



## SHENE STAGE SCHOOL CHILD PROTECTION POLICY

Shene Stage School takes seriously its responsibility to safeguard and promote the welfare of children under Section 157 of the Education Act 2002 and expects all adults involved with the School to share that commitment.

1. This policy has been developed in accordance with the following legislation and guidance:
  - a) The Children Acts 1989 and 2004
  - b) HM Government '*Working Together to Safeguard Children 2015*'
  - c) DfE Guidance '*Keeping Children Safe in Education September 2016*'
  - d) '*What to do if you're worried a child is being abused*' HM Government 2015
  - e) Disqualification under the Childcare Act 2006 DfE Feb 2015

### CHILD PROTECTION POLICY AIMS

2. The aims of the Child Protection Policy within Shene Stage School are to:
  - a) Provide an environment and foster a school community supportive of the aims of Shene Stage School
  - b) Encourage a culture of listening to children
  - c) Raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse. To provide a systematic means of monitoring children known or thought to be at risk of harm
  - d) Develop a clear procedure within the School to be followed by all members of the School community in cases of suspected abuse
  - e) Ensure that all adults within the School who have access to children have been checked as to their suitability, and to know what to do if they are worried a child is being abused
  - f) Emphasise the need for good levels of communication between all members of staff

### CONCERNS

3. All staff and volunteers should be concerned about a child if he or she:
  - a) Has any injury which is not typical of the bumps and scrapes normally associated with an accidental injury
  - b) Has unexplained injuries
  - c) Frequently has some injuries (even when apparently reasonable explanations are given)
  - d) Gives confused or conflicting explanations about how injuries were sustained
  - e) Exhibits significant changes in behaviour, performance or attitude
  - f) Indulges in sexual behaviour which is unusually explicit and / or inappropriate to his or her age / stage of development
  - g) Discloses an experience in which he or she may have been harmed



## DEALING WITH A CONCERN

4. Children rarely report their own abuse and staff must be alert to signs, to sudden changes in behaviour and to information and worries from friends and others in whom the child may have confided. If unusually a child discloses that he or she has been abused in some way, the member of staff or volunteer should:
  - a) Not promise confidentiality – it might be necessary to refer to Social Care or other agencies
  - b) Listen to what is being said without displaying shock or disbelief
  - c) Accept what is being said
  - d) Allow the child to talk freely
  - e) Reassure the child, but not make promises which it might not be possible to keep
  - f) Reassure him or her that what has happened is not his or her fault
  - g) Stress that it was the right thing to tell
  - h) Do not ask leading questions, it is not your job to investigate
  - i) Not criticise the alleged perpetrator
  - j) Explain what has to be done next and who has to be told
  - k) Make, sign and date, a written record (see Record Keeping)
  - l) Further information on passing on concerns and a contact list are available at the end of this policy
  - m) Consider your own feelings and seek pastoral support if needed
  
5. **DO NOT** allow the child to be interviewed a second time. Accept what the child says and report to the DSL.

## RECORD KEEPING

6. When a child has made a disclosure, the member of staff or volunteer should:
  - a) Make brief notes as soon as possible after the conversation
  - b) Not destroy the original notes in case they are needed by a court
  - c) Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
  - d) Draw a diagram to indicate the position of any bruising or other injury.
  - e) Record statements and observations rather than interpretations or assumptions. Use the child's own words and phrases.
  - f) Give all records to the DSL promptly. No copies should be retained by the member of staff or volunteer.
  
7. Supporting Staff. Dealing with a disclosure from a child, and a child protection case in general, is likely to be a stressful experience. The member of staff or volunteer should consider seeking support for him/herself and discuss this with the Designated Senior Person
  
8. Supporting Children. The School will endeavour to support all children by:
  - a) Encouraging self-esteem and self-confidence whilst not condoning aggression or bullying.
  - b) Promoting a caring, safe and positive environment within the School.



