

Littledean Church of England Primary School
Safeguarding Policy (Child Protection)
'People with time for Children'

Introduction

This policy has been developed in accordance with the principles established by the Children's Acts 1989 and 2004; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard children' 2013, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You are Worried a Child is being Abused' 2003. The guidance reflects. 'Keeping Children Safe in Education' 2016 and 'Working Together to Safeguard Children' 2015.

The Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our children from harm, and that the children's welfare is our paramount concern.

All staff are advised to maintain an attitude of **'it could happen here'** where safeguarding is concerned.

Designated Safeguarding Lead (DSL)

The Governing Body of the school are required to appoint a Designated Safeguarding Lead who has the following areas of responsibility:

- Act as a first point of reference for all safeguarding children concerns.
- Managing referrals – to the local authority Children's Social Care, Local Authority Designated Officer (LADO), in cases concerning a staff member, Disclosure and Barring Service (in cases where a person is dismissed due to risk/harm to child), police (in cases where a crime may have been committed);
- Liaising with the Head Teacher to inform of any issues especially ongoing enquiries under Section 47 of the Children's Act 1989 and police investigations;
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding.
- Keep written records of all concerns, ensuring that such records are stored securely.
- Attending and/or contributing to child protection conferences and multi-agency meetings.

The DSL must receive appropriate training every two years.

The DSL for Littledean Church of England Primary School is Hayley McGoldrick (Head Teacher). Laura May (Senior Leader) and Suzanne Webb (Family Support Worker) are also trained and will deputise in the absence of the named DSL.

The governor responsible for Safeguarding/Child Protection is Mr Richard Prescott. The Governing Body will ensure that all members of staff undertake appropriate child protection training. All staff in school must be able to recognise abuse and be aware of the procedures to follow in order to safeguard and protect children.

Our policy applies to all staff, governors and volunteers working in the school. The four main elements to our policy are:

- **PREVENTION** through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos, we will establish a safe environment in which children can learn and develop.
- **PROCEDURES** for identifying and reporting cases, or suspected cases of abuse.
- **SUPPORT TO PUPILS** who may have been abused in accordance with the agreed child protection plan, equipping children with the skills and knowledge to keep them safe.
- **PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN** by ensuring we practice safe recruitment in checking the suitability of staff and volunteers who work with children.

Working with Children

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. At Littledean Church of England Primary School we recognise that high self-esteem, confidence, supportive friends and good lines of communication with trusted adults are essential in ensuring that children feel able to be open about the issues that are affecting them. We will therefore:

- establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
- ensure that children know there are adults in the school whom they can approach if they are worried or in difficulty;
- include in the curriculum opportunities for PSHCE and online safety.

Offer of Early Help

Our school will support all children by:

- providing safeguarding training at all levels;
- working with outside agencies to provide early intervention and support;
- offering preventative signposting and access to a community social worker;
- working with the Multi-Agency Safeguarding Hub (MASH);
- holding Team Around the Child (TAC) meetings;
- leading and supporting families on a My Plan+/Education Health and Care Plan (EHCP);
- listening to the voice of the child;
- using and responding to Gloucestershire Health Living and Learning (GHLL) on-line pupil survey;
- nurture group and 1:1 activities provided by our Family Support Worker;
- promoting a caring, safe and positive environment within the school;
- notifying Social Care as soon as there is a significant concern;
- providing continued support to a child who leaves school about whom there have been concerns. Ensuring that appropriate information is copied under confidential cover to the child's new setting and also that the school medical records are forwarded as a matter of priority.

The school's Offer of Early Help is available on the school website and hard copies available on request.

Acting on Concerns

If a staff member has concerns about a child they should raise them with the DSL or Head Teacher. A 'cause for concern' sheet should be completed and given to the DSL to file

securely. The chronology front sheet of a child's file should be completed each time there is a new concern or any further action from outside agencies.

