

The Blue School

(Church of England)

Established 1630



**Excellence for all,
Excellence by all
Through the guidance of
Jesus Christ
Our Living Lord**

Policy: **Child Protection and Safeguarding**

Co-ordinator: Jon Frostick

Date Ratified: 26th November 2016

Date for Review: Annually

OUR POLICY FOR KEEPING CHILDREN SAFE IN EDUCATION

Designated safeguarding leads: Head Teacher (Jon Frostick) & SENCO (Elaine Lacey) and staff designated Safeguard Lead: Marcus Guy(in Head and Deputy Head's absence) and safeguarding governor: Simon Davey

GENERAL STATEMENTS

This policy applies to all children, staff, governors and volunteers in the school. This policy is reviewed on an annual basis. We will follow the procedures set out by the LSCB and take account of the guidance issued by the DfE to safeguard children and promote their welfare. The DfE has clear guidelines on what schools, Governing Bodies and LAs should do if they suspect a child is being abused.

This policy is concerned with safeguarding and promoting the welfare of children as defined by the new guidance, **Keeping Children Safe in Education**. Our responsibility is to protect “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”.

Where a child is suffering significant harm, or is likely to do so, then action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, **even if they are not suffering harm or are at immediate risk.**

THE ROLE OF THE SCHOOL STAFF

- Everyone who comes into contact with children and their families has a role to play in safeguarding children
- Our role is particularly important because we are in a position to identify concerns early and provide help for children, to prevent concerns from escalating
- We need to work with social care, the health services, the police and other services to promote the welfare of children and protect them from harm
- The designated safeguarding leads will provide support to all staff to enable them to carry out their safeguarding duties, and will liaise with support services like social care
- Staff with the Designated Safeguarding Lead should undergo updated child protection training every 2 years.
- **The Teacher Standards 2012** state that teachers, including headteachers, should safeguard children’s wellbeing and maintain

public trust in the teaching profession as part of their professional duties

- All our school staff have a responsibility to provide a safe environment in which children can learn
- All our school staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All our staff then have a responsibility to take appropriate action, working with other services as needed
- Our school staff may also be required to work with social workers in order to take decisions about individual children

The document ‘Keeping Children Safe in Education’ DFE 2015 must be read in conjunction with this policy and should be kept as an appendix to the school’s Child Protection Policy. The Child Protection Policy will be published on the school’s website.

WHAT ALL STAFF NEED TO KNOW

- All our school staff need to ensure that they are familiar with our Safeguarding/Child Protection Policy. This should be part of staff induction and a termly update by a safeguarding lead.
- All our school staff should know the names of the designated safeguarding leads
- All our school staff should receive appropriate safeguarding training every 2 years.

WHAT ALL STAFF SHOULD LOOK FOR

- All our school staff should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection
- All our school staff should maintain an attitude of “**it could happen here**”. We should always act in the interests of the child not the parents or other adults
- There are various expert sources of advice on the signs of abuse and neglect. Our area **Local Safeguarding Children Board (LSCB)** will be able to offer advice and the NSPCC website is very informative
- Knowing what to look for is vital to the early identification of abuse and neglect (see following section)

TYPES OF ABUSE AND NEGLECT

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

Physical abuse: a form of 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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or "making fun" of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a 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 (including cyberbullying), 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: 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 and touching outside of clothing. They may also include non-contact activities, such as involving children 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.

