



**CHILD PROTECTION
AND
SAFE GUARDING POLICY**



POLICY NAME	CHILD PROTECTION AND SAFEGUARDING POLICY						
APPROVAL AUTHORITY	PRINCIPAL	ADOPTED	APRIL 2023	REVIEWED	JANUARY 2024	NEXT REVIEW	JANUARY 2025
RESPONSIBLE EXECUTIVE	CHILD PROTECTION OFFICER						
RESPONSIBLE OFFICE	ADMISSION OFFICE	AVAILABLE	In the Library , Website				

RATIONALE:

The health, safety and well-being of all our children, staff, parents and all the possible members are of paramount importance to all who work in our school. Our children have the right to be safe, respect and equality regardless of age, gender, race, culture or disability. They have a right to be safe in our school.

Every member of the IES staff is obligated to promptly report any suspected cases of child abuse or neglect if there is a reasonable belief that a child has experienced or is in danger of experiencing such mistreatment. The process of reporting and subsequent actions regarding suspected incidents of child abuse or neglect will adhere strictly to the administrative protocols and procedures outlined in this policy.

AIM AND OBJECTIVES:

- To ensure safe, healthy and fully inclusive school learning environment for all the staff, students and other all possible members in the premises.
- Having an up-to-date child protection policy and procedures in place (details to be included on the school website)
- To increase understanding and clearly define responsibility in reporting possible cases of abuse; using clear and open ways to report and communicate.
- To guarantee efficient incident reporting, pinpointing potential dangers and addressing them effectively to prevent their recurrence.
- Student, staff, and parent awareness sessions and CPDs to establish a robust system for comprehending, planning, executing, and evaluating the current procedures effectively.
- It is the duty of all staff to report all suspected or disclosed child protection issues to the Designated Safeguarding Lead (DSL).

DESIGNATED SAFEGUARDING LEADERS

1.	GOVERNOR WITH SAFEGUARDING RESPONSIBILITIES	DR. PRASANNA BHASKAR
2.	CHILD PROTECTION OFFICER (CPO)	MR.ABDUL AZEIZ
3.	DESIGNATED SAFEGUARDING LEAD (DSL)	MRS.REENA.M.R
3.	HEALTH SAFETY OFFICER (HSO)	MRS.BRIGITHA BROONO

ALTERNATIVE REFERRALS:

When members of the school have URGENT and IMMEDIATE concerns for the safety and protection of a child or young person during school hours they should make an immediate referral to a member of the Child Protection & Support Committee or any accessible member of the Leadership Team.

GENERAL WHOLE SCHOOL RESPONSIBILITIES

THE COMMITTEE: (GOVERNING BODY)

The Committee has overall responsibility for ensuring that there are sufficient measures in place to safeguard the children in their establishment, it is mandate for Supervisor from each section to take lead responsibility for children's protection.

In particular the Committee must ensure:

- Child protection policy and procedures.
- Relevant safeguard children training for school staff/volunteers are attended.
- Safe management of allegations.
- Deficiencies or weakness in safeguarding arrangements are remedied without delay.
- A member of Committee (usually Supervisor) is nominated to be responsible in the event of an allegation of abuse being against the teacher.
- Safeguarding policies and procedures are reviewed annually and information provided to the local authority about them how the above duties have been discharged.

PRINCIPAL WILL:

- Comply with the provisions of this policy and to protect students from any abuse and neglect in school. The policy should meet the minimum requirements of good guidance and support for all students, staff and other members in the school.

- Ensure that procedures to prevent situations that could lead to the abuse or neglect of students are in place and understood by all school staff and leaders.
- Ensure the supervision of students at all times while in school's care.
- Obtain perspectives from students and parents concerning safety and safeguarding within the school.
- Immediately report any case of potential abuse and/or neglect of students as stated by this policy.
- Ensure that all targeted staff and administrators attend and actively participate in all student protection training sessions.
- Conduct orientation sessions for parents/guardians upon student registration or enrollment and at the start of every school year to promote this policy and to inform them of their roles and responsibilities, and their rights and duties.
- Ensure that there is priority emphasis within the school on the protection of the students and for taking immediate actions when there is suspicion of cases of student abuse or neglect.
- Ensure that students can safely report their concerns about abuse and/or neglect without fear of retribution or punishment.
- Ensure that staff and others can safely report their concerns about the potential exposure of any student to abuse and/or neglect without fear of retribution or punishment.
- Maintain students' records and ensure confidentiality of open and closed cases.
- Immediately suspend any staff member who is suspected of an offence involving student abuse and/or neglect on a temporary basis until the suspicion is adjudicated.

