



## **SAFEGUARDING & CHILD PROTECTION POLICY June 2017**

**Senior Designated Child Protection Lead and LAC\* – Mary Stevens**

**Designated Child Protection Lead and LAC - Liz Sheers**

**Key Point of Contact for Prevent – Mary Stevens**

**Head teacher – Mary Stevens**

**Chair of Governors - Nigel Sellar**

**Safeguarding/LAC governor – Derys Maddox**

**Herefordshire Safeguarding Board manual**

**[www.herefordshire.gov.uk/hscb\\_SafeguardingChildrenProcedures](http://www.herefordshire.gov.uk/hscb_SafeguardingChildrenProcedures)**

### **GENERAL RATIONALE**

The overall aim of Staunton-on-Wye Endowed Primary School and the provision is to care for and nurture our children both spiritually and academically.

Our school is concerned about the welfare and safety of its pupils and works to create a culture of security to enable them to feel valued, listened to and to know that their wishes and feelings are respected.

This policy has been developed in accordance with the principles established by:

- ❖ Working Together to Safeguard Children 2015
- ❖ Framework for the Assessment of Children in Need and their Families 2000
- ❖ Education Act 2002
- ❖ What to do if you are worried a Child is being Abused 2014
- ❖ Keeping Children Safe in Education September 2016 (draft)
- ❖ Children Act 2004
- ❖ Herefordshire Safeguarding Children Board Multi-Agency Child Protection Code of Practice 2014
- ❖ Children and Young Persons Act 2008 (section 20 – The Role of the Designated Teacher)
- ❖ Childcare Disqualification in Teachers regulations 2009

### **\*Looked After Child**

## **STATUTORY FRAMEWORK**

'Working Together' requires all schools to follow the procedures for protecting children from abuse which are laid down by the Herefordshire Safeguarding Children's Board.

Schools are also expected to ensure that they have appropriate procedures in place to enable them to respond appropriately if they believe that a child has been, or is currently, at risk of being abused. These procedures should also cover circumstances where there is an allegation involving a member of the school's staff. Working Together 2015 (Protecting Children from Abuse: The Role of the Education Service) states that:

- ❖ staff should be alert to the signs and symptoms of abuse and know to whom they report any concerns
- ❖ all schools should have a Designated Person with responsibility for co-ordinating action within school and liaising with agencies
- ❖ designated teachers should have appropriate training
- ❖ schools should follow County guidelines
- ❖ schools should have procedures for handling suspected cases of abuse, including where a member of staff is involved.

Working Together 2015 states that 'parents should be 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.'

## **AIMS**

The aims of this policy are:

- ❖ to support the child's development in ways that will foster security, confidence and resilience
- ❖ to provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties
- ❖ to raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting cases of abuse
- ❖ to provide an environment where staff and pupils can talk freely about concerns and know that they will be listened to and appropriate action will be taken
- ❖ to provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support plans for those children
- ❖ to acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils
- ❖ to develop a structured procedure within the school; this will be followed by all members of the school community in cases of suspected abuse
- ❖ to develop effective working relationships with all other agencies involved in safeguarding children
- ❖ to ensure that all adults within our school who have access to children have been checked as to their suitability.

## **SCHOOL PROCEDURES**

- ❖ Our school procedures for safeguarding children will be in line with Herefordshire Safeguarding Children's Board procedures and 'Working Together to Safeguard Children'.
- ❖ If a disclosure is made and the Headteacher or Designated Person/s are not present at school, they must be contacted immediately.
- ❖ If any member of staff is concerned about a child he or she must inform the Designated Person immediately.
- ❖ Notes should be made about any concerns as quickly as possible.
- ❖ The Designated Person will seek advice initially from the Multi Agency Safeguarding Hub (MASH) or Social Care.
- ❖ Particular attention will be given to the attendance, academic progress and physical, social and emotional development of any child who has been identified as at risk or who has been placed on the Child Protection Register.
- ❖ The designated Person will inform Social Care of any significant change affecting any child on the Child Protection Register.
- ❖ The name of the Designated Person will be clearly shown in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
- ❖ The Designated Person will undertake training annually and the whole school yearly.
- ❖ Any disclosures made in any school-run clubs to be referred to the Designated Person for Child Protection.
- ❖ When children leave school their Child Protection file is copied for the new school as soon as possible and transferred separately and securely.