On occasions, a referral is justified by a single incident such as an injury or a disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly the case with emotional abuse and neglect.

Categories of Concern

Neglect: The persistent or severe neglect of a child which results in significant impairment of the child's health or development, for example:

- failure to provide adequate food, clothing or shelter (including abandonment or exclusion from home);
- failure to protect from physical or emotional harm;
- failure to meet the child's basic emotional needs;
- failure to ensure adequate supervision;
- failure to ensure access to appropriate medical care.

Physical Abuse: Deliberate or intended injury to a child, for example:

- hitting, shaking, throwing, burning, scalding, drowning, suffocating or poisoning;
- deliberate inducement of an illness;
- it is physical abuse if a child is assaulted and it leaves a mark.

Sexual Abuse: Actual or likely sexual exploitation, for example:

- use of force or enticement to take part in sexual activity penetrative, or non-penetrative;
- involvement in non contact activities such as looking at or making abusive images;
- encouraging children to watch sexual activities;
- encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet);
- any sexual activity with a child under the age of 16 (with or without consent);
- sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse as can other children.

Emotional Abuse: Persistent or severe emotional ill treatment or rejection which adversely affects the child's emotional and behavioural development, for example:

- conveying to a child that they are worthless, unloved or inadequate;
- overprotection, limiting exploration and learning, preventing normal social interaction or imposing inappropriate expectations;
- causing a child to feel frightened or in danger by the witnessing of violence towards another person whether domestic or not.

As well as the above four areas of concern, there are further safeguarding issues within these categories that staff must be aware of and vigilant to the signs of them occurring:

- Child sexual exploitation (CSE)
- Bullying, including cyber-bullying
- Domestic violence
- Drug abuse
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)

- Forced marriage
- Gangs and youth violence
- Gender based violence/violence against women and girls (VAWAG)
- Mental health
- Private fostering
- Radicalisation
- Sexting
- Teenage relationship abuse
- Trafficking
- Peer on peer abuse

All 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 and protection. All staff attend refresher child protection training every three years and the DSL (plus two key member of staff) attend the DSL training every two years.

How to Recognise Possible Abuse

It is extremely difficult to determine if abuse has occurred. Staff should look carefully at the behaviour of the children in their care and be alert for significant changes. Staff should be aware that children may exhibit any of the following without abuse having occurred:

- disclosure;
- non-accidental injury, bruising or marks;
- explanation inconsistent with injury;
- several different explanations given for an injury;
- sudden change in behaviour – aggression, extroversion, depression, withdrawn;
- attention seeking;
- hyperactivity;
- poor attention;
- appear frightened of parents or family members;
- abnormal attachment between parent and child;
- indiscriminate attachment;
- hyper alertness;
- reduced response;
- frozen watchfulness;
- nightmares;
- anxiety/irritability;
- abdominal pain/headaches;
- poor self-esteem;
- poor peer relationships;
- act in an inappropriate way for their age;
- over sexualised play, talk or drawings;
- excessive or inappropriate masturbation;
- self-harm/eating disorder;
- frequent visits to the toilet (urinary infections);
- reluctance to change for PE;
- failure to thrive;
- poor hygiene;
- recurrent/untreated infections of skin or head lice;
- untreated health/dental issues;
- frequent absence from school or lateness;
- delay in meeting normal developmental milestones.

Procedures and Responsibilities – Any Staff Member

The procedure route will depend on the urgency of the situation and whether it is merely a 'cause for concern' or an actual disclosure.

Cause for Concern or Suspicion of Abuse

1. Ask casual open questions about the nature of the concern e.g. bruises, marks, change in behaviour etc.... "Can you tell me about....?"
2. Believe the child and reassure them that they were right to talk you.
3. Record the facts and conversation in writing immediately afterwards using the exact words spoken not implied. Sign and date the report (it may be required as evidence).
4. Report the suspicion to the Designated Person responsible for Child Protection.
5. The Designated Person will take the appropriate action.

