

St. Mary's Church of England Primary School Fownhope

POLICY FOR SAFEGUARDING CHILDREN



What we nurture today, flourishes tomorrow

UPDATED JANUARY 2019

A rich education is more than simply learning reading, writing and maths. It is about helping a child grow into their full potential as inquisitive, well balanced and cheerful adults. As a Christian school we nurture children to display the 'fruit of the Spirit', which is "love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control" (Galatians 5:22-23). At St Mary's you will find children growing in mind, body and spirit as they form good relationships with each other, the staff and discover a faith which will sustain them in a rapidly changing world. As our motto has it: "what we nurture today flourishes tomorrow".

1. Introduction

In line with the values and ethos of St Mary's CE Primary School, promoting the health and well-being of all our pupils is of great importance to the school. Our core safeguarding principles are:

- It is the responsibility of St Mary's Primary School to safeguard and promote the welfare of all pupils;
- Children who are and feel safe make more successful learners;
- Representatives of the whole-school community of pupils, parents, staff and governors will be involved in policy development and review;
- Policies will be reviewed annually.

It is the responsibility of all who attend and are involved in school to safeguard all children.

2. Statement, Principles and Aims

At St Mary's Primary School we recognise our moral, spiritual and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. The procedures contained in this policy apply to all staff and governors and are consistent with those of the Local Safeguarding Children Board (HSCB).

Principles

- The school will ensure that the welfare of children is given paramount consideration when developing and delivering all school activity;
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection;
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm in accordance with this guidance;
- All pupils and staff involved in child protection issues will receive appropriate support from the senior management of the school who will follow this policy guidance in doing so.

Aims

- To provide all staff with the necessary information to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of children;
- To ensure that all non-staff helpers and volunteers who have regular contact with pupils are adequately trained in safeguarding procedures.
- To ensure consistent good practice across the school;
- To demonstrate the school's commitment with regard to safeguarding children.
- To ensure that all staff are annually trained in safeguarding.

3. Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the impairment of their health or development, ensuring that children grow up in circumstances consistent with the provision of safe, effective and nurturing care and undertaking that role so as to enable those children to have optimum life chances and to enter

adulthood successfully. Our Safeguarding Policy is underpinned by the statutory guidance from **Keeping Children Safe in Education**, last revised September 2018.

Child protection refers to the processes undertaken to meet statutory obligations laid out in the Children Act 1989 and associated guidance (see **Keeping Children Safe in Education, September 2018.**) In respect of those children who have been identified as suffering, or being at risk of suffering harm.

Staff refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity.

Child refers to all young people within St Mary's CE Primary School

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, Grandparents, foster carers and adoptive parents. It also includes the carers of Looked After Children (LAC).

4. Context

Section 175 of the Education Act 2002 requires local education authorities and the governors of schools to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Research suggests that more than 10 per cent of children will suffer some form of abuse. Due to their day-to-day contact with children, school staff are uniquely placed to observe changes in children's behaviour and to recognise the outward signs of abuse. Children may also turn to a trusted adult in the school when they are in distress or at risk. It is vital that school staff are alert to the signs of neglect and abuse and understand the local procedures for reporting and acting upon their concerns (see section 6 for further guidance on this).

5. Key Personnel:

The **Designated Safeguarding Lead** for child protection at St Mary's CE Primary School is:

Mr Tim Milne, Headteacher

Contact details:

01432 860474

(Designated Safeguarding Lead in Education - **Level 3 Trained**)

The **Deputy Designated Safeguarding Leads** at St Mary's CE Primary School are:

Mrs Demelza Gibbs, Deputy Head, SENCO

Contact details:

01432 860474

(Designated Safeguarding Lead in Education)

Mrs Dawn Harwood, Year 5 teacher (part time),

Contact Details:

01432 860474

(Designated Safeguarding Lead in Education)

The **Designated Safeguarding Lead** for St Mary's Pre-School is:

Mrs Jackie Bell, Pre-School Manager

Contact details:

01432 860871

The **nominated Governor with responsibility for Safeguarding** for this school is:

Miss Briony Sellar

Contact details:

The **Headteacher** is:

Mr Tim Milne

01432 860474

6. Roles and responsibilities

All schools must nominate a senior member of staff to coordinate child protection arrangements and this person is named in this policy guidance. The local authority maintains a list of all **designated safeguarding lead (DSLs)** for safeguarding and child protection.