## **TRAINING**

- ❖ Designated teacher/lead (minimum as set out by the LSCB and refresher requirements set nationally)
- ❖ CP Governor and other governors every three years
- ❖ Whole school training yearly (one module per term).
- ❖ The designated person will induct all new staff/volunteers to ensure they are aware of the child protection practices within the school and ensure they receive appropriate training (termly).

## **ROLE OF THE DESIGNATED PERSON**

### Managing Referrals

- ❖ develop an effective working relationship with other agencies
- ❖ make referrals where child abuse is likely to occur, or is suspected or disclosed, to Social Care
- ❖ work with the case manager and designated officers for child protection concerns
- ❖ refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service
- ❖ refer cases where a crime may have been committed to the Police, on the advice of the MASH

- ❖ liaise with the headteacher to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- ❖ ensure that any absence of two days, without satisfactory explanation, of a pupil currently on the Child Protection Register is referred to the school MASH and/or Social Care
- ❖ meet with the MASH team and/or Social Care to monitor children at risk
- ❖ act as a source of support and advice to staff on all child protection concerns and when deciding whether to make a referral by liaising with relevant agencies
- ❖ provide, with the Head Teacher, an annual report for the Governing Body detailing any changes to the policy and procedures, training undertaken by the Designated Person/s, all staff and governors, number and type of incidents/cases, number of hours spent on child protection issues and number of children referred to Social Care and on the Child Protection Register

#### Training

- ❖ ensure that the Herefordshire Safeguarding Code of Practice and the Education Department Policy and Procedures are followed
- ❖ understand the assessment process for providing early help and intervention
- ❖ ensure that all staff, including non teaching staff, are aware of these procedures and the school's Child Protection policy
- ❖ ensure that all staff have training every year to enable them to know when and to whom they must pass their concerns
- ❖ ensure that detailed and accurate written records of concerns about a child are kept even if there is no need to make an immediate referral
- ❖ ensure that all records are kept confidentially and securely and are separate from pupil records
- ❖ attend case conferences, or ensure that the appropriate member of staff attends and is aware of the purpose and procedure for a Child Protection Conference
- ❖ ensure that a report is prepared for conference and to participate in core groups as is required
- ❖ keep up to date with knowledge to enable them to fulfil their role, including attending any relevant training, annually, provided by the Herefordshire Safeguarding Children's Board or the Safeguarding Team
- ❖ be alert to the specific needs of children in need, those with SEND and young carers
- ❖ encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them

#### Raising Awareness

- ❖ ensure that if a child leaves the school their child protection file is copied and forwarded to the Designated Person in the new school. The originals should be retained until the 'child' reaches the age of 50
- ❖ ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the governing body regarding this
- ❖ ensure the child protection policy is available publicly, and that through the child protection policy parents are aware that referrals about suspected abuse or neglect may be made

- ❖ ensure staff are aware of training opportunities and the latest policies on safeguarding

## **ROLE OF THE GOVERNING BODY**

The Governing Body is responsible for ensuring that:

- ❖ the school has policies and procedures for safeguarding and promoting the welfare of the children in their care
- ❖ the school reviews these policies annually
- ❖ parents are aware that a Child Protection Policy is in place and available to see on request the Designated Person for Child Protection is properly trained and has time to carry out their duties
- ❖ the school has procedures for safer recruitment
- ❖ the school has procedures for dealing with allegations of abuse against member of staff or volunteers working in the school
- ❖ the school has a lead governor responsible for Child Protection.

## **PREVENTION**

The school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- ❖ establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- ❖ ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- ❖ include in the curriculum opportunities for PSHE, which equip children with the skills they need to stay safe from harm and to know to whom they can turn for help.

