

<b>Applies to:</b> All staff	<b>Pages:</b> 26	<b>Ref:</b> 001
<b>Written by:</b> Sue Saxby	<b>Issue Number:</b> 3	<b>Date:</b> January 2016
<b>Approved by:</b> Full Governing Body		



**Malmesbury Park Primary School**  
**Safeguarding and Child Protection Policy**

**Terms**

- LSCB - Local Safeguarding Children Board  
 DSL - Designated Safeguarding Lead  
 DBS - Disclosure and Barring Service  
 MARAC - Multi Agency Risk Assessment Conference  
 CSC - Children's Social Care  
 CAF - Common Assessment Framework  
 LAC - Looked After Children  
 CIN - Child in Need  
 SEAL - Social and Emotional Aspects of Learning  
 KCSIE - Keeping Children Safe in Education  
 CSE - Child Sexual Exploitation  
 FGM - Female Genital Mutilation

School aims and values which guide this policy:

- We work together to make learning purposeful and rewarding
- Learners will develop independence to achieve their full potential
- We are a caring community that promotes respect for self, others and our environment
- We create a supportive learning environment that develops confidence

## **Introduction and Policy Statement**

This policy has been developed to ensure compliance with section 175, Education Act 2002, Section 11 C.A. 2004 and Working Together to Safeguard Children 2013 and Keeping Children Safe in Education 2015. The school will follow the Local Children's Safeguarding Board's (LCSB) inter-agency procedures.

*Section 175(2) states:*

*The governing body of a maintained school shall make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school.*

The Governors recognise that children have a fundamental right to be protected from harm or exploitation and that pupils cannot learn effectively unless they feel secure. The Governors will, therefore, provide a school environment which promotes self-confidence, a feeling of worth and the knowledge that pupil's concerns will be listened to and acted upon.

Governors, staff and volunteers in this school understand the importance of working in partnership with children, their parents/ carers and other agencies in order to promote children's welfare.

The Governors will also ensure that the school carries out its statutory duties to report suspected Child Abuse to the Children's Services Directorate (Social Care) and to assist that Directorate acting on behalf of children in need or enquiring into allegations of child abuse. Schools recognise the contribution they can make to protect and support pupils in their care.

The Local Authority is committed to ensuring that best practice is adopted when working with all children and young people, offering them support and protection and accepts that it has a legal and moral responsibility to implement procedures, to provide a duty of care for young people, to safeguard their well-being and to protect them from abuse.

The purpose of this policy is to:

- Afford protection for our students
- Enable staff and volunteers to safeguard and promote the welfare of children
- Promote a culture which makes the school a safe place to learn.

This Safeguarding and Child Protection Policy applies to all governors, employees (including supply staff), volunteers and people using the school. They must all acknowledge that:

- The child's welfare is of paramount importance and all children have the right to be protected from abuse.
- All employees and volunteers will receive child protection training appropriate to their designation. This is to ensure all staff are aware of the signs and symptoms of abuse.
- Children who are being abused will only tell people they trust and with whom they feel safe and that any member of staff needs to be able to respond appropriately to a child who discloses evidence of abuse.
- It is essential that member of staff's own practice and behaviour puts children's welfare first and cannot be misconstrued in any way and does not contravene accepted good practice.
- All staff and volunteers must be made aware that they should report any concerns about safeguarding practice or any concerns about staff to the Headteacher (or chair of governors if the concern is regarding the Headteacher) or to the Local Authority LADO or OFSTED.

#### **Aims of Policy:**

- To raise the awareness of **all** school staff of the importance of safeguarding pupils and of their responsibilities for identifying and reporting actual or suspected abuse.
- To ensure pupils and parents are aware that the school takes the safeguarding agenda seriously and will follow the appropriate procedures for identifying and reporting abuse and for dealing with allegations against staff.
- To promote effective liaison with other agencies in order to work together for the protection of all pupils.
- To support pupils' development in ways which will foster security, confidence and independence.
- To integrate a safeguarding curriculum within the existing curriculum allowing for continuity and progress through all key stages.
- To take account of policy in related areas such as discipline, bullying, staff ( Code of Conduct ) and pupil behaviour policies and e-safety.

There are three main elements to the school's child protection policy:

1. PREVENTION (positive and safe school environment, careful and vigilant teaching, accessible pastoral care, support to pupils, good adult role models, safer recruitment)
2. PROTECTION (agreed procedures are followed, staff are trained and supported to respond appropriately and sensitively to child protection concerns)
3. SUPPORT (to pupils, staff and children who may have been abused)

## **Framework**

Schools do not operate in isolation. Safeguarding and child protection is the responsibility of all adults and especially those working with children. The school aims to help protect the children in its care by working consistently and appropriately with all agencies to reduce risk and promote the welfare of children. All professionals work within the same child protection procedures.

