibilities

The Designated Child Protection officer is Jo Tovey

The Deputy Child protection officer is Linda Adams

The role of the Designated School Child Protection Officer is to: –

- ensure that the [London Child Protection procedures](#) are followed in the school, which can be found in pdata/safeguarding file;
- ensure that all staff are aware of these procedures;
- ensure that appropriate training and support is provided to all staff;
- ensure that the head teacher is kept fully informed of any concerns;
- maintain effective working relationships with other agencies and services
- decide whether to take further action about specific concerns e.g. refer to Social Care;
- liaise with Social Care teams over suspected cases of child abuse;
- ensure that accurate records relating to individual children are kept in a secure place and marked 'strictly confidential';
- ensure that the school effectively monitors children who have been identified as at risk;
- provide guidance to parents, children and staff about obtaining suitable support.

Procedures

School procedures

- Teachers and Support staff should raise any 'observed' concerns of abuse outlined above to Jo Tovey (the Designated School Child Protection Officer), or in her absence Linda Adams (Deputy Designated School Child Protection Officer)
- The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations.
- The Designated School Child Protection Officer will decide whether the concerns should be referred to the Social Care Department. If it is decided to make a referral to Social Care, this will be done after discussion with the parents.
- If a referral is made to Social Care, the Designated School Child Protection Officer will ensure that a written report of the concerns is sent to the Social Worker dealing with the case within 48 hours.
- Particular attention will be paid to the attendance and development of any child who has been identified as at risk, or who has a child protection or child in need plan.
- If a pupil has a child protection or child in need plan, the Designated School Child Protection Officer will inform the Social Worker

responsible for the case and transfer the appropriate records to the receiving school.

Dealing with a disclosure

If a pupil directly discloses that he or she has been abused in some way, the member of staff should:

- listen to what is being said without displaying shock or disbelief;
- accept what is being said;
- allow the child to talk freely;
- reassure the child, but not make promises which it might not be possible to keep;
- not promise confidentiality
- reassure the pupil that what has happened is not their fault;
- stress that it was the right thing to tell;
- listen, DO NOT ask direct questions;
- not criticize the perpetrator;
- NOT INVESTIGATE further
- explain that the information will be passed onto the Designated Child Protection Officer, or in her absence the Deputy Child Protection Officer.

Record keeping

When a pupil has made a disclosure, the member of staff should use the CP1 form to:

- make some brief notes as soon as possible after the conversation;
- not destroy the original notes in case they are needed by a court;
- record the date, time, place and any noticeable non-verbal behaviour and the words used by the child;
- draw a diagram to indicate the position of any bruising or other injury;
- record statements and observations, rather than interpretations or assumptions.

The child protection officer will place a sticker on the pupils file to indicate there has been a child protection concern.

Orange sticker – referral to social services made

Yellow sticker – pupil being monitored, no referral made as yet.

Support

Dealing with a disclosure from a child is likely to be a stressful experience. The member of staff concerned should consider seeking support for him/herself and discuss this with the Designated School Child Protection Officer.

Staff code of conduct

You have a professional responsibility to ensure that in carrying out your duties you make every effort to minimise the possibility of an allegation being made against you. Attitudes, demeanour and language, as well as behaviour, all require care and thought. It is also important to ensure account is taken of a child's right to privacy and modesty when providing for a safe and secure environment.

Following any incident where a member of staff feels that his/her actions have been, or may be, misconstrued, a written report of the incident should be submitted immediately to the Executive Headteacher of School, or in her absence, the Deputy Headteacher.

Being alone with pupils

You should whenever possible seek to avoid situations where you are alone with an individual pupil. If this cannot be avoided you should ensure that the meeting is conducted in a room with visual access or by leaving the door open and in an area likely to be frequented by other people.

Physical contact

All employees in all circumstances must avoid the use of any unnecessary physical intervention as a part of their work with pupils. Physical contact which may be misconstrued by the child, parent or other casual observer should be avoided.

There may be occasions when a distressed child needs comfort and reassurance which may include physical comforting such as a caring parent would give. In such situations the child's permission should normally be sought before physical contact is made.

There may also be occasions where staff need to restrain a child, to stop them harming themselves, another pupil or member of staff or to stop them damaging property. All incidents of restraint should be written up. A senior manager who has the appropriate team teach training should be informed immediately for assistance. (See behaviour policy)

Staff should ensure that what is, and what is seen by others present to be, normal and natural does not become unnecessary and unjustified contact, particularly with the same child over a period of time.

Some staff are likely to come into physical contact with pupils from time to time, for example when showing a pupil how to use a piece of apparatus or while demonstrating a move or exercise during P.E. Staff should be aware of the limits within which such contact should properly take place and of the possibility of such contact being misinterpreted by the pupil.

Transporting Pupils

No members of staff should transport pupils in their own vehicles.

School trips

When on a school trip or visit, pupils may exhibit behaviour and attitudes different from those seen in school. Staff may be with pupils for a much longer period of time and there may be more social interaction than normal. Staff must act with the same caution and discretion as at any time in school.

Teaching materials

Teachers should avoid using materials, the choice of which might be misinterpreted. When using materials of a sensitive nature a teacher should be aware of the danger that their application, either by pupils or by the teacher, might after the event be criticised.

Teachers should be particularly aware of the misuse of the Internet in gaining access to inappropriate materials by pupils. Pupils should not be left unsupervised using the Internet. (See Internet Acceptable use policy)

Staff must not use the Internet to access inappropriate materials for their personal use.

Any concerns regarding Internet Misuse MUST be brought to the attention of Senior Management.

Pastoral responsibilities

Pastoral care of pupils may involve you in discussions of an intimate nature with them. You should only participate in such discussions if they form part of your explicit duties, or with the express permission of the Head of School.

Staff should avoid being drawn into individual or group discussions about intimate or sensitive issues where they are not an integral part of the ongoing programme of work. All staff must keep a log of the date, time, duration and subject of pastoral discussions of a significant nature and alert a senior colleague.

Allegations involving school staff

If a child, or parent, makes a complaint of abuse against a member of staff, the person receiving the complaint must take it seriously and immediately inform the Executive Headteacher, or in her absence the Deputy Headteacher.

Any member of staff who has reason to suspect that a pupil may have been abused by another member of staff, either at school or elsewhere, must immediately inform the Executive Headteacher, or in her absence the Deputy Headteacher.

A record of the concerns must be made, including a note of anyone else that witnessed the incident or allegation.

The Executive Headteacher will not investigate the allegation itself, or take written or detailed statements, but she will assess whether it is necessary to refer to the local Social Care team in accordance with the child protection procedures.

In doing this, the Deputy Headteacher will consult the Executive Headteacher and may consult with the Local Authority's Safeguarding Children and Young Peoples Manager.

If the Executive Headteacher and Deputy Headteacher decide that the allegation warrants further action through child protection procedures, she will make a referral directly to the local Social Care team.

If the allegation constitutes a serious criminal offence, it will be necessary to contact Social Care before informing the member of staff.

If it is decided that it is not necessary to refer to Social Care, the Executive Headteacher will consider whether there needs to be an internal investigation.

The procedures for responding to allegations of abuse involving staff in schools are outlined in the 'Allegations Against Staff Policy'

If an allegation is made against the Executive Headteacher, the Chair of Governors will follow DfE statutory guidance 'Dealing with allegations of abuse against Teachers and other staff.' (DfE revised October 2012) and DfE Guidance 'Keeping Children Safe in Education (2015)'