The school has ensured that the **DSL:**

- is appropriately trained to at least Level 3 standard. The school will follow Government recommended guidelines regarding training but it will be reviewed at least annually. The school currently uses 'Create Safer Organisations (www.createsaferorgs.com) for safeguarding training.
- acts as a source of support and expertise to the school community
- has an understanding of LSCB procedures
- keeps written records of all concerns when noted and reported by staff or when disclosed by a child, ensuring that such records are stored securely and reported onward in accordance with this policy guidance, but kept separately from the child's general file
- refers cases of suspected neglect and/or abuse to children's social care or police in accordance with this guidance and local procedures
- notifies children's social care if a child with a child protection plan is absent for more than one day without explanation
- ensures that when a child with a child protection plan leaves the school, their information is passed to their new school and the child's social worker is informed within one week
- attends and/or contributes to child protection conferences in accordance with local procedure and guidance
- coordinates the school's contribution to child protection plans
- develops effective links with relevant statutory and voluntary agencies
- ensures that all staff sign to indicate that they have read and understood this policy
- ensures that the child protection policy is updated annually
- liaises with the nominated governor and headteacher (where the role is not carried out by the head teacher) as appropriate
- keeps a record of staff attendance at child protection training
- makes this policy available to parents.

The **Deputy Designated Lead** is appropriately trained to at least Level 3 standard (now referred to as Designated Safeguarding Lead in Education). This training will be reviewed at least annually. In the absence of the designated person, the Deputy carries out those functions necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the designated person, the deputy will assume all of the functions above.

The governing body ensures that the school has:

- a DSL for safeguarding and child protection who is a member of the senior leadership team and who has undertaken the approved LSCB training in inter-agency working, in addition to basic child protection training to at least Level 3 standard .
- child protection policy and procedures that are consistent with LSCB requirements, reviewed annually and made available to parents on request.
- Procedures for dealing with allegations of abuse made against members of staff including allegations made against the headteacher. This will include notification to the Local Authority Designated Officer (LADO) and an understanding of LADO procedure.
- Safer recruitment procedures that include the requirement for appropriate checks in line with national guidance (see: https://www.schoolsrecruitment.dcsf.gov.uk/themes/default/pdfs/content/Safeguarding_Children_and_Safer_Recruitment_in_Education_Booklet.pdf)
- A training strategy that ensures all staff, including the head-teacher, receive child protection training. Refresher training will take place within at least three years but will be reviewed annually.
- Arrangements to ensure that all temporary staff and volunteers are made aware of the school's arrangements for child protection
- The governing body nominates a member (normally the chair) to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the headteacher. An annual report will be submitted to the local authority about how the governing body's duties have been carried out. Any weaknesses or areas of concern will be rectified without delay.

The Headteacher:

- ensures that the safeguarding and child protection policy and procedures are implemented and followed by all staff
- allocates sufficient time and resources to enable the DSL and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the school's whistleblowing procedures
- ensures that child's safety and welfare is addressed through the curriculum.

7. Good practice guidelines

To meet and maintain our responsibilities towards children, the school community agrees to the following standards of good practice;

- treating all children with respect
- setting a good example by conducting ourselves appropriately
- involving children in decision-making which affects them
- encouraging positive and safe behaviour among children
- being a good listener
- being alert to changes in child's behaviour
- recognising that challenging behaviour may be an indicator of abuse

- reading and understanding all of the school's safeguarding and guidance documents on wider safeguarding issues, for example bullying, physical contact, e-safety plans and information-sharing
- asking the child's permission before doing anything for them which is of a physical nature, such as assisting with dressing, physical support during PE or administering first aid

- maintaining appropriate standards of conversation and interaction with and between children and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some children lead to an increased risk of neglect and or abuse.

