



SAFEGUARDING CHILDREN POLICY

March 2018

In this statement, and policy, staff includes both teachers and any other person employed to work in the school who has contact with our children.

This policy describes the management systems and arrangements in place to create and maintain a safe learning environment for all our children, young people and staff. It identifies actions that should be taken to redress any concerns about child safety and welfare including protecting pupils and staff from extremist views, vocal or active, which are opposed to fundamental British values. All opinions or behaviours which are contrary to these fundamental values and the ethos of the school will be vigorously challenged.

This policy has been made in accordance with **Guidance for Safer Working Practice for Adults who Work with Children and Young People January 2013** and **Keeping Children Safe in Education, September 2016**.

1. Statement of intent

This school believes that the protection of children should be an integral part of the ethos of the school, and that this should be a 'listening' school which seeks to create an atmosphere in which children feel secure, that their viewpoints are valued, and that they are encouraged to talk and are listened to.

The school will:

- Follow the procedures as laid down by the Local Safeguarding Children's Board.
- To create an environment in which children are safe from harm.
- Ensure that all staff are familiar with and respond appropriately to child protection issues and procedures.
- Ensure that confidentiality is maintained at all times.
- Ensure that all parents are treated with respect and sensitivity.
- Ensure that parents know the procedure to take if they have any concerns.
- Give priority to working together with other agencies to protect children in our care particularly those who have been identified as being at risk of child abuse.
- Recruit staff and volunteers safely ensuring all necessary checks are made
- Provide effective management for staff and management for staff and volunteers through supervision, support and training.

The designated child protection Persons are: Mr. G. Oates (Headteacher) and Mrs. N. Edwards (Deputy Headteacher). Mrs. Edwards will act as the designated person in Mr. Oates' absence.

The designated child protection governor is Mrs. Nicky Carter.

2. The Role of the Headteacher and Governors

The Headteacher and governors of the school will seek to fully support the role and responsibilities of the designated teacher/officer for child protection through ensuring that

- staff are aware that the designated teacher and the procedures have their full support
- inter-agency procedures are known and followed

- time is available for both the designated teacher/officer and staff to be trained
- time and the necessary resources are available for the designated teacher to carry out their role and responsibilities and
- an annual report to governors is provided which details the training undertaken during the year and monitors and reviews the school policy and in-school procedures.
- the school co-operates with appropriate agencies and risk based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities eg CSE and radicalization and extremism.
- The Headteacher and School Business manager have both attended Safer Recruitment Training.

3. The Role and Responsibilities of the Designated Teacher for Child Protection

The designated teacher for the school is Mr. Oates and he will always be the first point of reference for any issue to do with safeguarding in the school. In the absence of Mr. Oates, the Deputy Headteacher should be referred to.

We do not expect our designated teacher to be an 'expert' in recognising and dealing with suspected abuse. We also firmly support the view that it is for the police and social care to carry out any necessary investigations, not the school, after the matter has been referred to them.

In this school the designated teacher will seek to:

- Co-ordinate action in cases of child abuse both within school and with outside agencies
- Act as a consultant for school staff and outside agencies about particular children
- Ensure that appropriate staff within the school know sufficient about the child at risk to cope with him/her within school and protect him/her
- Ensure that all staff coming into contact with a child who has or may be suffering abuse know what signs to look for and what to do
- Ensure that individual case record is maintained of the action taken by the organisation, the liaison with other agencies and the outcome. Relevant staff will inform staff appropriately.
- Pass on information when children change schools- following Local Authority issued guidance of the Management and Sharing of Safeguarding information
- Liaise with other agencies of the LSCB and
- Arrange ongoing whole school awareness raising and staff development, with regard to child protection.
- To attend training provided by the LSCB and the designated persons network meeting.

4. The Role and Responsibilities of every member of staff will be to:

- Be able to identify and report signs of abuse
- Know who the designated teacher is
- Know and follow the in-school procedures (Appendix 1)
- Understand the role of the designated teacher
- Attend any in-school meetings when appropriate
- Ensure new guidance is read and signed when disseminated to whole school.
- Monitor any vulnerable child who is in their care, and implement any child protection plan for a child who is on the 'at risk' register
- Ensure that they do not treat any child they know to have been abused any differently from other pupils
- Keep confidential any sensitive information which has been shared with them.