## **CONFIDENTIALITY**

9. All matters relating to Safeguarding are confidential:
- Any information will only be disclosed about a pupil to other members of staff on a need to know basis only.
  - All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
  - All staff must be aware that they cannot promise a child to keep secrets.

## **WHISTLE BLOWING**

10. It is recognised that children cannot be expected to raise concerns in an environment where staff fail to do so. The School will ensure that all staff are made aware of their duty to raise concerns about the attitude or actions of colleagues

## **THE PREVENT DUTY**

11. If a member of staff has a concern about a member of staff either displaying indications of being radicalised or attempting to radicalise others, the concern must be passed on to both the LADO (Local Authority Designated Officer) via either:
- Kingston SPA on 020 8547 5008 or out of hours on 020 8770 5000
  - Richmond SPA on 020 8891 7969 or out of hours on 020 8744 2442
12. When such a referral is made PREVENT must be clearly written at the top of the referral sheet.

## **PHYSICAL INTERVENTION/POSITIVE HANDLING**

13. The School acknowledges that staff unusually may need to take action in situations where the use of reasonable force may be required:
- Staff must only ever use physical intervention as a last resort and that at all times it must be the minimal force necessary to prevent injury to another person
  - If the physical intervention is of a nature that causes injury or distress to a child it may be considered under child protection or disciplinary procedures

## **BULLYING**

14. Shene Stage School recognises that bullying has a detrimental effect on children, and is cited as the safeguarding issue most children fear.

## **RACISM AND RACIST COMMENTS**

15. Racism and racist comments will not be tolerated and repeated racist incidents or a single serious incident may lead to consideration under safeguarding procedures.



## **RADICALISATION AND EXTREMISM**

16. Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.
17. Shene Stage School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils/students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.
18. The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.
19. Shene Stage School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

## **RESPONSE**

20. When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL. If the matter is urgent then the Police must be contacted by dialing 999. In non-urgent cases where police advice is sought then dial 101. The Department of Education has also set up a dedicated telephone helpline if there are any concerns - Prevent (020 7340 7264).
21. Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.



## **DEALING WITH ALLEGATIONS OF ABUSE BY ONE OR MORE PUPIL AGAINST ANOTHER PUPIL**

22. Allegations of abuse by one or more pupil against another pupil are taken very seriously. If such an allegation is made, the member of staff receiving the allegation should immediately inform the DSL who on all such occasions will consult with the relevant social care referral point.
23. Disciplinary action, including suspension of the pupil against whom an allegation has been made needs careful consideration and the DSL will seek advice from a relevant and experienced Local Authority safeguarding office before deciding on the course of action to be taken.
24. Further advice on these situations is contained in the London Child Protection procedures <http://www.londoncp.co.uk>

## **INAPPROPRIATE RELATIONSHIPS**

25. Under no circumstances should inappropriate relationships be condoned between adults and children. Staff should be aware that the Sexual Offences Act 2003 created a new criminal offence of abuse of trust and a new offence of meeting a child following sexual grooming. Where a member of staff is concerned that a pupil has developed a crush or attachment to them, they should report this to the DSL and should discourage social exchanges with the pupil that are in any way different from those of the rest of their peers. Communicating electronically e.g. through texting or social media sites is strictly prohibited. Staff must at all times have regard for their professional responsibilities and for their conduct to ensure that they uphold the letter and spirit of this policy in safeguarding children.

## **POLICY AVAILABILITY**

26. The Child Protection Policy is available on our website.

## **REFERRAL TO CHILDREN SOCIAL CARE**

27. Where schools have **URGENT** and **IMMEDIATE** concerns for the safety and welfare of a child or young person during office hours telephone MASH: (Multi Agency Safeguarding Hub)\*  
Phone:  
Email:
28. To make **URGENT** referrals **OUT OF OFFICE HOURS**:  
a) **Police Child Abuse Investigation Team: 020 8247 7843**
29. For all **NON-URGENT** referrals and enquiries telephone or the **MAT Duty Advice Team on 020 8646 4038**