## **TYPES OF ABUSE:**

**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.

**Physical abuse:** may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Staff must be aware of types of abuse within certain cultures, for example, Honour-Based Violence and Female Genital Mutilation.

**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 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.

**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 from 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.

**Peer-on-Peer abuse:** peer abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Peer-on-peer abuse can take many forms including physical abuse, sexually harmful behaviour/sexual abuse, bullying, cyber bullying, sexting and prejudiced behaviour. A young person's behaviour may be regarded as abusive if 1. There is a large difference in power (for example age, size, ability, development) between the young people concerned. 2. The perpetrator has repeatedly tried to harm one or more other children. 3. There are concerns about the intention of the alleged perpetrator. If the evidence suggests that there was **an intention** to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused. We recognise the importance of minimising such abuse and do so through our behaviour policy, the curriculum (including a developmentally appropriate PSHE curriculum which develops students understanding of acceptable behaviour and keeping themselves safe), encouraging relationships that ensure young people have a 'trusted adult' in school who will listen, believe and value them and using risk assessments and targeted support/intervention for young people identified as being a potential risk to other pupils. Any form of peer-on-peer abuse will be dealt with immediately and consistently to reduce the extent of harm to the victim. It will be treated as a safeguarding issue and be investigated as other safeguarding issues. All members of staff know the signs and indicators of abuse, through regular safeguarding training and updates. All staff are familiar with the Brook Traffic Light Tool\* that categorises the sexual behaviours of young people. They know peer-on-peer abuse should be taken as seriously as abuse by adults and subject to the same safeguarding procedures. Victims of peer-on-peer abuse will be offered support in school and, if they feel particularly vulnerable, a risk assessment can be put in place for them, so that they have someone named that they can talk to, support strategies and, where necessary, identified services to offer additional support. For the young person who has displayed abusive behaviour it is important for outside professionals to find out why they have behaved in such a way. It may be that they are experiencing their

own difficulties and require support or counselling, through a CAF or early help referral.

\*<https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool>

## MANAGING DISCLOSURES

All members of staff should have an understanding of the signs and indicators of abuse. A case of abuse may be suspected from a variety of sources:

- ❖ A pupil discloses to a member of staff personally.
- ❖ From behaviour of, or marks on, the pupil (i.e. bruises, welts or lacerations).
- ❖ A pupil is asked if everything is all right and he/she discloses abuse.
- ❖ A pupil indicates through schoolwork that he/she is being abused.
- ❖ A pupil tells a member of staff that he/she knows that another pupil is being abused.
- ❖ A third party informs a member of staff that he/she knows a pupil is being abused.

All members of staff must know how to respond to a pupil who discloses abuse. If a pupil starts to disclose abuse:

- ❖ listen to what the child says without displaying shock or disbelief
- ❖ take what the child says seriously
- ❖ keep an open mind
- ❖ accept what is being said
- ❖ allow the child to talk freely
- ❖ reassure the child but not make promises which may not be possible to keep
- ❖ do not promise confidentiality. You have a duty to report the incident to the Designated Person and it may be necessary to inform Social Care
- ❖ reassure the child – it is not his or her fault
- ❖ stress that it is right to tell
- ❖ listen; do not ask direct or leading questions, such as, what did he/she do next? Did he touch your private parts?
- ❖ ask open questions e.g. anything else to tell me? And?
- ❖ do not criticise the perpetrator – the child may still love him or her
- ❖ explain what you have to do next – See School Procedure.

Staff must inform the Designated Person **immediately** of what has happened.

The Designated Person will contact the Social Care team where appropriate, or the police where they believe the child is at immediate risk of harm (i.e. at the end of a school day where a child is returning to a harmful environment), in accordance with the child protection procedures.

If the decision of the Locality team is that they do not need to take further action then the matter will be left with the Designated Child Protection Person to manage and discuss with parents where appropriate.

All staff must be mindful that the first priority is the safety of the child and parents will only be informed prior to consultation with/referral to social care or police if this will not place the child or other children at further risk, compromise a potential criminal investigation, or possibly lead to harm against an adult (i.e. in cases of domestic violence and abuse)

## **SUPPORTING CHILDREN**

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn.