5. If a member of staff has concerns about a child or a child has disclosed abuse

- Staff will follow guidance given for individual at Appendix 1, and the school will then follow the in-school child protection procedures, as shown at Appendix 2.

6. Recording, storing and sharing information in the school

All confidential information relating to pupils is stored in a secure cabinet in the main office. There is limited access to this cabinet, and access to any information is through must go through the headteacher.

The Headteacher (Designated Person) undertakes to preserve the right to confidentiality of any child. Relevant information will only be shared on a 'need to know' basis, with appropriate staff that has regular contact with the pupil concerned.

Once any information has, of necessity, been shared with a member of staff that member of staff must undertake not to discuss the information with anyone who is not in possession of the same information.

When a pupil, who is subject to a child protection plan, transfers to another school contact will be made, either by telephone or in a meeting, with the designated person from the receiving school, ensuring that all relevant information is transferred by use of a summary report. Where the child has a child protection plan the child's social worker will be informed.

All children's records on transfer to Beever will be passed on to the designated person. Class teachers are aware of any child who is currently accessing support from external agencies via the Headteacher or Pastoral Lead. They are aware that any sensitive information concerning these children should be reported to the designated person.

On the disclosure of an incident, or in the event of a teacher having emerging concerns, the member of staff will complete a cause for concern referral form collating all the necessary information about the child/family, which is then passed onto the designated person. A chronology will be started showing the date, the action taken and the lead person/agency. This log will be continued and monitored as further concerns arise.

At Beever, we are proactive in developing effective links with relevant agencies and are committed to taking an active role in multi-agency meetings. Key staff attend all core group meetings, child protection conferences, reviews and Early Help meetings.

School has a procedure for the early identification of concerns about a child's welfare, in an attempt to avoid reaching threshold of Children's Social Care. These concerns are shared with parents who are offered an Early Help Assessment. School complete the assessment with the family and transfer the information to the Early Help Team.

The designated person will continue to work closely with the parents, Early Help Team, Key Worker and other significant professionals.

If a child whom the school has concerns about, or who is on the at risk register 'disappears', the school will make initial enquiries as to the whereabouts of the child and refer the matter urgently to the School Attendance Improvement Service if nothing can be discovered.

7. Staff Recruitment & Training

The school implements clear written recruitment and selection procedures for all staff in line with the Oldham council HR procedures and Working Together to Safeguard Children guidance (2006).

Job descriptions for all staff that have contact with children clearly identify core responsibilities and competencies to:

- Be able to identify and report child abuse

- Be able to identify and report children in need or at risk be able to undertake a Common Assessment Framework Assessment (where required)

All staff will be supported to recognise warning signs and symptoms in relation to specific safeguarding issues and will receive training or briefings on for example, Forced Marriage, Female Genital Mutilation (specific information sheet is located in Safeguarding File), Domestic Abuse, Child Sexual Exploitation, Trafficking and Preventing Violent Extremism (not all examples will be relevant to all schools or settings).

All staff that have contact with children will undergo the appropriate level check with the Criminal Records Bureau (CRB) and/or ISA (Autumn 2010).

Beever Primary School has a single central record (SCR) of staff (including other agencies delivering on site) which indicates that identity checks have been carried out and by whom.

Any new member of staff will be asked to undertake a short training session with the designated teacher/officer on this policy and procedure.

All members of staff will be regularly updated by the designated teacher on any changes in local authority procedures, and a review and discussion of the schools response as outlined in this document, will take place every school year and be reported to the governors.

The Deputy Headteacher will be trained in the procedures in more detail by the designated teacher, to be able to deputise in their absence.

The school undertakes to ensure that the designated teacher will be allowed to attend relevant training on behalf of all the staff in the school and will in turn be given whole staff training time to pass on that training to all staff.

8. Information for Parents

The following statement will appear in the school's prospectus to inform parents of the schools duty in this respect.

PROTECTING CHILDREN FROM ABUSE

Parents should be aware that the school will take any reasonable action to ensure the safety of pupils. Where the school is concerned that a child may be the subject of ill-treatment, neglect or other forms of abuse, staff must follow Oldham Local Safeguarding Children's Board procedures and report their concerns to Oldham Social Care Department.

