



## Malmesbury Park Primary School Safeguarding and Child Protection Policy

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 2006. The school will follow the Local Children's Safeguarding Board's (LCB) 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.

**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 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)

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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.

## Responsibilities

Our school will:

- Appoint a lead governor responsible for safeguarding practice within the school
- Appoint a Designated Safeguarding and Child Protection Person and deputy who are members of the Strategic Leadership Team (SLT).
- Require teachers, staff and volunteers to read and implement the Bournemouth and Poole LSCB procedures, school policy and good practice guidelines.
- Ensure that teachers, staff, contractors and volunteers have completed CRB checks as per the safer recruitment guidance and that contacts within extended services require safer recruitment and safeguarding compliance.
- Ensure they recruit within the safer recruitment and allegations management training guidelines.
- Ensure that the relevant staff have undertaken Common Assessment Framework training and lead professional training
- Undertake relevant safer recruitment training
- Ensure management of allegations procedures are implemented
- Ensure staff work to the agreed code of conduct and safer working procedures
- Ensure any external contractors using or on school premises are signed up to Child Protection Procedures and ensure they follow guidelines on the use of restraint and comply with the safeguarding requirements, i.e. extended schools
- Have and use an Anti-Bullying and Harassment Policy responding to any complaint of bullying within the school.
- Have an e-safety policy in line with LSCB requirements
- Make staff aware of whistle blowing guidelines where it is safe to discuss concerns.
- Treat all pupils with respect regardless of age, sex, ethnicity, disability or sexual orientation
- Be aware of the needs of vulnerable groups, identify and action for all identified
- Make the policy available to parents and pupils
- Ensure that all staff and volunteers are inducted into safer working practices

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**The Governing Body will: -**

- Ensure that all CRB checks are in line with statutory expectations and accept responsibility for ensuring completion with Strictly Education Personnel Services.
- All new appointments irrespective of whether they currently work within Bournemouth Local Authority will have a new CRB check completed.

**Designated safeguarding members of staff will: -**

- Circulate the Child Protection Policy to all adults and volunteers working within the school and to the extended services of the school
- Support teachers, volunteers and governing body members on matters of child protection.
- Act as a point of reference for child protection concerns
- Update the Essential Contacts sheet.
- Ensure that chronologies are on the files of all Looked After Children, Child In Need, Child Protection pupils and those of young people with mental health issues where harm (actual or potential) to themselves or others is a factor and all other pupils as agreed/ advised.
- Take responsibility for collating and securely storing records of incidents and concerns.
- Attend Child Protection Case Conferences and Core Groups on pupils in their school and provide written reports. Where this is not possible, any member of staff must act on their behalf and be fully briefed prior to attending.
- Attend strategy meetings on children from their school
- Provide the schools Child Protection Policy to any parent upon request and publish it on the website / VLE.
- Ensure that all new staff including supply staff receive safeguarding induction and are given a copy of the induction document and sign upon receipt.
- That the Policy is reviewed annually and any amendments are recorded and dated.
- Ensure whole school safeguarding training every 3 years.
- Complete the Borough training pathway
- Attend update training every 2 years.
- Attend the designated staff safeguarding forum
- Ensure work related placements follow the agreed safeguarding guidelines
- Provide an annual safeguarding report to school Governors in September
- Maintain the referrals spreadsheet
- Collate information for participation in the Multi Agency Risk Assessment Conference (MARAC) process.
- Undertake school risk management meeting of children and young people who pose a risk
- That pupils, staff and parents/carers are aware who the DSCP is and how they can be contacted.

- Complete the MARAC form as requested ensuring that information is sought from all school records and return the information to the Local Authority.

Policy Date: September 2012

## 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 DCSF 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.
- Protect children from harm and abuse.
- Are aware of and follow the government guidelines of 'What to do if you're worried a child is being abused'.
- 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, code of conduct and pupil e-mailing and texting policy
- 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 restraint guidelines
- Follow the intimate care guidelines when undertaking personal care of a pupil

Teachers should not:

- Participate in, or allow sexually provocative activities

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- 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 Person 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.

## 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

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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 2006)**

##### **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.

## 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.

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## 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 (Jean Haslett or Chris Harvey 01202 456187). Any concern or allegation against a Headteacher will be reported to the Chair of Governors. The Working Together 2006

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 DSCP 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 DCSF 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 Person 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 Person 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