8. Abuse of trust

All school staff are aware that inappropriate behaviour towards children is unacceptable and that their conduct towards all children must be beyond reproach.

In addition, staff should understand that, under the [Sexual Offences Act 2003](#), it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a child under 18 may be a criminal offence, even if that child is over the age of consent.

The school's Code of Ethical Practice sets out our expectations of staff.
(See appendix 1)

9. Children who may be particularly vulnerable

We are aware that some children within our school are more at risk of neglect and abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect.

To ensure that all of our children receive equal protection, we will give special consideration and attention to children who are:

- disabled or have special educational needs
- living in a known domestic abuse situation
- affected by known parental substance misuse
- affected by known parental mental illness
- asylum seekers
- living away from home
 - Living with non-biological parents, are in foster care or are adopted or are LAC
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- living transient lifestyles
- living in chaotic, neglectful and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- involved directly or indirectly in prostitution or child trafficking
- do not have English as a first language.

Special consideration includes the provision of safeguarding information, resources and support services in community languages and accessible formats.

10. Support for those involved in a child protection issue

Child neglect and abuse is devastating for the child and their families and can also result in distress and anxiety for staff who become involved. We will support the children and their families and staff by:

- taking all suspicions and disclosures seriously

- nominating a link person 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 child, a separate link person will be nominated to avoid any conflict of interest
- responding sympathetically to any request from a child or member of 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 within a locked filing cabinet
- offering details of help lines, counselling or other avenues of external support
- following the procedures laid down in our whistleblowing, complaints and disciplinary procedures
- cooperating fully with relevant statutory agencies. In the main this will be the Herefordshire Safeguarding Children Board (HSCB)

11. Complaints procedure in respect of poor practice behaviour

Our complaints procedure will be followed where a child or parent raises a concern about poor practice towards a child that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a child, using sarcasm or humiliation as a form of control, bullying or belittling a child or discriminating against them in some way. Complaints are managed by senior staff, the headteacher and governors.

Complaints from staff are dealt with under the school's complaints and competencies procedures.

12. If you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's whistleblowing code (appendix 2) enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. All concerns of poor practice or concerns about a child's welfare brought about by the behaviour of colleagues should be reported to the headteacher. Complaints about the headteacher should be reported to the chair of governors.

13. Staff who are the subject of an allegation

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events can and do happen. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some adults do pose a serious risk to children's welfare and safety and we must act on every allegation made. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Allegations against staff should be reported to the head teacher. Allegations against the head teacher should be reported to the chair of governors.

The full procedures for dealing with allegations against staff can be found in Safeguarding Children and Safer Recruitment in Education (p 57-67)

https://www.schoolsrecruitment.dcsf.gov.uk/themes/default/pdfs/content/Safeguarding_Children_and_Safer_Recruitment_in_Education_Booklet.pdf.

For further information on managing allegations against staff contact your Local Authority Designated Officer (LADO) via the MASH (Multi Agency Safeguarding Hub) Tel. 01432 260800

14. Staff training

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern. New staff and governors will receive training during their induction. All staff, including the head teacher (unless the headteacher is the DSL) and governors will receive training that is updated at least every three years and the DSL will receive training updated at least every two years, including training in inter-agency procedures.

15. Safer recruitment Our school endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in Safeguarding Children and Safer Recruitment in Education (pp20-54), supplementary advice to Keeping Children Safe in Education: childcare disqualification requirements, together with the local authority and the school's individual procedures.