Therefore our school will support all pupils by:

- ❖ Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying
- ❖ Promoting a caring, safe and positive environment within the school.
- ❖ Liaising and working together with all other support services and those agencies involved in the safeguarding of children
- ❖ Notifying the Locality Social Care Team as soon as there is a significant concern.
- ❖ Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school.
- ❖ Being aware that pupils with SEND are more vulnerable to abuse and neglect and staff are trained to identify the signs and symptoms.

Any exclusions will be made with due regard to safeguarding issues.

## **CONFIDENTIALITY**

All matters relating to Child Protection are confidential and the Headteacher or Designated Person will only disclose any information about a pupil to other members of staff on a need to know basis.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children in line with information sharing protocols and in the best interests of children. School holds a Safeguarding Register that is updated as necessary and shared with staff on a need to know basis. It is password protected.

## **SPEAKING TO PARENTS**

All parents are made aware of the school's Child Protection Policy through reference to it in our prospectus, website and home/school agreement. Where concerns are raised, the Designated Person must explain to parents that the school has a duty of care to refer to Social Care if they believe that the child or other children may be at risk of significant harm.

There are situations when seeking consent should be avoided:

- ❖ In cases of sexual abuse, where evidence could be destroyed.
- ❖ Where the risk of violence to the child or others may result.
- ❖ Where a child may be coerced into withdrawing a statement.
- ❖ Where the sharing of information with parents is best managed jointly.

The Designated Person should seek advice from Social Care and keep a record of advice given.

## **SUPPORTING STAFF**

The Designated Children Protection Person will see all new staff/volunteers as part of their induction to explain the Child Protection Policy and procedures.

Staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting. Therefore the Designated Person is available for staff to talk through their anxieties and to seek further support as appropriate.

### **ALLEGATIONS AGAINST STAFF**

A pupil may make an allegation against a member of staff or volunteer. The school operates safer recruitment practices and has set out clear expectations for adults in relation to dress, behaviour and contact with children and young people, both in and out of school.

If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher. If the allegation made to a member of staff concerns the Headteacher, the member of staff will immediately inform the chair of Governors who will consult with the Local Authority senior member of the HR team.

The Headteacher/Designated CP Person on all such occasions will discuss the content of the allegation with a Local Authority senior member of the HR team. The school will follow the LSCB procedures for managing allegations against staff, a copy of which is available in the school.

### **RECRUITMENT OF STAFF**

Safer recruitment procedures will be followed. All staff and volunteers will be carefully selected and vetted to try to ensure they do not pose a risk to children. All references will be checked and verified. Those staff and volunteers having contact with children will be checked through the Disclosure and Barring Service at the appropriate level. All staff and volunteers will receive information and basic training in safe conduct and what to do if they have concerns about a child. This will include information on recognising where there are concerns about a child, where to get advice and what to do if no one seems to have taken their concerns seriously. Any long term work placements, for example, teacher training students, will go through our Staff Induction procedure.

### **WHISTLEBLOWING**

All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. This is in line with the safer recruitment policy and practices. Please also see the Whistle blowing Policy. Where there are concerns about the behaviour of individuals within the schools or practices (i.e. behaviour management practices), that cause concern or alarm, these must be reported to the Headteacher/ Designated CP Person in the first instance who must follow the Allegations against Staff process.

Where practices that raise concern are sanctioned by the Headteacher, these should be shared with a Local Authority senior member of the HR team (Hoople).

### **RESTRAINT**

We acknowledge that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person. We understand that physical intervention of a nature which causes

injury or distress to a child may be considered under child protection or disciplinary procedures.

### **CHILDREN MISSING FROM EDUCATION**

Staff recognise that children missing from education are more vulnerable to neglect and abuse. In line with the school attendance policy the parents/carers of any child who is absent is are contacted by 9.30 a.m. Any safeguarding concerns around repeated absence are reported to the Local Authority. The school informs the Local Authority when a child has left but a new school or setting has not been confirmed.