ROLES AND RESPONSIBILITIES

CHILD PROTECTION OFFICER(CPO):

- Takes lead responsibility for safeguarding and child protection in the school.
- Is appropriately trained and updates their knowledge and skills to keep up with any developments relevant to their
- Acts as a source of support and expertise to the school community
- Provides advice and support to the staff
- Encourages a culture of listening to children and taking account of their wishes and feelings
- Is alert to the specific needs all children including the SEND.
- Maintains relevant records of incidents confidentially and safely in a locked cabinet
- Refers cases of suspected abuse to Children's Social Care, or the Police as appropriate
- Attends child protection conferences

- Is an active member of the school Health and safety committee
- Ensures that all staff are trained in child protection and safeguarding
- Ensures that all staff have signed to indicate that they have read and understood the child protection and safeguarding policy
- Ensures that the child protection and safeguarding policy and procedures are regularly reviewed and updated annually, working with the whole school community
- Makes the child protection and safeguarding policy available publicly, i.e. on the school's website and portal
- Ensures parents are aware of the school's role in safeguarding.

DESIGNATED SAFEGUARDING LEAD (DSL) :

The Designated Safeguarding Leads(DSL) main tasks are to:

- Ensure that the principal is kept fully informed of any concerns
- Ensure all staff are aware who the DSL is and their role and contact details.
- Ensure that all staff are aware of these procedures and what to do in the event they are concerned about a pupil.
- Ensure that the safeguarding procedures are followed in the school.
- Ensure that appropriate training and support is provided to all staff.
- Decide whether to take further action about specific concerns.
- Ensure that accurate records are maintained on individual cases, and these are kept in a secure and locked location.
- Provide guidance to parents and staff about obtaining support.
- Inform parents of any concerns and work with them to try and facilitate change unless this would place the pupil at greater risk.
- Develop effective links with relevant agencies.
- Know how to identify the signs and symptoms of abuse.
- Can provide advice and support to staff in matters of Child Protection
- Report allegations and suspicions to the principal when necessary and as soon as practical.
- Maintain relevant records of incident reports and follow-up.
- Ensure all records are kept confidentially, separate from the main student file, and in locked locations.
- Know when and how to make a referral to outside agencies/professionals.
- Can contribute to and monitor a child protection plan.
- Will hold monthly case conferences (Child Protection Meeting) with School Counselors to update themselves on status of current/new concerns.

ADMINISTRATION AND TRANSPORT MANAGER WILL:

- Ensure school buses keeps an accurate central record system for maintenance and safety procedures.
- Ensure school portal attendance and punching system of students transport attendance is effectively functioning and monitoring.

- Ensure the safety and security of students in school and school buses.
- Ensures that CCTV cameras“ are regularly checked to monitor staff and students’ behaviors in school and buses.
- Ensure that drivers and bus conductors behave properly with all students while traveling to school, etc.
- Ensures that First Aid boxes are available in all departments in school and buses etc.
- Ensures to report the identified cases through CCTV and transport staff to the school counselors and clinic doctors for intervention.

CLINIC DOCTOR WILL:

- Ensure identification of hit and run cases in school.
- Conduct examinations and detailed assessments of identified cases.
- Prepare health profiles of child protection cases.
- Ensure early identification of physical and sexual abuse cases.
- Ensure that relevant information obtained in the course of their duties is communicated to the Child Protection & Inclusion Officer Types of injuries, attendance and frequency are recorded.
- Ensure identification of hit and run cases in school.
- Conduct examinations and detailed assessments of identified cases.
- Prepare health profiles of child protection cases.
- Requested to provide physical treatment and emotional support after a child has been abused.
- Child abuse can leave deep emotional scars and the School Doctor or Nurse should recognize these and help to develop a rehabilitation plan in liaison with the Child Protection Officer and other appropriate staff in the case management team.
- Give proper medical treatment to the child protection cases.
- Make referrals to the external agencies with the permission from Child Protection & Inclusion Officer, Governor, or Principal.