## **Specific roles in safeguarding children**

The School has a safeguarding Governor who takes the lead responsibility for the Governing body and works closely with the Designated Safeguarding Lead (DSL,) Sue Saxby, the Head Teacher, Jackie Green and Chair of Governors, Simon Adamson on safeguarding issues.

The Designated Safeguarding Lead is a senior member of staff designated to take lead responsibility for:

- Managing all child protection issues (Head leads on allegations against staff)
- Keeping secure child protection plans, writing records and reports
- Child protection policy and procedures: takes a in evaluation, review and revision and ensures they are available to staff and parents
- Induction of staff/staff training/ensure staff are aware of safeguarding policy and procedure
- Providing advice, information and support to other staff/adults in the school and with other pastoral staff to pupils on safeguarding issues
- Understand (and participate in) early help assessments and process for early help
- Liaising with the local authority and local safeguarding children board
- Working in partnership with other agencies; referrals and support; information sharing
- Ensuring a culture of listening to children and taking account of their wishes and feelings.

All members of the Senior Leadership Team(Jackie Green, Sue Saxby, Nic Smith, Michael Hall, Valerie Osborne, Beulah Johnson) are trained to the same level of the DSL in order to provide cover for safeguarding at all times.

The DSL will undertake a safeguarding evaluation annually to share with the SLT and governors

## **Definitions of Safeguarding and Child Protection**

- Safeguarding and promoting the welfare of children is: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that

children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. (KCSIE 2015)

- Child protection refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm (working Together 2015 Appendix A glossary). See Appendix 1.

## Early help

Providing early help is more effective in promoting the welfare of children than reacting later.

In order to do this, the school will work with other local agencies to identify children and families who would benefit from early help

- Undertake an assessment of the need for early help
- Provide early help services e.g. school nurse, pastoral worker, SENCO, family outreach worker, targeted youth, breakfast club
- Refer to appropriate services e.g. CAMHS

## Responding to Disclosures - guidance for staff - (see also appendix 2)

If a child wishes to confide in you the following guidelines should be adhered to:

- **Be honest.**
  - Do not make promises that you cannot keep.
  - Explain that you are likely to have to tell other people in order to stop what is happening.
- **Create a safe environment.**
  - Stay calm.
  - Reassure the child and stress that he/she is not to blame.
  - Tell the child that you know how difficult it must have been to confide in you.
  - Listen to the child and tell them that you believe them and are taking what is being said seriously.
- **Record on the appropriate form exactly what the child has said to you and include;**
  - Child's name, address, date of birth
  - Date and time of any incident
  - What the child said and what you said
  - Your observations e.g. child's behaviour and emotional state
  - Any action you took as a result of your concerns - specific information about who you spoke to, names, phone numbers and resulting actions

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- Sign and date the record and provide a copy for Social Care and your records.
- **Be clear about what the child says and what you say.**
  - Do not interview the child and keep questions to a minimum.
  - Encourage the child to use his/her own words and do not try to lead them into giving particular answers.
- **Maintain confidentiality**
  - Only tell those people that it is necessary to inform.
- **Do not take sole responsibility**
  - Immediately consult your Designated Safeguarding Lead so that any appropriate action can be taken to protect the pupil if necessary.
  - The Designated Safeguarding Lead should raise these concerns to Social Care before the child goes home if still in school. A decision will be made by Social Care whether to convene a strategy meeting; undertake a social care or joint investigation or provide alternative services or advice. (See Appendix 2.)
  - Although referrals to Social Care would normally be made by the DSL, any other individual with concerns can make a referral.

### **Partnership with parents**

The school shares a purpose with parents to educate, keep children safe from harm and have their welfare promoted.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information until we have permission or it is necessary to do so to protect a child.

Malmesbury Park will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

We encourage parents to disclose any concerns they may have with Malmesbury Park. We make parents aware of our Safeguarding and Child Protection Policies and parents are aware that these are on the school website.

### **Domestic Abuse**

This school receives information from the police alerting the Designated Safeguarding Lead when there has been an incident of domestic abuse in a household where a pupil lives. We are

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not informed of the detail of the incident, only that one has occurred. This allows us to monitor and support the pupil. If we have additional concerns we will discuss the need for further safeguarding actions with Social Care. This information would only be shared with other staff on a restricted need to know basis i.e. those who are immediately responsible for the pupil's welfare such as the class teacher. Where a Multi agency risk assessment conference (MARAC) occurs the school may be asked for information and appropriate school related information may be shared with the school after the meeting.

### **Pupils with Child Protection Plans**

Pupils who are the subject of a Child Protection Conference will have either an agreed multi-disciplinary action plan or child protection plan. The Designated Safeguarding Lead or deputies will attend planning meetings and core group specified in the plan and contribute to assessments and plans.