Safer recruitment means that all applicants will:

- complete an application form
- provide two referees, including at least one who can comment on the applicant's suitability to work with children
- be interviewed
- provide evidence of identity and qualifications
- be checked through the Disclosure and Barring Service
- be responsible for disclosing if they personally or by association anyone living with them have been:
 1. cautioned of certain violent and sexual criminal offences* against children and adults
 2. have grounds relating to the care of children
 3. have registration refused or cancelled in relation to childcare or children's homes or being disqualified from private fostering(* a full list of qualifying offences is kept in the school office)

All new members of staff will undergo an induction that includes familiarisation with the school's safeguarding and child protection policy and identification of their own safeguarding and child protection training needs. All staff sign to confirm they have received a copy of the child protection policy (see: appendix 3).

16. Extended school and off-site arrangements

Where extended school activities are provided by and managed by the school, our own safeguarding and child protection policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place including Safeguarding training, and will use safer recruitment procedures.

When our children attend off-site activities, we will check that effective child protection arrangements are in place.

17. Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable educational reasons e.g. Tapestry journals in reception. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

To protect children we will:

Within the school:

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- seek parental / carer consent for images of their children to be used. If consent is not given no images of that child will be used. An up-to-date list of those children whose image cannot be used is easily accessible via the office

- use only the child's first name with an image
- ensure that children are appropriately dressed
- encourage children to tell us if they are worried about any photographs that are taken of them.

When off site, in a controlled environment:-

- Ask those people involved to guarantee that any photographs taken will not be used on any social media site, explaining the reasons why. Lead staff must ensure that this is done.
- Alternatively, if possible gain written permission from parents before the visit for children for images of their child to be posted on social media sites. It is the lead member of staff's responsibility to ensure that only photographs containing children whose parents have given their written permission are posted onto social media sites.

When pupils are visiting an uncontrolled site:-

- Where the school cannot guarantee that photographs will not be taken and posted onto social media sites (e.g. at a football match), parents will be notified of this before the visit. If a parent is then concerned about their child's photograph being exposed on a social media site, then that parent should request that their child does not participate in the event.

18.1 E-Safety

Most of our children will use mobile phones and computers at some time. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The school's e-safety policy explains how we try to keep children safe in school. Cyber-bullying by children, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

Chat rooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and children are not allowed to access these sites whilst in school. Some children will undoubtedly be 'chatting' on mobiles or social networking sites at home and we regularly put information on newsletters for parents stressing the need for monitoring usage. For more information on e-safety see the Herefordshire Safeguarding Children Board website.

18.2 Sexting (Youth Produced Sexual Imagery)

Unfortunately, as mobile phones, tablets and other devices become more ubiquitous, there is an increased chance of inappropriate pictures / videos or text messages being
 Safety's document '[Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People](#)' (SiSaC) explains, the laws around 'sexting' are complex. This is particularly true with regard to written messages, and the guidance in this policy is therefore intended to cover the making and sending of images. In order to make this definition clearer, the SiSaC document replaces 'sexting' (a 'catch-all' term that is difficult to define) with the term 'Youth Produced Sexual Imagery'.

The sharing of sexual imagery of people under 18 by adults constitutes child sexual abuse. If the school becomes aware of any incidents of this it will **always** contact the police.

The situation becomes more complex when a person under the age of 18 creates or shares sexual imagery. In law this is illegal, even if the image of a person under 18 has been created by themselves. If the school becomes aware of any such images it will always treat the matter as a safeguarding

incident and, unless there are exceptional circumstances, contact the parents / carers of the children involved. However, as the SiSaC document states,

The law criminalising indecent images of children was created long before mass adoption of the internet, mobiles and digital photography. It was also created to protect children and young people from adults seeking to sexually abuse them or gain pleasure from their sexual abuse. It was not intended to criminalise children.

The school will therefore use its discretion as to whether to involve outside agencies or keep the matter within school.