CLASS TEACHER WILL:

Class Teacher’s role towards creating awareness among students about:

- Safe touch and unsafe touch.
- Strategies for defense mechanism.
- Keeping other staff informed about the immediate safety measures for child protection and safeguarding issues.
- Avoid use of “Not in use” rooms in the school.

- Learn to say “NO” when it seems to be very uncomfortable.
- Effective use of the complaint box.

SCHOOL COUNSELOR WILL:

- Provide positive encouragement to the child.
- Support the student’s emotional well-being.
- Any harm to the student will be reported to the Child Protection Officer and relevant information will be shared.
- Liaise with family members determine how best to promote the child’s safety both at school and home. Conduct regular counseling sessions for the student who is abused.
- To improve the positive thinking and self-esteem of the abused student, etc.

GOOD PRACTICE GUIDELINES AND STAFF CODE OF CONDUCT

To meet and maintain our responsibilities towards students, we need to agree standards of good practice which form a code of conduct for all staff. Good practice includes:

- Treating all students with respect.
- Setting a good example by conducting ourselves appropriately.
- Involving students in decisions that affect them.
- Encouraging positive, respectful, and safe behavior among students.
- Being a good listener.
- Being alert to changes in students’ behavior and to signs of abuse and neglect and exploitation.
- Recognizing that challenging behavior may be an indicator of abuse.
- Reading and understanding the school’s child protection policy, Staff Behavior Policy (code of conduct) and guidance documents on wider safeguarding issues, for example bullying, behavior, physical contact, sexual exploitation, extremism, e-safety, and information-sharing.
- Asking the student’s permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid.
- Maintaining appropriate standards of conversation and interaction with and between students and avoiding the use of sexualized or derogatory language.
- Being aware that the personal and family circumstances and lifestyles of some students lead to an increased risk of abuse.
- Applying the use of reasonable force and physical intervention only as a last resort and in compliance with school procedures and IES guidance.
- Referring all concerns about a student’s safety and welfare to the DSL or, if necessary, directly to the Police or Children’s Social Care.
- Following the school’s rules regarding communication and relationships with students, including via social media.

Support for students, families and staff involved in a child protection issue:

- Taking all suspicions and disclosures seriously.

- Nominating a link person (usually the DSL) who will keep all parties informed and be the central point of contact.
- Where a member of staff is the subject of an allegation made by a student, separate link people will be nominated to avoid any conflict of interest.
- Responding sympathetically to any request from students or staff for time out to deal with distress or anxiety.
- Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies.
- Storing records securely.
- Offering details of help lines, counseling, or other avenues of external support.
- Following the procedures laid down in our child protection, whistle blowing, complaints and disciplinary procedures.
- Cooperating fully with relevant statutory agencies.

COMPLAINTS PROCEDURE

Our complaints procedure will be followed where a student or parent raises a concern about poor practice towards a student that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a student or attempting to humiliate them, bullying, or belittling a student or discriminating against them in some way. Complaints are managed by the Principal, other members of the senior leadership team and governors. An explanation of the complaint's procedure is included in the safeguarding information for parents and students. Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures. Complaints which escalate into a child protection concern will automatically be managed under the school's child protection procedures.

Record Keeping:

The school will maintain safeguarding (including early help) and child protection records. The school will:

- Keep clear detailed written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to relevant agencies immediately.
- Keep records in a folder in a meticulous chronological order.
- Ensure all records are kept secure and in locked locations.

- Ensure all relevant child protection records are sent to the receiving school, college, or other education establishment when a student moves.

Safeguarding and child protection records will be maintained independently from the student's school file and the school file will be 'tagged' to indicate that separate information is held. Such records will only be accessible to the Designated Safeguarding Lead and school leaders who need to be aware.

Such records will include, in addition to the name, address and age of the child, timed and dated observations describing the child's behavior, appearance, statements/remarks made to staff or other children and observations of interactions between the child, other children, members of staff and/or parents/carers that give rise to concern. Where possible and without interpretation, the exact words spoken by the child or parent/carer will be recorded. Records will be signed, dated, and timed by the member of staff making the record.