### **E-SAFETY**

This school operates within the Local Safeguarding Children Board (LSCB) E-safety strategy. The school has a separate policy on e-safety that links with this child protection policy. Any incidents are recorded and referred as appropriate to the IT provider local social care team, LADO or police according to the e-safety flow chart. The school has a clear policy known to all staff about any correspondence or contact with children via mobile phones or the internet or any behaviour that may be considered to be an abuse of their position of trust. The school has the Local Authority filtering system in place and monitors Internet use, particularly for vulnerable pupils, through adult supervision in the classroom.

### **BULLYING/PEER-ON-PEER ABUSE**

Our policy on bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. Bullying/peer-on-peer abuse will be investigated, managed and recorded in accordance with the LSCB requirements. All staff recognise that children are capable of abusing their peers and school has procedures in place to minimise the risk of peer-on-peer abuse; PSHE anti-bullying, anti-bullying box and peer mediation.

### **RACIST INCIDENTS**

Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

### **RADICALISATION AND EXTREMISM – the Prevent strategy**

The Prevent strategy, published by the Government in 2011, is part of the overall counter-terrorism strategy, CONTEST. The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism using a guidance called 'Channel'. Through training, all staff have a clear understanding of procedures in place for protecting children at risk of radicalisation. Channel is a referral programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

### **FEMALE GENITAL MUTILATION**

If staff have a concern regarding a girl that might be at risk of FGM they will activate local safeguarding procedures, by reporting it to the DSL. Since 31 October 2015

there has been a mandatory reporting duty placed on **teachers** that requires a different approach where FGM has taken place.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers**, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions.

### **HEALTH AND SAFETY**

Our Health and Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

### **REVIEW**

It is the responsibility of the Designated Person with the governing body to review this policy on an annual basis.

## CONTACTS / RESOURCES

<u>Name/Department/Organisation</u>	<u>Contact Details</u>
<b>MASH (Multi agency Safeguarding Hub)</b>	<b>01432 260800</b> <a href="http://www.herefordshire.gov.uk/MASH">www.herefordshire.gov.uk/MASH</a> <a href="http://www.herefordshire.gov.uk/levelsofneeds">www.herefordshire.gov.uk/levelsofneeds</a>
<b>Family Assessment and Safeguarding Team</b>	<b>01432 261 628</b> <b>01905 768 020 (Out of Hours)</b>
<b>Herefordshire Safeguarding Children Board</b>	<b>01432 260 100</b> <b>www.herefordshire.gov.uk/hscb</b>
<b>Herefordshire Council Switchboard</b>	<b>01432 260 000</b>
<b>West Mercia Women's Aid</b>	<b>0800 783 1359</b>
<b>West Mercia Consortium (inter Agency Child Protection Procedures)</b>	<a href="http://westmerciaconsortium.proceduresonline.com/index.htm">http://westmerciaconsortium.proceduresonline.com/index.htm</a>
<b>Radicalisation and Extremism</b>	<a href="mailto:ct1@herefordshire.gov.uk">ct1@herefordshire.gov.uk</a> – Carol Trachonitis.
<b>E-Safety (see West Mercia Consortium for more information)</b>	<b>Initial Contact Team - 0345 6789021</b> <b>SSCB Development Officer - 01743 254251</b> <b>West Mercia Police - 0300 333 3000</b> <b>SITSS - 01743 254230</b> <b>Child Exploitation Online Protection Centre</b> <a href="http://www.ceop.police.uk">www.ceop.police.uk</a> <b>Internet Watch Foundation - www.iwf.org.uk</b>
<b>West Mercia Police</b>	<b>Emergency – 999</b> <b>Switchboard - 0300 333 3000</b> <b>Non – Emergency - 101</b>
<b>Freedom of Information and Data Protection</b>	<b>01905 331 565</b> <b>01905 331 545</b>
<b>NSPCC Whistleblowing Helpline</b>	<b>0800 0280285</b>
<b>Brook Traffic Light Tool</b>	<a href="https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool">https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool</a>