19. Safeguarding and Child Protection Procedures

Recognising abuse

To ensure that our children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

Physical abuse

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

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only for meeting the needs of another person. It may feature age - or developmentally-inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as 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, witnessing or hearing domestic violence and being subjected to domestic violence incidents on a regular basis. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse

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, touching outside of clothing. They may 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 and young people.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing or shelter, including exclusion from home or abandonment; failing to protect a child from physical and emotional harm or danger; failure to ensure adequate supervision, including the use of inadequate care-takers; or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

(Definitions taken from Keeping Children Safe in Education, April 2014)

Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most all incidences of bullying should be reported and will be managed through our anti-bullying procedures. All pupils and parents receive a copy of the anti-bullying procedures on joining the school and the subject of bullying is addressed at regular intervals in the personal, social and health education (PSHE) curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the head teacher and the DSL will consider implementing child protection procedures.

We also are aware of our responsibility to be vigilant to the possibility of children being at risk of;

Child Sexual Exploitation (CSE)

Child Sexual Exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, money or in some cases simply affection) as a result of engaging in sexual activities. CSE may take many forms ranging from the seemingly “consensual” relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying (including cyberbullying) and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Female Genital Mutilation (FGM)

All staff need to be alert to the possibility of a girl being at risk of female genital mutilation (FGM), or already having suffered FGM. There is a range of potential indicators that child may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child. Victims of FGM are more likely to come from a community that is known to practise FGM. Staff should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place or already taken place can be found on pages 11-12 of the Multi-Agency Practice Guidelines. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care.

Indicators of abuse and what you might see

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they ‘tell’. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated person.

Remember, it is your responsibility to report your concerns. It is not your responsibility to investigate or decide whether a child has been abused.

A child who is being abused and/or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming

- look unkempt and uncared for
- change their eating habits
 - Be continually hungry
 - Have poor provision of food (for example inadequate contents of a lunchbox to maintain a healthy lifestyle)
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
 - Have a drop in academic progress
 - Not be provided with appropriate medical treatment
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour - from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed. It is very important that you report your concerns - you do not need 'absolute proof' that the child is at risk.

The impact of abuse

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

Taking action

Key points to remember for taking action are:

- in an emergency take the action necessary to help the child, for example, call 999
- report your concern to the DSL by the end of the day
- if the DSL is not around, ensure the information is shared with the deputy safeguarding officer or the most senior person in the school that day and ensure action is taken to report the concern to children's social care
- do not start your own investigation
- share information on a need-to-know basis only - do not discuss the issue with colleagues, friends or family
- complete a record of concern (to be found in the staff room)
 - Contact the MASH team and complete a MARF form within 24 hours
- seek support for yourself if you are distressed.

If you suspect a child is at risk of harm

There will be occasions when you suspect that a child may be at serious risk, but you have no 'real' evidence. The child's behaviour may have changed, their artwork could be bizarre or you may have noticed other physical but inconclusive signs. In these circumstances, you should try to give the child

the opportunity to talk. The signs you have noticed may be due to a variety of factors and it is fine to ask the child if they are alright or if you can help in any way.

Use the welfare concern form (See appendix 6) or the Pastoral Log to record these early concerns. If the child does begin to reveal that they are being harmed you should follow the advice in the section 'If a child discloses to you'.

If, following your conversation, you remain concerned; you should discuss your concerns with the designated person.

If a child discloses information to you

It takes a lot of courage for a child to disclose that they are being neglected and or abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a child talks to you about any risks to their safety or wellbeing you will need to let them know that **you must** pass the information on - you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately the child may think that you do not want to listen, if you leave it till the very end of the conversation, the child may feel that you have misled them into revealing more than they would have otherwise.

During your conversation with the child:

- Allow them to speak freely.
- Remain calm and do not over react - the child may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort - 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'.
- Do not be afraid of silences - remember how hard this must be for the child.
- Under no circumstances ask investigative questions - such as how many times this has happened, whether it happens to siblings too, or what does the child's mother think about all this.
- At an appropriate time tell the child that in order to help them you must pass the information on.
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier. Saying 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be your way of being supportive but the child may interpret it that they have done something wrong.
- Tell the child what will happen next. The child may agree to go with you to see the designated person. Otherwise let them know that someone will come to see them before the end of the day.
- Report verbally to the designated person.
- Write up your conversation as soon as possible on the record of concern form and hand it to the designated person.
- Seek support if you feel distressed.