## **KEY CONTACTS WITHIN THE LOCAL AUTHORITY**

### **THE ROYAL BOROUGH OF KINGSTON UPON THAMES**

#### **Single Point of Access (SPA)**

Telephone: 020 8547 5008

Secure email [spa@rbk.kingston.gov.ukcjsm.net](mailto:spa@rbk.kingston.gov.ukcjsm.net)

Email: [spa@kingston.gov.uk](mailto:spa@kingston.gov.uk) (this email must not be used for referrals)

#### **Emergency out of hours contact: 020 8770 5000**

For child protection concerns in an emergency outside of office hours all day Saturday, Sundays and bank holidays

#### **Local Safeguarding Children's Board (LSCB)**

Kingston Local Safeguarding Children Board

Telephone: 020 8547 4655

Email: [lscb@rbk.kingston.gov.uk](mailto:lscb@rbk.kingston.gov.uk)

#### **Early Years Advisory Team**

Administration telephone: 020 8547 5215

### **LONDON BOROUGH OF RICHMOND UPON THAMES**

#### **Single Point of Access (SPA)**

Telephone: 020 8891 7969

Email: [spa@richmond.gov.uk](mailto:spa@richmond.gov.uk)

#### **Emergency out of hours contact: 020 8744 2442**

For child protection concerns in an emergency outside of office hours, all day Saturday, Sundays and bank holidays

#### **Local Safeguarding Children's Board (LSCB)**

Richmond Local Safeguarding Children Board

Telephone: 020 8831 6323

Email: [maha.gadher@achievingforchildren.org.uk](mailto:maha.gadher@achievingforchildren.org.uk)