Disclosure

1. Allow the child to talk – only ask open questions e.g. "Can you tell me more about?" Do not press for detail, put forward your own ideas or use words that the child has not used themselves.
2. Stay calm and reassuring.
3. Do not make promises that cannot be kept e.g. confidentiality – tell the child that you will have to tell someone who will be able to help.
4. Believe the child but do not apportion any blame to the perpetrator (it may be someone they love).
5. Reassure the child that they were not to blame and they were right to talk to you.
6. Ask the child if they have told anyone else.
7. Keep an open mind.
8. Record the conversation and facts verbatim in writing immediately afterwards (writing notes during the interview may put undue pressure on the child). Sign and date the report (it may be required as evidence).
9. Establish details of full name, date of birth, address and names of parents/guardians.
10. Report to the Designated Person who will contact the children and families helpdesk as necessary.

Confidentiality

We recognise that all matters relating to child protection are confidential. The Head Teacher or DSL's will disclose information about a child to other members of staff on a need to know basis only. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. We will always undertake to share our intention to refer a child to Social Care with their parents/carers unless to do so would put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Local Authority on this point.

Escalation Policy

We use the GSCB Escalation Policy May 2014 which facilitates the resolution of professional difficulties. This policy and the information therein will be used if a member of staff feels that the response they have received from Social Care has not effectively addressed their concerns for the child. Advice about procedural issues including the professional differences procedures can be obtained through the Safeguarding Children Service on 01452 583629.

Whistle Blowing

The School has adopted the GCC Whistle Blowing Policy which is monitored regularly by the Governing Body of the school. A copy of the policy is available in the school staff room and the policy folder in the School Business Manager's office. If members of staff have concerns about people working, paid or unpaid, they have a professional duty to inform the Head Teacher or Senior Leader. This can be done in writing or verbally but staff should be prepared to discuss issues with confidence that such matters will be dealt with sensitively and with the necessary degree of confidentiality. Whistle –blowing regarding the Head Teacher should be made to the Chair of the Governing Body.

Safer-Recruitment

At Littledean Church of England Primary School we operate safe recruitment practices ensuring that Disclosure and Barring Service Checks (DBS) are carried out and reference checks undertaken. Any new teaching staff are checked against the Prohibition List to ensure that they have not been prohibited from teaching.

For all recruitment processes at least one member of the panel will have achieved the Safer Recruitment qualification.

The induction process for all new members of staff and volunteers will ensure that they are aware of the safeguarding practices within the school, what to do if they have a concern and also information about codes of conduct for staff.

'Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child'. (**Keeping Children Safe in Education 2016**).

This policy should be read in conjunction with the following policies:

Anti-Bullying
Health and Safety
SEN
Whistle Blowing
Confidentiality
Equal Opportunities
School Offer of Early Help

Reviewed – January 2017

Approval of Full Governing Body 17th January 2017

APPENDIX A – Further Information to be Aware of:

Forced Marriage (FM)

This is entirely different to arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

Honour Based Violence (HBV)

This is a crime or incident, which has or may have been committed to protect or defend the honour of the family and/or community.

Violence Against Women and Girls (VAWG)

This is an equality and human rights issue. Violence against women is a violation of women's fundamental human rights:

- The right not to be treated in an inhuman or degrading way.
- The right to respect for private and family life (including the right to physical and psychological integrity).
- The right to life.

VAWG includes:

- domestic violence;
- forced marriage;
- honour-based violence;
- female genital mutilation;
- rape and sexual offences;
- prostitution;
- trafficking;
- child abuse; and
- pornography.

Violence against women shall be understood to encompass, but not be limited to, the following:

- a) physical, sexual and psychological violence occurring in the family, including battering, sexual abuse of female children in the household, dowry-related violence, marital rape, female genital mutilation and other traditional practices harmful to women, nonspousal violence and violence related to exploitation;
- b) physical, sexual and psychological violence occurring within the general community, including rape, sexual abuse, sexual harassment and intimidation at work, in educational institutions and elsewhere, trafficking in women and forced prostitution;
- c) physical, sexual and psychological violence perpetrated or condoned by the State, wherever it occurs.