Notifying parents

The school will normally seek to discuss any concerns about a child with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from children's social care.

Referral to children's social care

The DSL will make a referral to children's social care if it is believed that a child is suffering or is at risk of suffering significant harm. The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

Children with sexually harmful behaviour

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. Research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.

Confidentiality and sharing information

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the child and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the designated person, head teacher or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Child protection information will be stored and handled in line with Data Protection Act 1998 principles. Information is:

- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- kept no longer than necessary
- processed in accordance with the data subject's rights
- secure

Record of concern forms and other written information in the Pastoral Log will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort should be made to prevent unauthorised access and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items should also be kept in locked storage. Child protection information will be stored separately from the child's school file and the school file will be 'tagged' to indicate that separate information is held.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a child or parent to see child protection records, they should refer the request to the head teacher.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The school's policy on confidentiality and information-sharing is available to parents and children on request.

Reporting directly to child protection agencies

Staff should follow the reporting procedures outlined in this policy.

However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the designated senior person, their deputy, the headteacher and the chair of governors are all unavailable
- they are convinced that a direct report is the only way to ensure the child's safety

20. Preventing pupils from being drawn into Terrorism

In accordance with the Counter-Terrorism and Security Act 2015, from 1st July 2015 St Mary's CE Primary School has a statutory duty to prevent any of their pupils being '*drawn into terrorism*'

Paragraph 64 of the Prevent Duty Guidance: for England and Wales (issued under Section 29 of the Counter-Terrorism and Security Act 2015) states that:

[The proprietors of maintained schools ... and registered early years childcare providers] are subject to the duty to have due regard to the need to prevent people from being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Schools should be safe places in which children and 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. The Prevent duty is not intended to limit discussion of these issues. Schools should, however, be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues.

Paragraph 7 states that the Government has defined extremism as '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.' Whilst currently the most significant terrorist threat comes from Islamist extremists, terrorists associated with the extreme right also pose a continued threat.

At St Mary's CE Primary we wholeheartedly subscribe to the guidance given in the Prevent duty (Paragraph 58) that states:

All publicly-funded schools in England are required by law to teach a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life. They must also promote community cohesion.

As an Early Years provider, we also follow the guidance in Paragraph 61 that, in an age appropriate way, children:

Learn right from wrong, mix and share with other children and value other's views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes.

In accordance with the Prevent duty (Paragraph 70), staff at St Mary's Primary are trained so that they have the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas.

Other related documents:-

- 'Keeping Children Safe in Education' (HM Government) updated September 2018

- 'Working Together To Safeguard Children' (HM Government) March 2015
- 'Prevent' Duty Guidance for England and Wales (HM Government) March 2015
- Childcare (Disqualification) Regulations 2009



St. Mary's Pre-School - Child Protection

(Including managing allegations of abuse against a member of staff)

Policy statement

This policy represents the agreed principles for safeguarding children throughout the Pre-school. All Pre-school staff representing St Mary's Pre-school has agreed this policy.

Introduction

The health, safety and welfare of all of our children are of paramount importance to all the adults who work within our setting. Our children have the right to protection regardless of age, gender, race, culture, disability and background.

They have a right to be safe in our Pre-school and we are in line with Herefordshire Safeguarding Children Board.

Aims and objectives

To provide a safe environment to learn in,

To establish what actions the Pre-school can take to ensure children remain safe at home as well as at school.

To raise the awareness of all staff to these issues and to define their roles and responsibilities in reporting possible signs of abuse.

To identify children who are likely to suffer significant harm

To ensure effective communication between all staff on child protection issues

If we have a concern about a child we will share these concerns with parents/carers. However if sharing these concerns puts the child at risk of significant harm we will seek advice from Hereford council staff within the MASH team.

Staff and volunteers

☐ Our designated person who co-ordinates child protection issues is:

Jackie Bell

And in her absence Demelza Gibbs.