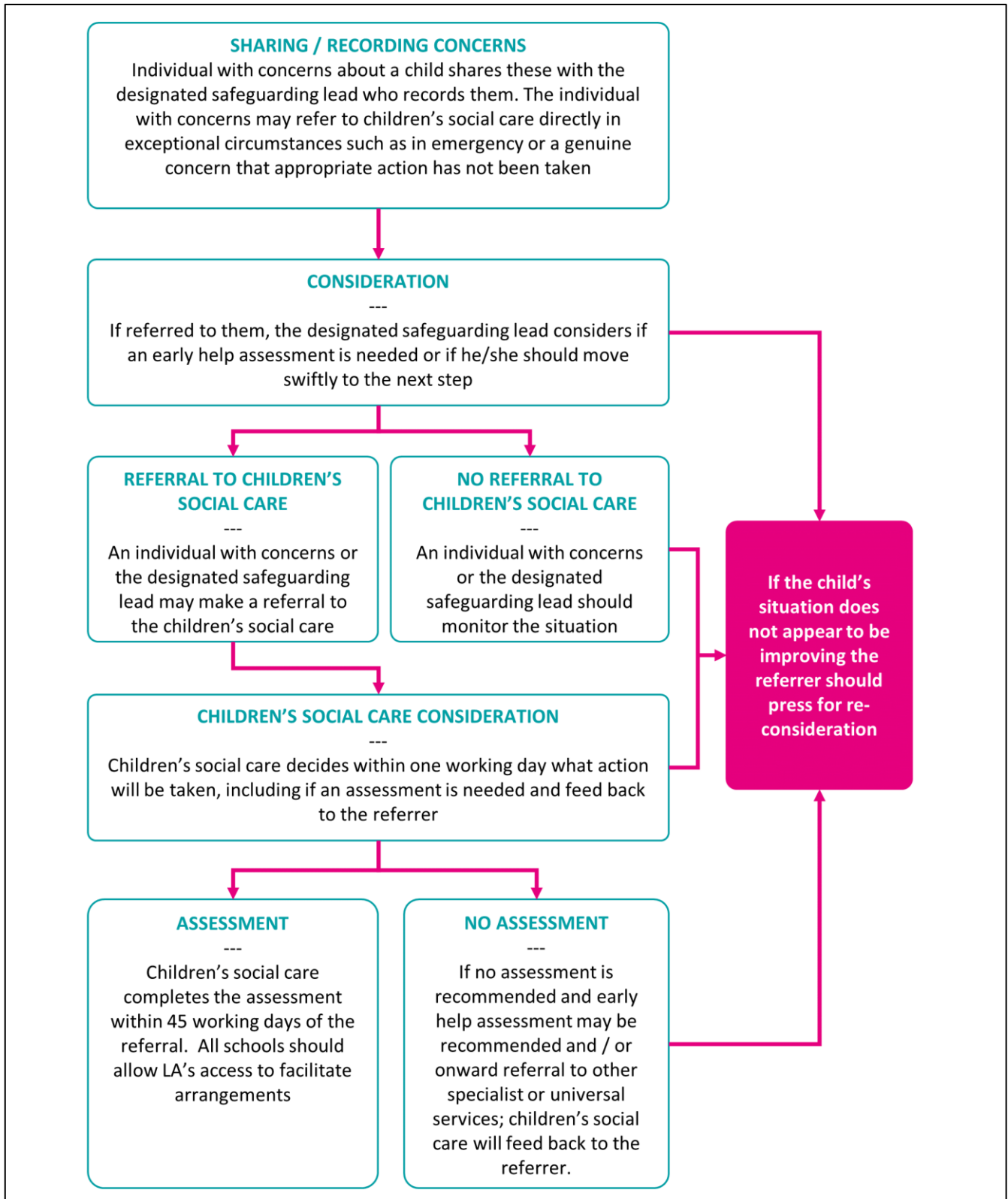
#### **Early Years Advisory Team**

Administration telephone: 020 8831 6267

### **ACTION WHEN A CHILD HAS SUFFERED OR IS LIKELY TO SUFFER HARM**

The diagram overleaf illustrates what action should be taken and who should take it where there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately.

## ANYBODY CAN MAKE A REFERRAL



**Don't think "What if I'm wrong" think "What if I'm right" and pass your concern on**  
 May 2020 (Shene Stage School reserves the right to update all policies on a regular basis)



## APPENDIX 1 RISK INDICATORS

1. The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:
  - a) Must be regarded as indicators of the possibility of significant harm
  - b) Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
  - c) May require consultation with and / or referral to Children's Services
2. The absence of such indicators does not mean that abuse or neglect has not occurred.
3. In an abusive relationship the child may:
  - a) Appear frightened of the parent/s
  - b) Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)
4. The parent or carer may:
  - a) Have unrealistic expectations of the child
  - b) Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
  - c) Be absent or misusing substances
  - d) Be involved in domestic abuse

### RECOGNISING PHYSICAL ABUSE

5. The following are often regarded as indicators of concern:
  - a) An explanation which is inconsistent with an injury
  - b) Several different explanations provided for an injury
  - c) Unexplained delay in seeking treatment
  - d) The parents/carers are uninterested or undisturbed by an accident or injury
  - e) Parents are absent without good reason when their child is presented for treatment
  - f) Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
  - g) Family use of different doctors and A&E departments
  - h) Reluctance to give information or mention previous injuries





## **BRUISING**

6. Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:
  - a) Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
  - b) Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
  - c) Variation in colour possibly indicating injuries caused at different times
  - d) The outline of an object used e.g. belt marks, hand prints or a hair brush
  - e) Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
  - f) Bruising around the face
  - g) Grasp marks on small children
  - h) Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

## **BITE MARKS**

7. Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child. A medical opinion should be sought where there is any doubt over the origin of the bite.