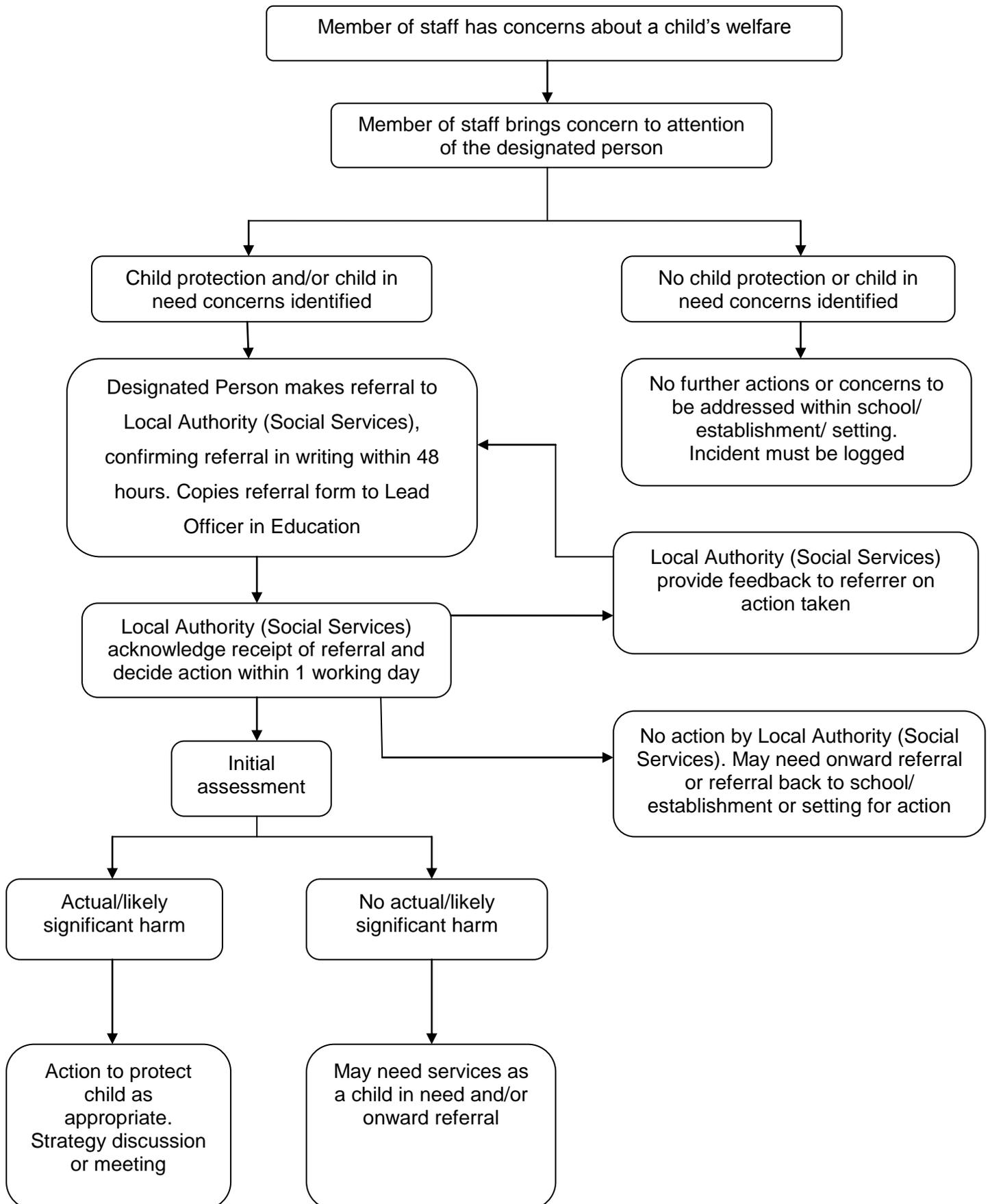
Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent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

Female Genital Mutilation (FGM): the school needs to be alert to the possibility of FGM. FGM is an issue at all stages of life. It affects girls from birth, during infancy, pre puberty, puberty and for adult women. The school will respond appropriately to women affected by FGM and to at risk girls.

WHAT SCHOOL STAFF SHOULD DO IF THEY HAVE CONCERNS ABOUT A CHILD

- If our school staff has concerns about a child, or concerns of abuse which may involve other school staff, they should raise them with Jon Frostick or Elaine Lacey
- Jon or Elaine will decide whether to make a referral to children's social care, but it is important to note that any member of the school staff can refer their concerns directly to social care
- **Please note that 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. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.**
- It is important for children to receive the right help at the right time to address risks and prevent issues escalating
- It is crucial for our school staff, including designated safeguarding leads, to challenge those who appear not to be taking action

FLOWCHART FOR REFERRAL WHEN A CHILD HAS SUFFERED OR IS LIKELY TO SUFFER HARM



DEALING WITH DISCLOSURES

- 1. Stay calm and sympathetic LISTEN** to what you are told without displaying shock or disbelief.

Be observant and attentive without being judgemental.

Do not probe or put words into the child's mouth—accept what is said.

Take notes and invite the child to help you to be as accurate as possible.

Read back to the child what you have written and ask the child for corrections/ amendments where necessary.
- 2. Re-assure** the child that it was right to tell, that you are sympathetic, that they are not alone, others have experienced similarly, that you are glad they spoke up. **DO NOT** make promises that you may not be able to keep e.g. 'Everything will be all right' or 'I won't tell any-one' (You have a duty to refer.)
- 3. Respond** calmly and openly, **do not** ask leading questions 'What did s/he do then?' or interrogate; **ask** open questions which will encourage a secure and sympathetic environment for the child, eg. 'Anything else to tell me?' 'Yes?' 'And?'

Do not criticise the perpetrator or be judgemental.

Do not ask the child to repeat it all for another member of staff.

Do take notes and check them with the child.

Explain what you have to do next and who you have to talk to, (Designated person). Keep in contact with the pupil and if a Social Services interview is to follow, see that the child has a 'support person' present, if they wish. (This may be yourself.)

In the event of a member of staff being named, the above guidelines should be followed.