☐ Our designated officer who oversees this work is:

TIM MILNE, Chairperson on Committee

MASH TEAM 01432 260800

LADO 01432 260261

REFERRAL OUTSIDE HOURS 01905 768020

☐ We ensure that all staff know the procedures for reporting and recording their concerns in the setting.

Planning

☒ The layout of the rooms allows for constant supervision. No child is left alone with staff or volunteers in a one-to-one situation without being visible to others.

Curriculum

☒ We introduce key elements of keeping children safe into our programme to promote the personal, social and emotional development of all children, so that they may grow to be strong, resilient and listened to and that they develop an understanding of why and how to keep safe. ☒ We create within the setting a culture of value and respect for the individual, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.

☒ We ensure that this is carried out in a way that is developmentally appropriate for the children.

Confidentiality

☒ All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Local Safeguarding Children Board.

Support to families

☒ We believe in building trusting and supportive relationships with families, staff and volunteers in the group.

☒ We make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, providing information, monitoring of the child, and liaising at all times with the local children's social care team.

☒ We will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.

☒ We follow the Child Protection Plan as set by the child's social care worker in relation to the setting's designated role and tasks in supporting that child and their family, subsequent to any investigation.

☒ Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the Confidentiality and Client Access to Records procedure and only if appropriate under the guidance of the Local Safeguarding Children Board.

NB In some cases this may mean the police or another agency identified by the Local Safeguarding Children's Board (HSCB)

☒ We take care not to influence the outcome either through the way we speak to children or by asking questions of children.

Recording suspicions of abuse and disclosures

☒ Where a child makes comments to a member of staff that gives cause for concern (disclosure), observes signs or signals that gives cause for concern, such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect that member of staff:

☒ Listens to the child, offers reassurance and gives assurance that she or he will take action; ☒ does not question the child; ☒ makes a written record that forms an objective record of the observation or disclosure that includes:

☒ the date and time of the observation or the disclosure; ☒ the exact words spoken by the child as far as possible; ☒ the name of the person to whom the concern was reported, with date and time; and ☒ the names of any other person present at the time.

☒ These records are signed and dated and kept in the child's personal file which is kept securely and confidentially.

Informing parents

☒ Parents are normally the first point of contact.

☒ If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the Local Safeguarding Children Board does not allow

☒ This will usually be the case where the parent is the likely abuser. In these cases the investigating officers will inform parents.

Liaison with other agencies

☒ We work within the Local Safeguarding Children Board guidelines.

- We have a copy of 'What to do if you're worried a child is being abused' for parents and staff and all staff are familiar with what to do if they have concerns.
- We have procedures for contacting the local authority on child protection issues.
- We notify the registration authority (Ofsted) of any incident or accident and any changes in our arrangements which may affect the wellbeing of children.
- Contact details for the local National Society for the Prevention of Cruelty to Children (NSPCC) are also kept.

www.nspcc.org.uk

www.childline.org.uk

We ensure all staff and parents are made aware of our safeguarding policies and procedures. ▫ We provide adequate and appropriate staffing resources to meet the needs of children. ▫ Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.

- Candidates are informed of the need to carry out 'enhanced disclosure' checks with the DBS before posts can be confirmed.
- Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.
- We abide by Ofsted requirements in respect of references and DBS checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
- Volunteers do not work unsupervised.
- We abide by the Protection of Vulnerable Groups Act requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern.
- We have procedures for recording the details of visitors to the setting.
- We take security steps to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.

2.

We are committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you're worried a child is being abused' (HMG 2006).

Responding to suspicions of abuse

- We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect.
- When children are suffering from physical, sexual or emotional abuse, or may be experiencing neglect, this may be demonstrated through the things they say (direct or indirect disclosure) or through changes in their appearance, their behaviour, or their play.
- Where such evidence is apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the setting leader or manager who is acting as the 'designated person'. The information is stored on the child's personal file.
- We refer concerns to the local authority children's social care department and co-operate fully in any subsequent investigation.
- If a referral is to be made to the local authority social care department, we act within the area's Safeguarding Children and Child Protection guidance in deciding whether we must inform the child's parents at the same time.

