



BEECH GREEN PRIMARY SCHOOL

SAFEGUARDING POLICY Summer 2014

INTRODUCTION

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and is in line with government publications 'Working Together to Safeguard Children' 2013 and 'Keeping Children Safe in Education' 2014.

The School Statement declares our intent to create a secure, caring environment for our children. This document plays a crucial role in ensuring that we achieve that aim. It is a statement of the principles and procedures to be followed to ensure the early detection of abuse of children in the school's care.

Definition:

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting 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;
- taking action to enable all children to have the best outcomes.

AIMS

The chief aims of this document are:

- ◆ To raise awareness in teaching and non-teaching staff of the need for child protection and of their responsibility to identify and report possible cases;
- ◆ To develop a structured internal procedure in cases of suspected child abuse;
- ◆ To promote interagency communication;
- ◆ To support the child and the non-abusing parent/family;
- ◆ To identify potential areas of conflict.

PRINCIPLES

In all dealings with children, the following principles are of central importance:

- ◆ To respect the children as individuals and to protect their welfare in every way;
- ◆ To establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
- ◆ To take seriously any allegation of abuse, including bullying, whether from an adult or a child, and to act accordingly;
- ◆ To collaborate fully with the statutory agencies concerned with the child;
- ◆ To ensure safe recruitment practices are followed in checking suitability of staff and volunteers to work with children.

Everyone who comes into contact with children and their families at Beech Green has a role to play in safeguarding children, including:

- ◆ Providing a safe environment in which children can learn.
- ◆ Identifying children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm.
- ◆ Taking appropriate action, working with other services as needed. It should be noted that anyone can make a referral (*see DfE guidance 'Working Together to Safeguard Children 2013'*).

All staff members need to be aware of:

- ◆ Systems within school that support safeguarding.
- ◆ The Safer Working Practice guidance.
- ◆ Who the DSL is.

In order to uphold these principles and rights, the school will follow the procedures set out by the Gloucestershire Safeguarding Board and take account of DfE guidance to:

- Ensure we have a designated safeguarding lead (DSL) who has received appropriate training.
- Ensure we have a nominated governor responsible for child protection who has received appropriate training.
- Ensure every member of staff and governing body knows who the DSL is.
- Ensure all staff understand their responsibilities in being alert to the signs of abuse and for referring any concerns to the DSL.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Notify the relevant social worker if there is an unexplained absence of more than two days of a pupil with a Child Protection Plan.

- Develop effective links with relevant agencies and cooperate as required with their enquiries, including attendance at child protection core groups and conferences.
- Keep written records of any concerns about children, even when there is no need to refer the matter immediately.
- Ensure all records are kept securely and in a locked location.
- Develop and follow procedures where an allegation is made against a member of staff, governor or volunteer.
- Ensure safe recruitment practices are always followed, including:
 - the presence of at least one NCSL trained recruiter on all interview panels.
 - Checking suitability of staff and volunteers to work with children.
 - Ensuring inappropriate behaviour is reported and managed using the allegation procedures (see p5).

ROLE OF THE DESIGNATED SAFEGUARDING LEAD

The designated safeguarding lead (DSL) is the main contact for all staff at the school on any child protection issues. At Beech Green the designated lead is:

the Headteacher

It is the duty of this member of staff to:

- ensure that Safeguarding procedures exist, are reviewed annually, and are implemented when necessary;
- act as a source of advice and support within school;
- liaise with the CYPD, Social Services and other agencies concerning individual cases of actual or suspected child abuse;
- maintain detailed, accurate, secure written records of referrals and concerns;
- ensure appropriate training and support for themselves, the governors and teaching and non-teaching staff in being aware of abuse indicators and how to deal with disclosures.

PROCEDURES FOR CASES OF SUSPECTED CHILD ABUSE.

The main categories of abuse are:

physical injury

physical neglect and failure to thrive

emotional neglect

sexual abuse

See Appendix A for definitions of these categories.