The LSCB procedures instruct the school to contact Social Care first, where sexual abuse is alleged/suspected. Otherwise in any discussion of concerns with parents a copy of the Oldham leaflet for the public on child protection will be shared.

9. Preventive Work in School

The school will make use of resources available in the Local Authority to encourage the development of the school as a 'listening' school.

The PSE curriculum and sex education curriculum will be examined to identify any areas in which direct teaching might be appropriate to support children in protecting themselves and in recognising the need to protect others.

Beever Primary School values the fundamental rights of freedom of speech, expression of beliefs and ideology and tolerance of others which are the core values of our democratic society. However, all rights come with responsibilities and free speech or beliefs designed to manipulate the vulnerable or which advocate harm or hatred towards others will not be tolerated. Beever Primary School seeks to protect its children and staff from all messages and forms of violent extremism and ideologies including those linked to, but not restricted, to the following: Far Right/Neo Nazi, White Supremacist ideology, extremist Islamic ideology, Irish Nationalist and Loyalist paramilitary groups and extremist Animal Rights groups.

Beever Primary School is clear that exploitation and radicalisation will be viewed as a safeguarding concern and will be referred to the appropriate safeguarding agencies.

Referrals or advice regarding Channel/Prevent concerns can be accessed in the following ways:

Email – Channel.project@gmp.police.uk

Local Co-ordinator – DC David Bull – 0161 856 8912 or david.bull@gmp.police .uk

Complete the referral and assessment form, copies can be found in the Safeguarding File
Oldham Prevent Lead – Bruce Penhale – 0161 770 4196 or bruce.penhale@oldham.gov.uk

All staff have completed the on-line general awareness module at courses.ncalt.com/channel in addition to the Headteacher attending Local Authority training.

10. Looked After Children

The Designated Looked After Child Person is in the first instance the Headteacher, Mr. Oates, supported by the Mrs Edwards. School have adopted Local Authority Policy on Looked After Children (February 2016), a copy of which can be found in the Central Safeguarding File.

11. Protecting Pupils from Female Genital Mutilation

Governors to look at and approve the adoption of the Local Authority Policy on FGM, a copy of which can be found in the Central Safeguarding File.

12. Forced Marriage and Honour Based Violence

Governors to approve the adoption of Local Authority Policy on FM & HBV, a copy of which can be found in the Central Safeguarding File.

13. Children Missing Education

School to follow Local Authority Protocol on CME: a copy of which can be found in the safeguarding file.

14. Child Sexual Exploitation

School to follow Local Authority Protocol on CSE: a copy of which can be found in the safeguarding file.

15. Children with disabilities

The available UK evidence on the extent of abuse amongst disabled children suggests that disabled children are at increased risk of abuse and that the presence of multiple disabilities appears to increase the risk of both abuse and neglect. Staff need to be aware that additional barriers can exist when recognising abuse and neglect in this group of children.

Additional guidance can be sought on the DFE website: Safeguarding Disabled Children: Practice Guidance (July 2009) and school's SEN policy.

16. E-SAFETY

Members of staff should be aware that children and young people are vulnerable to physical, sexual and emotional bullying by their peers. Any incidents of abuse by children and young people should be taken seriously as abuse perpetrated by an adult, and reported to the designated safeguarding lead or other nominated designated safeguarding staff immediately.

Management of sexting:

- The incident should be referred to the DSL as soon as possible
- The DSL should hold an initial review meeting with appropriate school staff
- There should be subsequent interviews with the young people involved (if appropriate)
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

Beever Primary School follows the local authority protocols for E-safety. This recognises that E-safety is a safeguarding issue not an ICT issue and includes safety at home as well as in school. The purpose of internet use in school is to help raise educational standards, promote pupil achievement, and support the professional work of staff as well as enhance the school's management information and business administration.

Beever Primary School will ensure that appropriate filtering methods are in place to ensure that pupils are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material.

Within Early Years, the use of mobile phones is expressly prohibited.

17. If an allegation of abuse is made against a member of staff, volunteer or student.

For the purpose of this procedure an allegation is used in the respect of all cases in which it is alleged that a person who works with children has:

- Behaved in a way that has harmed 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 indicates s/he is unsuitable to work with children.