Child Sexual Exploitation (CSE)

'CSE involves children being put into exploitative situations, contexts and relationships where they receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of performing sexual activities.

CSE can occur through the use of technology without the child's immediate recognition. In all cases, those exploiting the child have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.' Safeguarding children and young people from sexual exploitation, DSCF 2009.

The following signs and behaviour are generally seen in children who are already being sexually exploited:

- missing from home or care;
- physical injuries;
- drug or alcohol misuse;
- involvement in offending;
- repeat sexually transmitted infections, pregnancies and terminations;
- absent from school;
- change in physical appearance;
- evidence of sexual bullying and/or vulnerability through the internet and/or social networking sites;
- estranged from their family;
- receipts of gifts from unknown sources;
- recruiting others into exploitative situations;
- poor mental health;
- self-harm;
- thoughts of or attempts at suicide.

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

FGM involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

There are four types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation – entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

In the belief that:

- FGM brings status/respect to the girl – social acceptance for marriage;
- preserves a girl's virginity;
- part of becoming a woman/rite of passage;
- upholds family honour;
- cleanses and purifies the girl;
- gives a sense of belonging in the community;
- fulfils a religious requirement;
- perpetrates a custom/tradition;
- helps a girl to be clean/hygienic;
- is cosmetically desirable;
- makes childbirth easier.

Is FGM legal?

FGM is internationally recognised as a violation of human rights of women and girls. It is **illegal** in most countries including the UK.

Circumstances and occurrences that may point to FGM happening:

- child talking about getting ready for a special ceremony;
- family taking a long trip abroad;
- child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan);
- knowledge that the child's sibling has undergone FGM;
- child talks about going abroad to be 'cut' or to prepare for marriage.

Signs that may indicate that a child has undergone FGM:

- prolonged absence from school and other activities;
- behaviour changes on return from a holiday abroad, such as being withdrawn and appearing subdued;
- bladder or menstrual problems;
- finding it difficult to sit still and looking uncomfortable;
- complaining about pain between the legs;

- mentioning that someone did something to them that they are not allowed to talk about;
- secretive behaviour, including isolating themselves from the group;
- reluctance to take part in physical activity;
- repeated urinary infections;
- disclosure.

If it is suspected that FGM has taken place or is planned to take place it is essential that staff take appropriate action without delay.

Domestic Violence – Domestic Violence Disclosure Scheme – Clare’s Law

This scheme will enable members of the public to have the ‘Right to ask’ if their current partner poses a risk to them in terms of their history of domestic abuse. It also enables professionals to raise a ‘Right to know’ request through the police where we feel a person may be at risk of domestic abuse by an individual whose criminal history is unknown to the partner, but where we have some reasonable concern/knowledge about the individuals past. A ‘Right to ask’ can also be made by a third person, e.g. a parent/friend/relative who is concerned. In these cases if a disclosure is to be made, it will only be made to the person who needs to know, i.e. the victim.

Private Fostering

It is a legal requirement for families looking after someone else’s child for more than 28 days to notify Gloucestershire Children and Families Helpdesk (01452 426565). Private fostering covers a diverse range of situations which schools may not be aware of unless they specifically ask during the data collection process. Common private fostering arrangements include:

- African, Asian and Afro-Caribbean children with parents or families overseas;
- black and ethnic minority children with parents working or studying in the UK and living with a host family;
- asylum seeking and refugee children;
- trafficked children;
- local children living apart from their families; perhaps because the family has broken down;
- adolescents estranged from their parents;
- children attending language schools;
- children attending independent schools who do not return home for holiday periods;
- children living with host families for a variety of reasons, possibly to learn English or to receive medical treatment in the UK;
- ‘back door’ adoptions.