Allegations against staff

- We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting, or anyone living or working on the premises occupied by the setting, which may include an allegation of abuse.
- We follow the guidance of the Local Safeguarding Children Board when responding to any complaint that a member of staff, or volunteer within the setting, or anyone living or working on the premises occupied by the setting, has abused a child.
- We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting or anyone living or working on the premises occupied by the setting, may have taken, or is taking place, by first recording the details of any such alleged incident.

☒ We refer any such complaint immediately to the local authority's social care department to investigate. We also report any such alleged incident to Ofsted and what measures we have taken. We are aware that it is an offence not to do this.

☒ We co-operate entirely with any investigation carried out by children's social care in conjunction with the police.

☒ Where the management committee and children's social care agree it is appropriate in the circumstances, the chairperson will suspend the member of staff on full pay, or the volunteer, for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff as well as children and families throughout the process.

Disciplinary action

☒ Where a member of staff or a volunteer is dismissed from the setting because of misconduct relating to a child, we notify the Independent Barring Board administrators so that the name may be included on the Protection of Children and Vulnerable Adults Barred List.

3.

We are committed to promoting awareness of child abuse issues throughout our training. We are also committed to empowering young children, through our early childhood curriculum, promoting their right to be strong, resilient and listened to.

Training

☒ We seek out training opportunities for all adults involved in the setting to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse.

Child Protection

Uncollected child

Policy statement

In the event that a child is not collected by an authorised adult at the end of a session/day, the setting puts into practice agreed procedures. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child. We will ensure that the child receives a high standard of care in order to cause as little distress as possible.

We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

Procedures

Parents of children starting at the setting are asked to provide the following specific information which is recorded on our Registration Form:

- Home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative.
- Place of work, address and telephone number (if applicable).
- Mobile telephone number (if applicable).
- Names, addresses, telephone numbers and signatures of adults who are authorised by the parents to collect their child from the setting, for example a childminder or grandparent.
- Who has parental responsibility for the child.
- Information about any person who does not have legal access to the child.
- On occasions when parents are aware that they will not be at home or in their usual place of work, they inform us in writing of how they can be contacted.
- On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, they provide us with written details of the name, address and telephone number of the person who will be collecting their child. We agree with parents how to verify the identity of the person who is to collect their child.

- Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up measures. We provide parents with our contact telephone number.
- We inform parents that we apply our child protection procedures as set out in our child protection policy in the event that their children are not collected from setting by an authorised adult within one hour after the setting has closed and the staff can no longer supervise the child on our premises.
- If a child is not collected at the end of the session/day, we follow the following procedures:
 - The child's file is checked for any information about changes to the normal collection routines.
 - If no information is available, parents/carers are contacted at home or at work.
 - If this is unsuccessful, the adults who are authorised by the parents to collect their child from the setting - and whose telephone numbers are recorded on the Registration Form - are contacted.
 - All reasonable attempts are made to contact the parents or nominated carers.
 - The child does not leave the premises with anyone other than those named on the Registration Form or in their file.
 - If no-one collects the child after one hour and there is no-one who can be contacted to collect the child, we apply the procedures for uncollected children.
 - We contact our local authority children's social services care team:

01432 260800

For full day care, this will be the out of hours duty officer:

01905 768020

- The child stays at setting in the care of two fully-vetted workers until the child is safely collected either by the parents or by a social care worker.
- Social Care will aim to find the parent or relative if they are unable to do so, the child will become looked after by the local authority.
- Under no circumstances do staff go to look for the parent, nor do they take the child home with them.
- A full written report of the incident is recorded in the child's file.
- Depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff.
 - Ofsted may be informed.

In line with the school's guidelines this policy will be reviewed annually.

This policy was approved by the Governing Body on:	
Signature of Headteacher:	
Signature of Chair of Governors:	
Review Date:	January 2020