In connection with his/her employment or voluntary, or where

- Concerns arise about the person's behaviour with regard to his/her own children
- Concerns arise about his/her behaviour in the private or community life of a partner, member of the family or other household member.

The designated teacher/officer will:

- Support the staff member until investigative procedures are complete.
- Report the allegation to the Local Authority Designated Officer (LADO) & Oldham Council Human Resources.
- The LADO will discuss the allegation with the designated teacher/officer and co-ordinate any further action, notifying the children's assessment team and/or police where required.

It is not a responsibility of staff to identify or investigate suspected abuse; however staff will keep accurate records of their observations and of any disclosure by the child or others in connection with the suspected abuse. Children will be listened to at all times. Strict confidentiality will be observed at all times.

If a member of staff or parent/carer has a cause for concern, there is a Local Authority policy (Greater Manchester Safeguarding procedure) for safeguarding allegations made against staff.
<http://greatermanchesterscb.proceduresonline.com/chapters/contents.html>

Whistle Blowing

Beever Primary School believes that its staff and volunteers are professional and skilful in their work. However, occasionally it may be that one member of the organisation has concerns about a colleague's standards of practice.

In most circumstances the person wishing to raise the concern should discuss the matter with the designated teacher/officer. If that is not possible, or that person is thought to be involved or colluding in some way, the Local Authority Designated Officer (LADO) may be contacted directly.

Local Authority Designated Officer (LADO) 0161 770 8870

Council Whistle Blowing Officer 0161 770 4969

The possible risk of harm to children posed by an accused person needs to be evaluated and managed effectively in respect of the child(ren) involved in the allegations and any other children in the individuals, work or community life. In some cases this requires the organisation to consider suspending the person.

This policy links to the Oldham Local Safeguarding Children's Board Compact and the DCSF Guidance for 'Safer Working Practice for Adults who Work with Children and Young People'.

All staff and volunteers are familiar with this policy, which will be reviewed and updated annually.