The School recognises that pupils who are the subjects of abuse or who live in situations of domestic violence may exhibit distressed or challenging behaviour and may not be reaching their full academic potential. The school will ensure that appropriate support mechanisms are in place in school

### **Children with Special Educational Needs or Disabilities**

Governors recognise that children with special educational needs or disabilities may be especially vulnerable to abuse and expect staff to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other pupils.

Governors will provide a school environment in which pupils with special educational needs or disabilities feel confident and able to discuss their concerns. Whenever possible, pupils will be given the chance to express themselves to a member of staff with appropriate communication skills. The Designated Safeguarding Lead will work with the Special Educational Needs Co-ordinator to identify pupils with particular communication needs

### **Safeguarding information for pupils**

- All pupils in the school are aware of staff who they can talk to. Children are aware of the DSL and pastoral care workers. They have access to the online worry box and are able to access a range of sessions at the Emotional Literacy and Feelings (ELF) room. Parents can access the ELF team through drop in sessions one morning a week.

- PSHE days are held at the start of every half term and are used to teach safeguarding to pupils as a preventative measure and are part of a broad and balanced curriculum.
- Presentations by the Safe Schools and Communities team are held for all age groups throughout the school year. They provide advice and training in a range of issues from safety during Halloween and Bonfire night to E safety.

### **Safer Recruitment**

- Malmesbury Park is committed to safeguarding and child protection. In line with Keeping Children Safe In Education, Malmesbury Park adheres to its statutory responsibilities to recruit within the Safer recruitment guidance as well as carrying out thorough checks on all members of staff and volunteers. Safer recruitment training has been undertaken by the Headteacher and Chair of Governors and an interview panel will always include the Headteacher or Chair of Governors.
- Malmesbury Park follows guidance from KCSIE July 2015 and recommendations from the LSCB when recruiting volunteers and governors. References are taken and a the safeguarding induction is carried out on arrival at the school. DBS checks are required by all volunteers who engage in unregulated activities.
- On appointment staff are required to sign the 'Disqualification by Association' disclosure. Malmesbury Park follows statutory guidance in accordance with this policy. Disclosure forms then remain on the staff files

### **Staff training and induction**

- The DSL and deputies attend safeguarding training at least once every two years, attend safeguarding forums and keep up to date with recommendations from serious case reviews, changes to national and LSCB policy and guidance.
- The whole school staff group receives safeguarding training every two years with annual up-dates and notifications of any necessary changes. Reminders are available as required.
- All new staff, volunteers and governors receive Safeguarding induction to ensure understanding of the safeguarding policy.

### **Safer working practice**

All staff at Malmesbury Park understand and take seriously their responsibilities to safeguard and promote the welfare of the pupils in the school.

- Safe working practice ensures that pupils are safe and that all staff, volunteers and governors;
  - Are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
  - Work in an open and transparent way
  - Work with other colleagues where possible in situations open to question
  - Discuss and/or take advice from school management over any incident which may give rise to concern
  - Record any incident of decisions made
  - Apply the same professional standards regardless of gender, race, disability or sexuality
  - Be aware of confidentiality policy
  - Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them
  - Adhere to the e-safety policy and acceptable use of IT for staff policy

### **Staff Behaviour**

All staff are aware of and adhere to the Malmesbury Park Code of Conduct for staff. (See Code of Conduct 2014)

### **Allegations against staff**

Any report of concern about the behaviour of a member of staff or allegation of abuse against a member of staff will be immediately be reported to the Headteacher who will refer to the appropriate Local Authority Designated Officer (LADO) :

**Bournemouth:** (01202 458795)

**Poole:** Julie Murphy (01202 633694), John McLaughlin (01202 714677) or Jill Aiken (01202 714747)

Any concern or allegation against a Headteacher will be reported to the Chair of Governors.

The Keeping Children Safe in Education 2015 part 4, Allegations of abuse made against teachers and other staff and the Bournemouth and Poole LSCB procedures will be followed for both the investigation and support for the member of staff.

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Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. All staff understand that the welfare of a child is paramount. The school's whistle blowing code enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

#### 17. Welcoming other Professionals

Visitors with a professional role, such as the school nurse, social worker, educational psychologist or members of the Police are vetted to work with children through their own organisation. .

Professionals will be required to bring their identity badges on all visits and to wear these. They will complete signing in/out forms and wear a school I.D. badge.

For agency, third-party staff and contractors, the guidance in KCSIE will be followed.

#### Off Site Visits

Off site visits will be the subject of a risk assessment. Safeguarding concerns or allegations will be responded to following the LSCB procedures (as above). The member of staff in charge of the visit will report any safeguarding concerns to the Designated Safeguarding Lead and Headteacher, who will pass to Social Care if appropriate. In emergency the staff member in charge will contact the police and/or social care.