Dealing With Disclosure:

If a student discloses that he or she has been harmed 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, i.e. to tell the story in their own words.
- Ask open questions rather than leading questions.
- Reassure the child but not make promises that it might not be possible to keep.
- Not promise confidentiality, as it might be necessary to refer the case to the appropriate authority.
- Reassure the student that what has happened is not their fault.
- Stress that it was the right thing to tell someone.
- Be a supportive listener but do not push for additional details since this can jeopardize future interviews.
- Not make the child repeat the disclosure to a third party.
- Not criticize or excuse the perpetrator.
- Not make direct contact with the alleged perpetrator (even if it is a parent or caregiver)

WHAT TO DO ON DISCLOSURE

Stay calm (Don't over-react, however shocked you may be)



Listen, hear and believe (Listen carefully, take it seriously)



**Give time for the person to say what they want (Don't make assumptions and don't offer alternative explanations, ask questions beginning with Tell me about...Explain...Describe...
Avoid 'who, what,when, where' questions)**



Reassure and explain that they have done the right thing in telling. (Do not promise confidentiality; explain that only those professionals who need to know will be informed)



Record in writing as near verbatim as possible and as soon as possible on a Disclosure Form (Use the child's own words, make your record as soon as possible after the event, so that you don't forget anything, and include information about what action was taken afterwards)



Report to the Authority

CONFIDENTIALITY

The school will not disclose who has reported an abuse concern in order to protect the staff involved. The school will take all reasonable steps to ensure that the staff member who has reported an abuse concern does not suffer harassment or penalty. This policy will be reviewed annually and particularly at times of significant legislative change or change in service delivery.

Appendix 1

IES Safeguarding and child protection Cause for concern form	
Student's name	
Class/Year	
Date of concern	
Time of concern	
Details/Context: <i>It is essential that you distinguish between hearsay, gossips and the observation. Use the exact word of child /young person wherever possible. Give the context. for eg: People who involved , where it took place.</i>	
Witness	
Signed	Dated
<i>For use by DSL only</i>	
Action taken by DSL (If necessary)	
Signed	

Information sheet

Full Name:		DOB:	Class/Form:	Additional needs:
Gender:		Ethnicity:		
Home Address:			Telephone:	
			E mail:	
Status of file and dates:				
OPEN				
CLOSED				
TRANSFER				
Any other child protection records held in school relating to this child or a child closely connected to him/her? YES/NO WHO?				
Members of household				
Name	Relationship to child	DOB/Age	Tel No	
Significant Others (relatives, carers, friends, childminders, etc.)				
Name	Relationship to child	Address	Tel No	
Other Agency Involvement				
Name of officer/person	Role and Agency	Tel No	Date	

Appendix 3

Logging a concern about a child's safety and welfare

PART 1(by Staff)

student's Name:	Date of Birth:	Class:
Date and Time of Incident:	Date and Time (of writing):	
Name:.....		
Parent Signature.....		
Job Title:		
Record the following factually: What are you worried about? Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses?		
What is the student's account/perspective?		
Professional opinion where relevant.		
Any other relevant information (distinguish between fact and opinion). Previous concerns etc.		
What needs to happen? Note actions, including names of anyone to whom your information was passed and when.		

PART 2(By DSL)

Time and date information received, and from whom.	
Any advice sought – if required (date, time, name, role, organisation and advice given).	
<u>Action taken</u> (referral to outside agencies /monitoring advice given to appropriate staff) with reasons. Note time, date, names, who information shared with and when etc.	
<u>Parent's informed?</u> Y/N and reasons.	
<u>Outcome</u> Record names of individuals/agencies who have given information regarding outcome of any referral (if made).	
Where can additional information regarding child/incident be found (e.g. student file, serious incident book)?	
Should a concern/ confidential file be commenced if there is not already one? Why?	
Signed	
Printed Name	

Appendix 4

Logging concerns/information shared by others external to the school (Pass to Designated Person)

Student's Name:	Date of Birth: Class/form:
Date and Time of Incident:	Date and Time of receipt of information: Via letter / telephone etc.
Recipient (and role) of information:	
Name of caller/provider of information:	
Organisation/agency/role:	
Contact details (telephone number/address/e-mail)	
Relationship to the child/family:	
Information received:	
Actions/Recommendations for the school:	
Outcome:	
Name:	
Signature:	
Date and time completed:	
Counter Signed by Designated Safeguarding Lead	
Name:	
Date and time:	

At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person, the body map below should be used. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. SocialCare direct or Police.

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimeters or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Color of injury - if more than one color, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and record

A copy of the body map should be kept on the child's concern/confidential file.

Date of Review : January 2024

Next Review : January 2025



Dr Prasanna Bhaskar

Principal