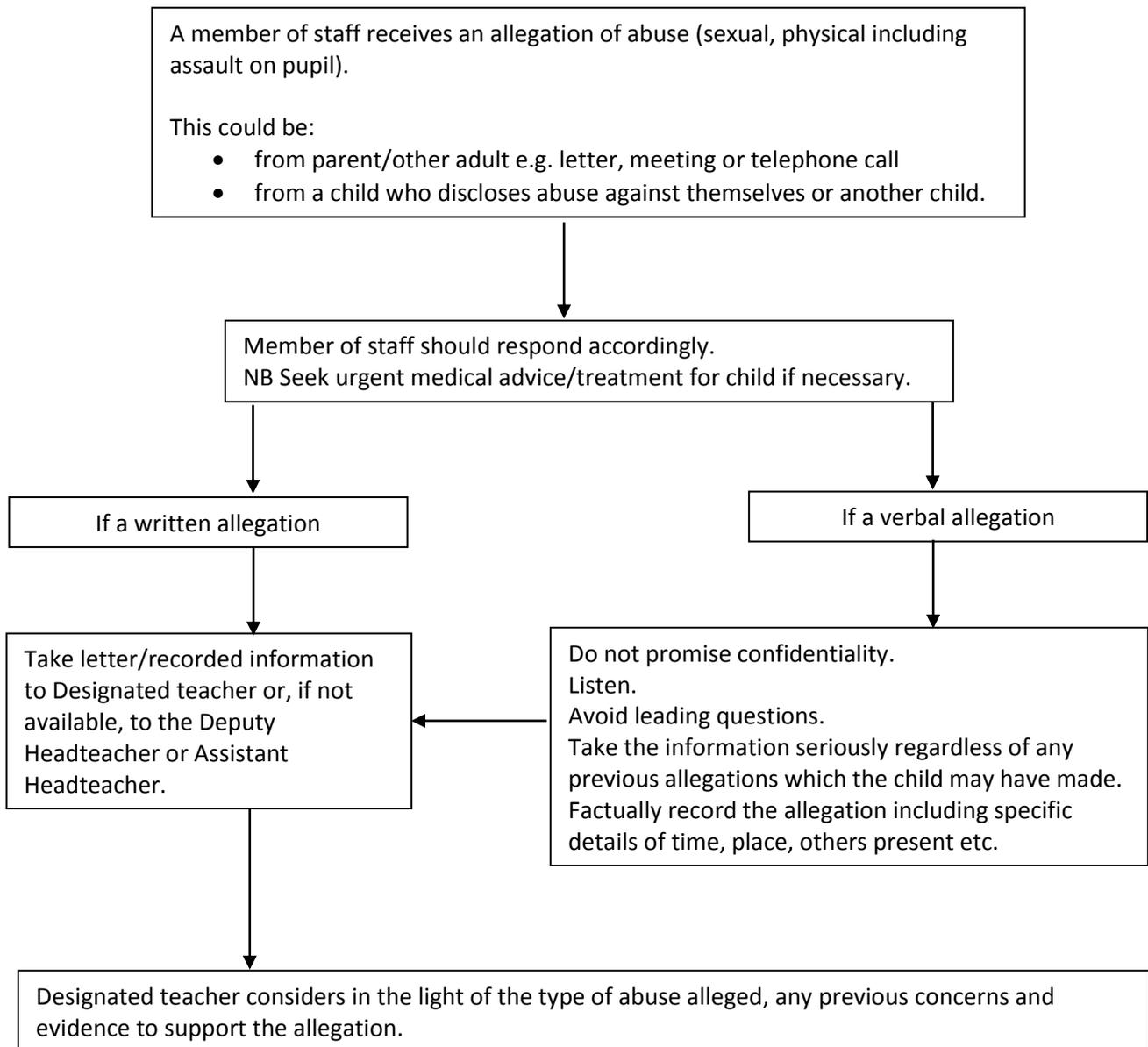
Signed: _____

Date: _____

Appendix 1

Action to be taken by any staff on receiving an allegation/disclosure of abuse

Good practice means that the person to whom the child chooses to disclose should listen and record as below so that the child is not expected to repeat the information to a series of people.



Appendix 2: In School Child Protection Procedures.

It is essential that parents are informed about our concerns and intended course of action in all cases of suspected child abuse, with the exception of suspected sexual abuse, multiple or organised abuse, or Munchausen’s Syndrome by Proxy.

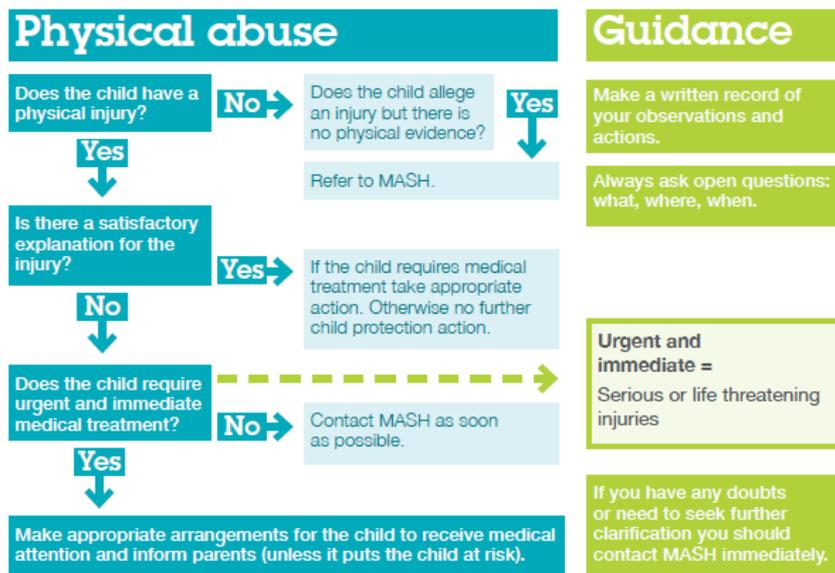
The procedures to be followed after referral to the designated teacher are as listed below.

- Inform the designated teacher/officer
- Record all information on school’s ‘Cause for concern’ form.
- Pass to the designated teacher at the earliest opportunity.
- Cause for concern form to be kept on secure hard drive – confidential section.

The different forms of abuse that may precipitate a referral are:-

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

Flow diagrams for these areas are contained below:



Sexual abuse or sexual exploitation

Do you suspect or have concerns about sexual abuse or has the child made allegations about sexual abuse or sexual exploitation?