#### Photography and images

When taking and using photos in school in order to protect children we will:

- Seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- Seek parental consent
- 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

We will encourage parents, where taking photos of children at a school event, that these are to be for personal use only and should not to be shared on social media.

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## **21. Missing Children**

A child going missing from education is a potential indicator of abuse and neglect and safeguarding concerns. All staff will be alert to signs to look for and individual triggers to be aware of when considering the risks of potential safeguarding concerns. After reasonable attempts have been made by the school to contact the family, the school will follow the LSCB procedure and refer to the Local Authority education welfare service. Further guidance is detailed in the **School Attendance policy December 2014**

### **The Prevent agenda**

Malmesbury Park has a responsibility in relation to the Counter Terrorism and Security Act 2015. This duty is known as the Prevent duty. KCSIE states that protecting children from radicalisation should be seen as part of schools' wider safeguarding duties. Staff will be alert to changes in children's behaviour which could indicate that they be in need of help or protection. The following procedures are in place:

- The Prevent lead for Malmesbury Park School, is the DSL (Sue Saxby)
- We will follow guidance in order to assess the risk of pupils being radicalised and drawn into terrorism including support for extremist ideas that are part of terrorist ideology
- We are trained to know what to do to support those assessed as being at risk and understand when it is appropriate to make a referral to the Channel programme (<https://www.gov.uk/government/publications/channel-guidance>)
- We will work in partnership with other agencies in line with the policies and procedures of the LSCB
- Staff training is in place in order to raise awareness. The DSL will provide additional advice and support to members of staff
- IT policies and suitable filtering are in place to ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

### **Children at risk of CSE (Child Sexual Exploitation)**

Malmesbury Park works together with other agencies to identify and reduce the risks of child sexual exploitation. The school follows the advice and guidance of the LSCB to risk assess pupils at risk of CSE. Both staff receive education about CSE and children are made aware of how to keep themselves safe at an age appropriate level. Malmesbury Park will raise awareness with parents and provide advice themselves or sign post parents to further advice when necessary.

## Female Genital Mutilation

Malmesbury Park will refer to the Multi Agency Practice Guidelines in relation to concerns about female genital mutilation (FGM) which highlights warning signs. It will be rare for teachers to see visual evidence of FGM and staff will not examine pupils. They may still discuss any concerns with the DSL and include CSC as appropriate.

From October 2015 it is a mandatory duty, where a teacher discovers that an act of FGM appears to have been carried out on a girl who is under 18, there will be a statutory duty upon that individual to report it to the police. For the purpose of the mandatory reporting duty, a teacher is someone who undertakes teaching work as follows:

- Planning and preparing lessons and courses for pupils
- Delivering lessons to pupils
- Assessing the development, progress and attainment of pupils
- Reporting on the development, progress and attainment of pupils

## This policy may be cross referenced with other relevant policies

- Health and Safety August 2015
- First aid June 2015
- Medicine in school policy June 2014
- Intimate care Date?
- Site security, Date?
- Lock Down , To write
- Behaviour policy November 2014
- Staff Code of conduct December 2014
- Anti-bullying policy, Dates?
- Inclusion policy, October 2014
- Positive handling Policy November 2014
- Counter cyber bullying May 2015
- E-safety policy March 2015
- Staff acceptable use of IT April 2014
- Whistle blowing policy January 2015
- Complaints procedure September 2014
- Schools letting policy Date?
- Risk management policy September 2014

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## 26. Links to relevant law and guidance

- Working Together to Safeguarding Children 2015  
<http://www.workingtogetheronline.co.uk/chapters/contents.html>
- Keeping children safe in education 2015  
<https://www.gov.uk/government/.../keeping-children-safe-in-education>
- Section 175 Education Act 2002 (local authorities) and Section 157 and the Education (Independent Schools Standards (England) Regulations 2003 for Independent schools (including academies and city technology colleges)  
<http://www.legislation.gov.uk/ukpga/2002/32/section/175>
- Inspecting safeguarding in early years, education and skills settings  
<https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015>
- Guidance for Safer Working Practice for Adults who work with children and young people  
[webarchive.nationalarchives.gov.uk/.../dcsf.gov...practice/ig00311/](http://webarchive.nationalarchives.gov.uk/.../dcsf.gov...practice/ig00311/)
- Bournemouth and Poole Local Safeguarding Children's board (LSCB) [www.bournemouth-poole-lscb.org.uk](http://www.bournemouth-poole-lscb.org.uk)
- Governor's Handbook September 2015
- What to do if you're worried a child is being abused – March 2015  
<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>
- Information sharing advice for practitioners providing safeguarding services to children, young people, parents and carers <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
- Department for Education – e-safety guidelines  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/251455/advice\\_on\\_child\\_internet\\_safety.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/251455/advice_on_child_internet_safety.pdf)
- Safeguarding: Disclosure and Barring – changes from September 2012  
<https://www.gov.uk/government/organisations/disclosure-and-barring-service>
- The Information Commissioner's Office – Data Protection Act in Schools and Education  
[http://ico.org.uk/for\\_organisations/sector\\_guides/education](http://ico.org.uk/for_organisations/sector_guides/education)
- The South West Grid for Learning (SWGfL)