## **BURNS AND SCALDS**

8. It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:
  - a) Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
  - b) Linear burns from hot metal rods or electrical fire elements
  - c) Burns of uniform depth over a large area
  - d) Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
  - e) Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation
9. Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

## **FRACTURES**

10. Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile children rarely sustain fractures.
11. There are grounds for concern if:
  - a) The history provided is vague, non-existent or inconsistent with the fracture type
  - b) There are associated old fractures
  - c) Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
  - d) There is an unexplained fracture in the first year of life



## **SCARS**

12. A large number of scars or scars of different sizes or ages or on different parts of the body, may suggest abuse.

## **RECOGNISING EMOTIONAL ABUSE**

13. Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. Signs of emotional abuse might also indicate the presence of other kinds of abuse. The indicators of emotional abuse are often also associated with other forms of abuse. The following may be indicators of emotional abuse:

- a) Developmental delay
- b) Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- c) Indiscriminate attachment or failure to attach
- d) Aggressive behaviour towards others
- e) Scapegoated within the family
- f) Frozen watchfulness, particularly in pre-school children
- g) Low self-esteem and lack of confidence
- h) Withdrawn or seen as a "loner" – difficulty relating to others

## **RECOGNISING SIGNS OF SEXUAL ABUSE**

14. Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family. Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

15. Some behavioural indicators associated with this form of abuse are:

- a) Inappropriate sexualised conduct
- b) Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- c) Continual and inappropriate or excessive masturbation
- d) Self-harm (including eating disorder), self-mutilation and suicide attempts
- e) Involvement in prostitution or indiscriminate choice of sexual partners
- f) An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

16. Some physical indicators associated with this form of abuse are:

- a) Pain or itching of genital area
- b) Blood on underclothes
- c) Pregnancy in a younger girl where the identity of the father is not disclosed
- d) Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing



## SEXUAL ABUSE BY YOUNG PEOPLE

17. The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.
18. Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.
19. Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. it may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.
20. If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.
21. Abusive sexual activity includes any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

## ASSESSMENT

22. In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:
  - a) **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
  - b) **Consent** – agreement including all the following:
    - i) Understanding that it is proposed based on age, maturity, development level, functioning and experience
    - ii) Knowledge of society’s standards for what is being proposed
    - iii) Awareness of potential consequences and alternatives
    - iv) Assumption that agreements or disagreements will be respected equally
    - v) Voluntary decision
    - vi) Mental competence
  - c) **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.



23. In evaluating sexual behaviour of children and young people, the above information should be used only as a guide. Further information and advice is available in the traffic light tool resource at [www.parentsprotect.co.uk](http://www.parentsprotect.co.uk)

### **RECOGNISING NEGLECT**

1. Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:
  - a) Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
  - b) A child seen to be listless, apathetic and unresponsive with no apparent medical cause
  - c) Failure of child to grow within normal expected pattern, with accompanying weight loss
  - d) Child thrives away from home environment
  - e) Child frequently absent from school
  - f) Child left with adults who are intoxicated or violent
  - g) Child abandoned or left alone for excessive periods

May 2020 (Shene Stage School reserves the right to update all policies on a regular basis)



## APPENDIX 2 INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Extremism is defined by the Government in the Prevent Strategy as:
  - a. *Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.*
2. Extremism is defined by the Crown Prosecution Service as the demonstration of unacceptable behaviour by using any means or medium to express views which:
  - a. Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
  - b. Seek to provoke others to terrorist acts;
  - c. Encourage other serious criminal activity or seek to provoke others to serious criminal acts;
  - or
  - d. Foster hatred which might lead to inter-community violence in the UK.
3. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
4. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities. Indicators of vulnerability include:
  - a. Identity Crisis – the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
  - b. Personal Crisis – the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
  - c. Personal Circumstances – migration; local community tensions; and events affecting the pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
  - d. Unmet Aspirations – the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
  - e. Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
  - f. Special Educational Need – pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.



5. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism. More critical risk factors could include:
- a. Being in contact with extremist recruiters;
  - b. Accessing violent extremist websites, especially those with a social networking element;
  - c. Possessing or accessing violent extremist literature;
  - d. Using extremist narratives and a global ideology to explain personal disadvantage;
  - e. Justifying the use of violence to solve societal issues;
  - f. Joining or seeking to join extremist organisations; and
  - g. Significant changes to appearance and / or behaviour;
  - h. Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

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