Guidance

You may suspect this because you have observed behaviour such as; sexual knowledge which is not age appropriate, sexualised or provocative' behaviour, hinting at sexual activity through words, play, drawings etc. Or a young person is receiving gifts from older boyfriend/girlfriend/friend which could indicate sexual exploitation.

Inform MASH or the Police immediately. **Do not inform parents.**



MASH and/or the Police will decide when it is appropriate to inform parents when sexual abuse is suspected organised or multiple abuse is suspected.

Has a child disclosed that they've been contacted by someone on the internet, or arranged to meet someone?



If you have any doubts or need to seek further clarification you should contact MASH immediately.

Contact Child Exploitation And Online Protection (CEOP) or police.

Make a written record of your observations and actions.

Neglect

Is there evidence of neglect and are there grounds for concern?



Guidance

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:

- 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 inadequate care-givers)
- Ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

Inform MASH immediately.

Make a written record of your observations and actions.

If you have any doubts or need to seek further clarification you should contact MASH immediately.

Emotional abuse

Is there evidence of emotional Abuse and are there grounds for concern?



Inform MASH immediately.

Make a written record of your observations and actions.

If you have any doubts or need to seek further clarification you should contact MASH immediately.

Guidance

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent 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 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 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 (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.

Appendix 3: POSSIBLE INDICATORS OF ABUSE

The following is a list of warning signs which MAY be an indicator that a child is being, or has been abused or neglected, or is at risk of abuse. Education professionals should be alert to these warning signs, but should be careful not to assume that abuse is the reason. Some signs can be present in children who are not abused at all. Nor should assumptions be made that they point to any particular form of abuse, simply because a pupil presents with any of these problems. They may suggest abuse if a child exhibits several of them or if a pattern emerges.

Possible signs of Physical abuse:

- Unexplained injuries or burns, particularly if they are recurrent.
- Refusal to discuss injuries.
- Untreated injuries or lingering illness not attended to.
- Shrinking from physical contact.
- Fear of returning home or of a parent being contacted.
- Fear of undressing
- Fear of medical help
- Aggression/bullying.
- Over complicated behaviour or 'watchful attitude'
- Running away
- Significant changes in behaviour without explanation.
- Deterioration in work
- Unexplained pattern of absences, which may serve to hide bruises or other physical injuries.

Possible signs of Emotional Abuse:

- Continual self-deprecation.
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Self-harm or mutilation.
- Compulsive stealing/scrounging.
- Drug/solvent abuse.
- 'Neurotic' behaviour – obsessive rocking, thumb sucking, and so on.
- Air of detachment – 'don't care' attitude.
- Social isolation – does not join in and has few friends.

- Desperate attention-seeking behaviour.
- Eating problems, including overeating and lack of appetite.
- Depression, withdrawal.

Possible signs of Neglect

- Constant hunger.
- Poor personal hygiene.
- Inappropriate clothing.
- Frequent lateness or non-attendance at school.
- Untreated medical problems.
- Low self esteem.
- Poor social relationships.
- Compulsive stealing or scrounging.
- Constant tiredness.

Possible signs of Sexual Abuse

- Bruises, scratches, burns or bite marks on the body.
- Scratches, abrasions or persistent infections in the anal or genital regions.
- Pregnancy – particularly in the case of young adolescents who are evasive concerning the identity of the father.
- Sexual awareness inappropriate to the child's age – shown, for example in drawings, vocabulary, games and so on.
- Frequent public masturbation.
- Attempts to teach other children about sexual activity.
- Refusing to stay with certain people or go to certain places.
- Aggressiveness, anger, anxiety, tearfulness.
- Withdrawal from friends.

Possible Signs in older children

- Promiscuity, prostitution, provocative sexual behaviour.
- Self-injury, self-destruction behaviour, suicide attempts.
- Eating disorders.
- Tiredness, lethargy, listlessness.
- Over-complicated behaviour.
- Sleep disturbances.
- Unexplained gifts of money.
- Depression.
- Changes in behaviour.

Possible signs in young children

- Over compliant behaviour.
- Mature sexual behaviour.
- Acting out aggressive behaviour (tantrums.)
- Tummy pains – no medical explanation.
- Child doesn't trust anyone.
- Air of detachment – don't care attitude.