Staff members working with children should always maintain an attitude of 'it could happen here' where safeguarding is concerned. In the event of any of the above types of abuse being suspected, including situations of abuse which may involve staff members, the procedure outlined below should be followed (*see Appendix B for summary diagram*):

1. Report concern immediately to the DSL.
2. Write a factual, detailed account of what you have noticed and date it - the full date is essential. Photocopy and give one copy to the DSL.
3. The DSL will raise a concern through the Child Protection Unit on 01452 426565 to facilitate a discussion with a social work practitioner.
4. If appropriate, the DSL will then refer the case to Social Services. Any referral must be followed up in writing by the DSL within 48 hours. It is important to note that any staff member can refer their concerns to children's social care directly.
5. If no response is forthcoming from children's social care by an agreed time, the DSL should formally follow up the enquiry.
6. Children who have been identified as being potentially at risk should be closely monitored, with clear records of the pupil's progress being maintained and the necessary agencies kept informed.
6. In the event of a Case Conference being called, in the first instance the child's teacher or the allocated intervention TA should attend and/or submit a report through the DSL.

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. Anybody can make a referral. 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.

If a child discloses details of abuse, the adult involved should:

- Reassure the child, BUT do not make promises - especially not to tell anyone.
- Find somewhere quiet and ask the child what happened, BUT do not ask leading questions.
- Listen , BUT do not push too hard for information.
- Make notes about what has been said as soon as possible after the disclosure, using the child's own words – date, time and sign them.
- Report immediately to the designated teacher.

See Appendix C for how the school will seek to support children suffering from abuse within school.

PROCEDURES FOR ALLEGATIONS OF CHILD ABUSE AGAINST A MEMBER OF STAFF

Teachers who hear an allegation of abuse against another member of staff should immediately report the matter to the Headteacher.

The Headteacher should urgently assess whether there is sufficient substance in the allegation to warrant an investigation. This initial consideration should include consultation with an appropriate officer in the CYPD.

If a child is deemed to be at risk of significant harm the case should be referred immediately to local child protection agencies. It is not for the Headteacher to investigate the allegation itself, but to consider whether it requires further investigation and, if so, by whom.

Where the allegation relates to the use of reasonable force to restrain a pupil, it will be appropriate for the Head to deal with this at a school level. An allegation of assault beyond the use of reasonable force would however need to be referred as a Child Protection matter. Also if a child receives an injury following a restraint and alleges an assault, this must be seen as a Child Protection matter (see 'Use of Physical Restraint Policy' for further information).

The following action should also be considered and, if necessary, initiated:

- obtain details of the allegation in writing, signed and dated by the person receiving the allegation, and countersigned by the Headteacher;
- record any details about times, dates, locations and names of potential witnesses;
- make a referral to one or more of the agencies with statutory powers to investigate, such as the police, social services or the NSPCC.

In the event of the Headteacher being accused of abuse, the Chair of Governors is responsible for carrying out the investigation.

All allegations against members of staff, whether substantiated or otherwise, will be reported to the Chair of Governors as a matter of course.

LINKS WITH OTHER SCHOOL POLICIES AND PRACTICES

This Policy links with a number of other school policies, practices and action plans including:

- Anti-Bullying
- Attendance
- AUP
- Behaviour
- Complaints
- Health and Safety
- Physical Intervention
- Racial Equality
- Racist Incidents
- SEAL curriculum/assemblies
- SEND
- SRE
- Educational Visits

CONCLUSION

It is intended that through the implementation of the principles contained in this policy the school will provide a positive, supportive and secure environment in which each child will feel valued, and in which any cases of individual abuse (either within or beyond the school) will be quickly identified and effectively responded to. This policy will be available for parents to view both prior to their child starting at the school and during their time in our care.

Further information, including indicators of abuse and useful telephone numbers, can be obtained from The Headteacher and on www.gscb.org.uk

APPENDIX A

Types of abuse and neglect (from ‘Keeping Children Safe in Education’ DfE guidance April 2014)

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 in 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.