<http://www.swgfl.org.uk/products-services/Online-Safety-Services/E-Safety-Services/360>

- Family Information Service – Borough of Poole  
<http://www.poolefamilyinformationdirectory.com/kb5/poole/fis/home.page>
- Family Information Service –BournemouthBoroughCouncil  
[www.bournemouth.gov.uk/.../ChildrensInformationService](http://www.bournemouth.gov.uk/.../ChildrensInformationService)
- The Channel programme  
<https://www.gov.uk/government/publications/channel-guidance>
- Counter terrorism Act 2015  
<http://www.legislation.gov.uk/ukpga/2015/6/resources>
- Prevent Duty Guidance  
<https://www.gov.uk/government/publications/prevent-duty-guidance>
- The Prevent Duty Departmental advice for schools and childcare providers  
<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

The Designated Safeguarding Lead is **Sue Saxby**

Telephone number: **01202 291227 Ext**

The Deputy Designated Staff for Safeguarding are

**Jackie Green**

**Nic Smith**

**Michael Hall**

**Valerie Osborne**

**Beulah Johnson**

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Telephone number: **01202 291227**

The Lead Safeguarding Governor is **Gina Hai**

Date Safeguarding policy adopted by Governing Body .....

Signed

Head teacher.....

Chair of Governors.....

Date to be reviewed.....

The Head Teacher and Governing Body with the Designated Safeguarding Lead will monitor the safeguarding practice of the school to ensure that this policy is understood and being operated effectively in practice.

## Good practice guidelines

### **The role of the Teacher is:**

- To identify and meet the needs of individual pupils
- To improve achievement through a progressive programme of safe, guided practice and measured performance.
- To create an environment in which individuals are motivated to maintain participation and improve performance.
- To ensure that children feel secure and are encouraged to talk and share concerns and that they are listened to.

### **Teachers have a responsibility to:**

- Establish and maintain a safe area in which to educate (within the limits of their control).
- Ensure the safety of pupils / minimise risk
- Adhere to DFE guidelines on teacher behaviour and code of conduct
- Ensure that activities that they offer are appropriate for the age, maturity, experience and ability of the individual.
- Encourage and guide participants to take responsibility for their own behaviour and performance.
- Teach children about safeguarding
- Protect children from harm and abuse.
- Are aware of and follow the government guidelines of 'Keeping children safe in education'.
- Promote fair play, observation of rules, and the positive aspects of sport.
- Treat all young people equally, and with respect and dignity

To ensure good practice and to safeguard individuals,

### **Teachers should:**

- Adhere to safer working practice and code of conduct guidelines for safer working practices for the protection of children and staff.
- Avoid spending time alone with individual children (keep doors open if this is unavoidable)
- Avoid taking children alone on car journeys
- Encourage parents/adults to observe teaching sessions and support at school events
- Explain actions clearly when physical guidance is necessary to teach new skills
- Provide a good role model by displaying high personal standards
- Dress appropriately
- Follow positive handling guidelines
- Follow the intimate care guidelines when undertaking personal care of a pupil

### **Teachers should not:**

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- Participate in, or allow sexually provocative activities
- Allow or engage in inappropriate touching
- Breach professional boundaries e.g. personal contact outside school (including via internet or over the phone)
- Allow use of inappropriate language or bullying behaviour by pupils or adults.
- Ignore allegations made by a child
- Do things of a personal nature that a child can do for him/herself.
- Tolerate or minimise any bullying behaviour

## **Safety**

- The school must ensure that the site is a clean and safe environment for children
- All staff must have an up-to-date copy of the child protection policy and know who the Designated Child Protection Lead and deputy are
- The school must ensure that all incidents are recorded in the accident book
- The school must ensure that it has an accurate and up-to-date database detailing contact numbers and medical information. These databases are confidential and stored safely.
- The school must ensure that there are regular audits of all equipment (first aid kits, fire extinguishers, telephones etc.) and practise the fire drill.
- The school must ensure that a responsible adult is on site when children arrive and ensure the full safety of children whilst on site.
- The school may make a decision to exclude from premises of individuals (deemed to pose a risk to pupils) this will be undertaken by the Headteacher or Deputy Headteacher. The Chair of Governors and Lead Governor for Safeguarding will be informed as to the reason and action taken.

## **Curriculum**

The Governors believe that the school curriculum is important in the protection of children.