PARENTAL INVOLVEMENT.

As a school, we endeavor to help parents to understand our responsibility for the welfare of pupils. This is an aspect of the school's on-going work of fostering trust and good relationships with parents. Parents are made aware of the school's child protection policy and the fact that this may require cases to be referred to the investigative agencies in the interests of the child.

In the light of this the following statement has been put on the school's website:

A Safeguarding Statement for Parents:

From time to time a situation regarding a child is brought to our attention which we are required to investigate. We have a statutory obligation to do this. In doing so, our over-riding concern must be for the safety and welfare of the child. This may involve asking questions which some parents may find intrusive. We would be grateful for your co-operation and understanding as we seek to safeguard the best interests of the children we share responsibility for.

Thank you

It is the school's legal duty to refer child abuse disclosures to the police or Social Services. Such a referral does not assume any form of judgment by the school.

Teachers who find they are dealing with sensitive issues should seek advice about parental communication from senior staff and/or SENCO. A record of all such conversations should be filed with other records.

When child protection referrals are made to Social Services/the Police Child Protection Unit the preferred practice is to inform parents and seek their approval for the referral.

However, in cases of suspected sexual abuse the parents should not be contacted. In all such cases a referral should be made to Social Care.

MONITORING & RECORD-KEEPING.

Accurate record keeping is vital to ensure adequate tracking and the effective protection of children and staff. Accurate records are also important as a tool for effecting appropriate referrals.

SEN records are kept in the class folders and their up-dating and good order is the responsibility of the class teachers. Issues affecting children's well being such as long term illness in the family, or family break up etc. should be noted on the Class list at the front of each class SEN folder. Children with sensitive issues should just have a note saying refer to safeguarding files which are securely stored in the SEN room.

Records are kept when:

1. There are concerns about a child's welfare;
e.g. home conditions.
attendance and punctuality
dress and appearance
health & fitness
unexplained injuries

attention/ approval seeking
repeated or severe unusual behaviour
tiredness, tearfulness.

2. Sudden marked changes in behaviour, attitude or educational progress.
3. If there is concern about parental/carer response to child and /or teacher.
4. There is a suspicion or accusation of significant harm/abuse and a referral has or may be made.
5. Where reports may be needed for a child professional conference or criminal/ civil courts.

RECORDING, REPORTING and OBSERVING.

School staff should strive to ensure that all records and reports are

Factual (no opinions)

Non-judgmental (no assumptions)

Clear

Accurate

Relevant

Staff should use observable event recording wherever possible, and record in detail, time, place, date, context, observations and exact words of all concerned.

Where professional judgments or views are given they should be head-lined as 'Opinions' or 'Concerns'.

Pass as much information as possible to Jon and Elaine .

Minor concerns should be recorded on CLASSTEACHERS WEEKLY EVALUATION SHEETS and handed to Jon every Monday.

More serious or frequently recurring incidents should be reported to Jon and Elaine must be immediately notified and copies of notes passed to them. Consultations will then follow with staff, Simon Davey and other agencies if relevant, and in accordance with Hounslow's procedures.

Any decisions about whether to refer will be made after these discussions. (Any disclosure of alleged sexual abuse MUST be referred.) A decision of referral must be made in writing by the designated teacher.

SAFER RECRUITMENT

- The school fosters a culture of safe recruitment in order to reject or identify people who might abuse children
- All governors, teaching and other staff, who are involved with the appointment of staff to the school, will undertake safer recruitment training
- For most appointments to the school an enhanced DBS check with barred list information will be required because the majority of staff will be engaging in regulated activity
- Anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching

A person will be considered to be in regulated activity if as a result of their work they:

- will be responsible, on a regular basis, for the care or supervision of children; or
- will regularly work in school at times when children are on school premises (where the person's work requires interaction with children, whether or not the work is paid – unless they are a supervised volunteer – or whether the person is directly employed or employed by a contractor)

A supervised volunteer who regularly teaches or looks after children is not a regulated activity

For a detailed description of all the issues involved in the recruitment and management of all our school staff, as well as visitors, see, **Keeping Children Safe in Education** guidance pages 16 to 29.

Allegations of abuse made against teachers and other staff

In cases in which it is alleged that a teacher or member of staff (including volunteers) has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicated he or she would pose a risk of harm if they work regularly or closely with children

should immediately be reported to Jon and Elaine who will discuss the situation with Simon Davey, the safeguarding governor. As in all safeguarding issues, it is everyone's responsibility to act if they see any of the above behavior. It should be remembered that it could happen here, as anywhere else.

PREVENT/EXTREMISM

This policy should be read in conjunction with the Prevention of extremism policy.

In conclusion

For further guidance and information all staff should refer to the new statutory guidance, **Keeping Children Safe in Education 2015**.