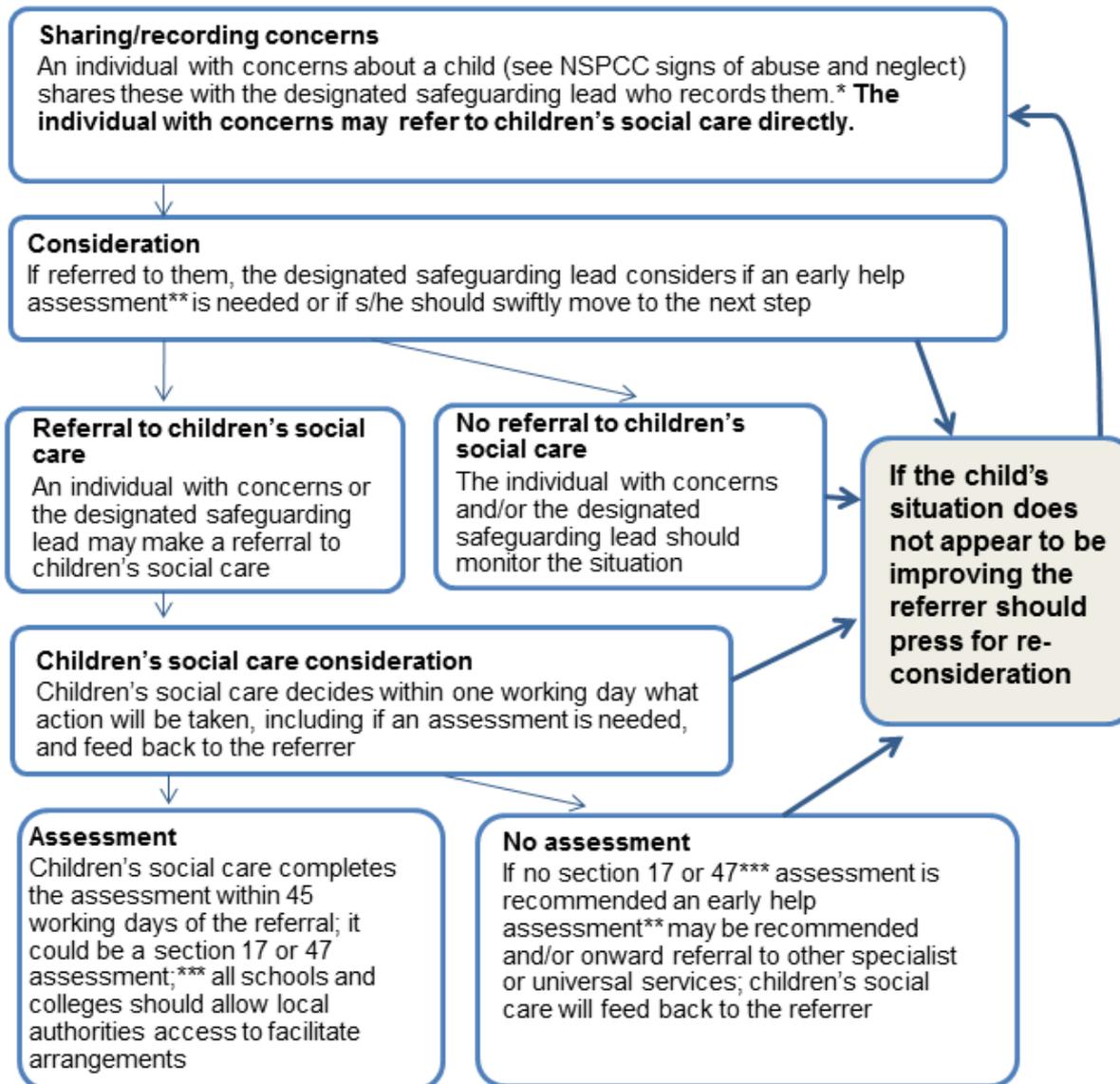
Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent 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 inadequate 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.

APPENDIX B

Action when a child has suffered or is likely to suffer harm (from ‘Keeping Children Safe in Education’ DfE guidance April 2014)

This diagram illustrates what action should be taken and who should take it when there are concerns about a child. 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.

Anybody can make a referral.



APPENDIX C

Ongoing support within school for children identified as suffering from abuse.

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. The school will endeavour to support the pupil through:

- The content of the curriculum, including opportunities in PSHE for children to develop the skills they need to recognise and stay safe from abuse.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Provide additional support within school to manage emotional and behavioural issues, and to offer an open channel for sharing of information and feelings.
- Liaison with other agencies that support the pupil such as social care, Child and Adult Mental Health Service, education welfare service and educational psychology service.
- Ensuring that, where a pupil who has a child protection plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

APPENDIX D

Further information on Child Sexual Exploitation and Female Genital Mutilation (from 'Keeping Children Safe in Education' DfE guidance April 2014)

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines referred to previously. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.