They will aim to ensure that curriculum development meets the following objectives:

- Developing pupil self-esteem
- Developing communication skills
- Informing about all aspects of risk
- Developing strategies for self-protection
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and children and young people
- Developing non-abusive behaviour between pupils and in relationships
- How to respond to and report bullying behaviour
- Use Social and Emotional Aspects of Learning (SEAL) to promote well being

## **Children with Special Educational Needs or Disabilities**

Governors recognise that children with special educational needs or disabilities may be especially vulnerable to abuse and expect staff to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other pupils.

Governors will provide a school environment in which pupils with special educational needs feel confident and able to discuss their concerns. Whenever possible, pupils will be given the chance to express themselves to a member of staff with appropriate communication skills. The Designated Safeguarding and Child Protection Person will work with the Special Educational Needs Co-ordinator to identify pupils with particular communication needs.

## **Confidentiality**

Governors accept that Child Protection raises issues of confidentiality which should be clearly understood by all staff. The Governors expect all staff to follow the guidance on confidentiality in accordance with data protection and Local Authority guidance on information sharing.

## **Recognition of Child Abuse, Bullying and Harassment Definitions of Abuse (Working Together 2013)**

### **What are abuse and neglect?**

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children. There are four defined types of abuse:

1. **Physical abuse** which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
2. **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 insofar as they meet 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. It may involve serious 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, though it may occur alone.

3. **Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. Rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.
4. **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 abuse. Once a child is born, neglect may involve a parent or carer failing to:
  - a. Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
  - b. Protect a child from physical and emotional harm or danger
  - c. Ensure adequate supervision (including the use of inadequate care-givers)
  - d. Ensure access to appropriate medical care or treatment
  - e. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

**NB - Domestic Abuse (Violence).** Whilst not a stand alone category, domestic abuse has a significant impact on pupils who experience it in their home. This is any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between those who are or have been intimate partners and adults aged 18 or over, who are or have been family members regardless of gender or sexuality.

Specific safeguarding issues - staff will be made aware, through training and government guidance on the following specific safeguarding issues:

- Child sexual exploitation (CSE)
- Bullying including cyberbullying
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse

- Female genital mutilation(FGM)
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Mental health
- Private fostering
- Radicalisation
- Sexting
- Teenage relationship abuse
- trafficking

## **Indicators of Abuse**

Indicators of child abuse may include the following:

### **Physical abuse**

*Physical indicators:* unexplained bruising, marks or injuries especially on areas of the body where accidental injuries are unlikely, bruises which reflect hand or fingertip marks, cigarette burns, scalds, broken burns (especially in children under 2 years).

*Behavioural indicators:* fear of going home, fear of parents being contacted, flinching when approached or touched, withdrawn behaviour, reluctance to get changed, running away.

### **Emotional abuse**

*Physical indicators:* failure to grow or thrive, sudden onset of speech disorders, developmental delay.

*Behavioural indicators:* fear of parents being contacted, excessive fear of making mistakes, unwillingness to play or take part, neurotic behaviour (e.g. hair twisting, rocking), self-harm,

### **Sexual abuse**

*Physical indicators:* stomach pains, bruising or bleeding near the genital area, discomfort when walking or sitting down, vaginal discharge or infection, sexually transmitted disease.

*Behavioural indicators:* sudden or unexplained changes in behaviour, apparent fear of someone, nightmares, eating problems or disorders, sexual knowledge which is beyond their age or developmental level, acting in a sexually explicit way, sexual drawings or language, substance or drug abuse, unexplained sources of money, not allowed to have friends.

### **Neglect**

*Physical indicators:* unkempt state, inappropriate clothing, weight loss / underweight, constant hunger, tiredness.

*Behavioural indicators:* truancy, lateness, missing doctor or hospital appointments, stealing food, few friends, regularly left alone and unsupervised.

Domestic violence has a significant impact on children and young people. The impact may be emotional or physical. Hughes research 1992 found 1/3 of children in households with domestic violence as a feature were sexually abused, half were physically abused.

### **Definition of Bullying**

Bullying may be seen as deliberate, hurtful behaviour, usually repeated over a period of time, often where it is difficult for those being bullied to defend themselves.

Anyone can be the target of bullying although victims are typically shy, sensitive and sometimes insecure. It is common for the targets of bullying to be different from others in some obvious way such as overweight, very small, having a disability or being from a different race or culture.

Bullying can be carried out by boys or girls, adults or children.

Bullying can be carried out by:

- Anyone who intimidates or ridicules another.
- Anyone who pushes a pupil too hard.
- Anyone who has an attitude or "win at all costs" and places unacceptable pressure on pupil.

It is important to recognise that bullying may take the form of:

- Physical abuse - hitting, kicking, pinching, hair pulling, happy slapping etc.
- Verbal abuse - teasing, name-calling, sarcasm, threats, racist or sexist comments.
- Emotional abuse - ridicule, tormenting or humiliation
- If bullying comprises a sexual nature a referral must be made to the Children's Social Care Assessment Team
- Cyber bullying

### **Allegations against staff**

Any report of concern about the behaviour of a member of staff or allegation of abuse against a member of staff must immediately be reported to the Headteacher who will refer to the appropriate LADO (in Bournemouth, the Principal Education Welfare Officer and the Service Manager for Quality Assurance and Children's Review.) Any concern or allegation against a Headteacher will be reported to the Chair of Governors. In both situations a strategy meeting may be convened and where appropriate OFSTED may be invited to attend or contribute to the

discussion via the telephone. The Working Together 2013 guidance and LSCB procedures will be followed for both the investigation and support for the member of staff .

### **Young people who present sexually problematic behaviour to others, violent behaviour or self-harm.**

Concerns about inappropriate sexual behaviour will be reported to the DSL immediately and a referral made to the Children's Social Care Assessment Team who will advise on the appropriate action to take. The risk to other pupils must be assessed and the school must risk assess the level of support and school action needed to protect other pupils in the school.

### **Off site visits**

Off site visits will be the subject of a risk assessment. Child protection concerns or allegations will be responded to following the LSCB procedures as above. The member of staff in charge of the visit should report the concerns to both the Child Care Assessment Team and school Designated Safeguarding and Child Protection Person and Headteacher.

### **Physical and Sexual abuse - unwanted / unnecessary sexually abusive comments or contact. Taking appropriate action.**

There is a responsibility to safeguard children by taking appropriate action enabling the relevant agencies to make enquiries and deal with the matter effectively.

### **Responding to Disclosures**

If a child wishes to confide in you the following guidelines should be adhered to:

- Be honest
  - Do not make promises that you cannot keep
  - Explain that you are likely to have to tell other people in order to stop what is happening
- Create a safe environment
  - Stay calm
  - Reassure the child and stress that he/she is not to blame
  - Tell the child that you know how difficult it must have been to confide in you.
  - Listen to the child and tell them that you believe them and are taking what is being said seriously
- Record on the appropriate form (Tell Explain Describe )exactly what the child has said to you and include:
  - Child's name, address, date of birth
  - Date and time of any incident

- What the child said and what you said
- Your observations e.g. child's behaviour and emotional state
- Any action you took as a result of your concerns - specific information about who you spoke to, names, phone numbers and resulting actions
- Sign and date the record and provide a copy for the Child Care Assessment Team and your record
- Be clear about what the child says and what you say
  - Do not interview the child and keep questions to a minimum
  - Encourage the child to use his/her own words and do not try to lead them into giving particular answers. Use the format Tell Explain Describe
- Maintain confidentiality
  - Only tell those people that it is necessary to inform
- Do not take sole responsibility
  - Immediately consult your Designated Safeguarding Person so that any appropriate action can be taken to protect the pupil if necessary
  - The DFE decide who is going to report these concerns to the Social Care Assessment Team before the child goes home if still in school. A decision will be made by Social Care whether to convene a strategy meeting, undertake a social care or joint investigation.

### **Sharing concerns with parents**

There is a commitment to work in partnership with parents or carers and in most situations it may be appropriate to discuss initial concerns with them. Bereavement in the family, a divorce or other major change in circumstances may provide a reasonable explanation for changes in a child's behaviour.

There are circumstances however, where it would be inappropriate to discuss concerns with parents or carers and may in fact put the child at greater risk. This may include identification of sexual abuse, physical abuse cases where a parent may be responsible for the abuse and parents who may not be able to respond reasonably to the situation.

### **Sharing concerns with Professionals**

In situations where it is inappropriate to discuss concerns with parents you should immediately discuss your concerns with the Designated Safeguarding and Child Protection Lead and refer to the Child Care Assessment Team, Children's Social Care.

- Inform the duty officer in the Child Care Assessment Team or the police and explain the nature of the child protection concern. Give accurate details of the child and what you have observed and / or what the child has said, as well as the action that you have taken.

- The Social Care Assessment Team will advise what to do next, how and when to involve parents and will take responsibility for ensuring appropriate investigations are carried out.
- Record carefully what you have heard, seen and action taken. Follow up the referral using the agreed referral forms.
- If you are not sure what to do and cannot speak directly to one of the lead professionals in Education, you can obtain advice by telephoning: The duty office in the Child Care Assessment Team (01202 458101). The local police child protection unit (01202 552099)

**Pupils** who are the subject of a child protection conference will have either an agreed multi-disciplinary action plan or child protection plan. The Designated Safeguarding and Child Protection Lead will attend planning meetings and core group specified in the plan.

**School** will need to recognise that pupils who are the subjects of abuse or who live in situations of domestic violence may exhibit distressed or challenging behaviour and are likely to underachieve. Staff must be careful to ensure appropriate support mechanisms are in place in school.

**Staff** who are the subject of a complaint or allegation of abuse will be offered support from the school, Local Authority, staff welfare officer or can access counselling via their GP or Union support.

The **Local Authority** will offer support, guidance and training to support schools to enable them to meet their safeguarding responsibilities.

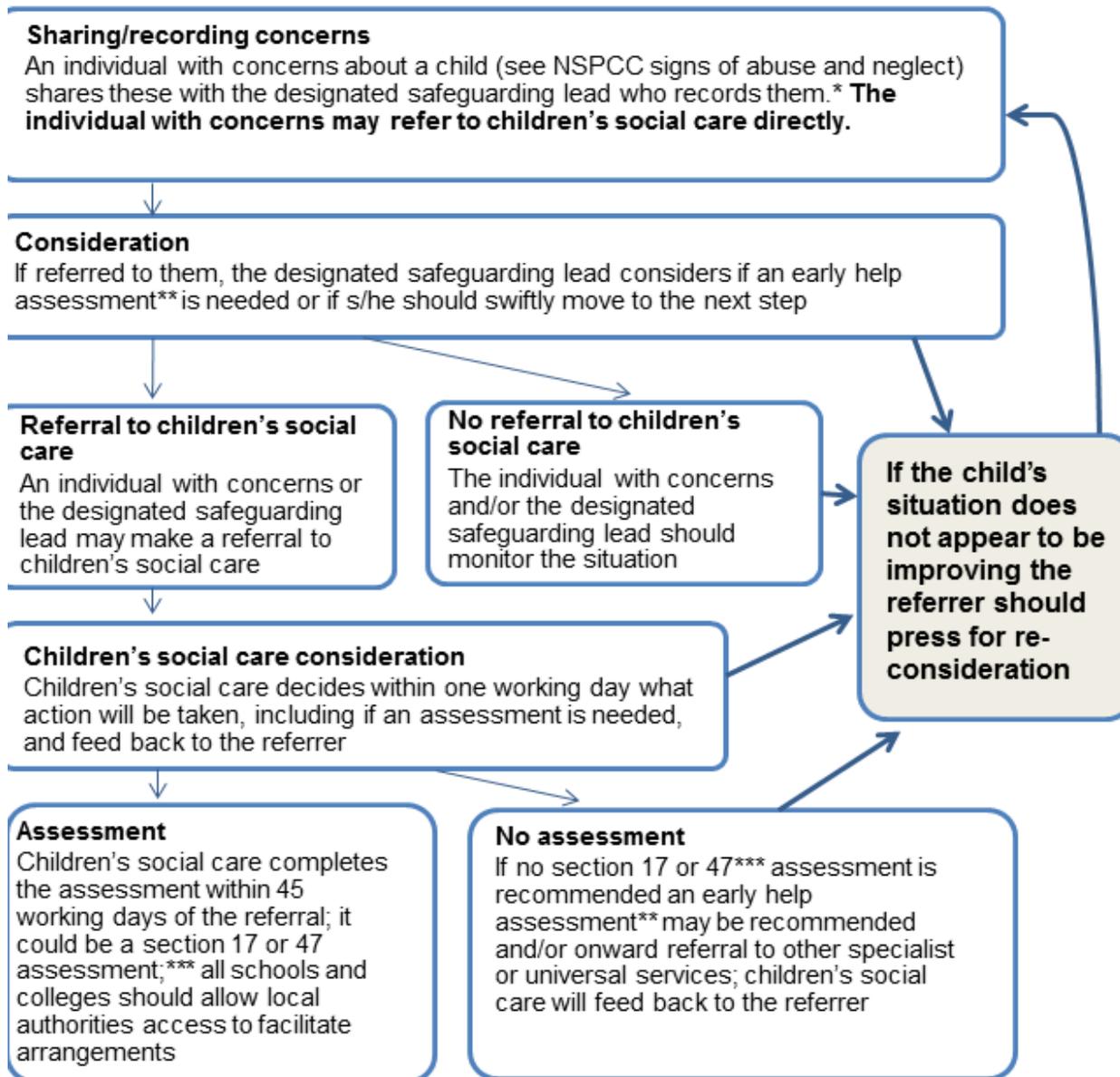
### **Whistle Blowing**

**Staff are reminded that part of their duty of care to pupils includes the requirement to report any matters which cause concern in relation to pupil safety and welfare. Any such concerns should be raised with the Headteacher, Deputy or Assistant Headteacher or with the Chair of Governors in order to allow concerns to be addressed and practice improved. Information concerning numbers will be shared with the Lead Governor responsible for safeguarding**

## Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it when 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.**



\* In cases which also involve an allegation of abuse against a staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member

\*\* Where a child and family would benefit from coordinated support from more than one agency (eg, education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

\*\*\* Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989.

