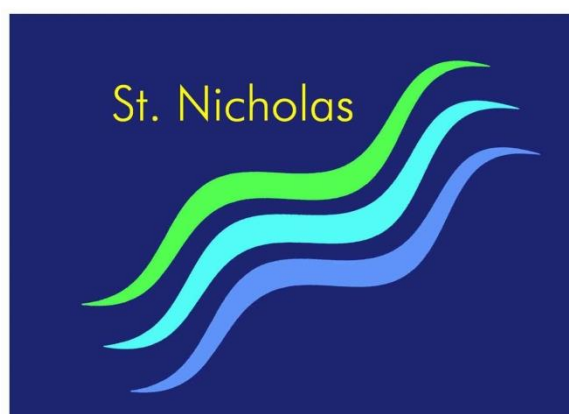


Child Safeguarding/Protection Policy for Schools 2017/18

St Nicholas CE Primary School



Approved by: St Nicholas CE Primary School
Governing Body

Date: 25th April 2018

Last reviewed on: 25th April 2018

Next review due by: January 2019

1. Purpose

1.1 This school takes seriously its responsibility to protect and safeguard the welfare of the children and young people in its care. We ensure that parents/ carers have an understanding of this by making the policy available to parents. Our Policy applies to all staff, including senior managers and the board of trustees, paid staff, volunteers and sessional workers, agency staff, students, governors and anyone working on behalf of St Nicholas CE Primary School.

1.2 The purpose of this policy is:

- To protect children and young people attending St Nicholas CE Primary School.
- To provide staff and volunteers with principles that guide our approach to safeguarding and child protection

2. Legal and Policy framework

2.1 This policy has been written using legislation and guidance:

- Children Act 1989
- United Nations Convention on the rights of the Child 1991
- Section 175 Children Act 2002
- Keeping Children Safe in Education: Schools and Colleges 2016
- Working Together to Safeguard Children 2017 (update)

2.2 This policy should be read alongside local policies and procedures:

- South West Child Protection Procedures (SWCPP), www.swcPPP.org.uk
- Bath and North East Somerset Local Safeguarding Children Board Guidance

3. Principles

3.1 We recognise that all staff, because of their contact with and knowledge of children or young people in their care, are well placed to identify abuse and offer support to children in need. We recognise that:

- The welfare of the child is paramount, as enshrined in the Children Act 1989.
- All children, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, have an equal right to protection from all types of harm or abuse.
- Some children are additionally vulnerable due to age, communication styles, disability, previous experiences or other issues.
- Working in partnership with children, young people, their parents, carers and other agencies is essential to promoting the young person's welfare.

3.2 As part of the ethos of the school, the staff and governors are committed

To keep children and young people safe by:

- Ensuring the school practises safer recruitment in checking the suitability of staff and volunteers to work with children¹;
- Ensuring we have a Designated Safeguarding Lead (DSL) for Safeguarding/child protection and a Deputy DSL who has received appropriate training and support for this role
DSL: Nicola Smith
Deputy DSL: Kirsty Biss, Sharon Gillard
In the absence of the named DSL or Deputy DSLs, Will Low and Helen Crossen will assume this role.
- Ensuring that all staff and volunteers understand, and adhere to, the school's code of conduct;

- Establishing and maintaining a safe school environment, where all pupils feel secure, can learn and develop, are encouraged to talk and are listened to, where their views are valued and respected;
- Supporting pupils who have been abused, and carrying out specific actions in accordance with the agreed child protection plan; St Nicholas CE Primary School ensures that pupils have opportunities to talk about their worries. Pupils must be given time and privacy to do this. Pupils should be able to choose who their trusted adult is and adults should respect the child's decision. Pupils should know that they can talk to any adult in the school. In addition to the class teachers and teaching assistants in our school we provide a counselling service which includes 'Rainbow Time' – a time that pupils are able to self-refer for an appointment to speak to the counsellor. Sharon Gillard, the schools Family Intervention Manager is also available for the children to speak to and the Reverend David Izzard acts as the schools Chaplain. Pupils need to know who the above people are and that they are able to talk to them if they wish to.
- We work closely with our local Early Years providers, children's centre, social services, Southside, New Way, Play Buds, the school nurse, CAMHS, Brighter Futures and many other external services to ensure pupils are listened to and supported. Any concerns are immediately reported to social services using a C2 referral form.
- If a child who has a child protection plan or a CHIN (Child in Need) plan is excluded the relevant Social Worker is informed immediately.
- including opportunities in the curriculum for children to develop the skills they need to recognise, and stay safe from, abuse;
- Our PSHE curriculum and Computing curriculum both include sections on keeping safe. Each Year the NSPCC does an assembly on keeping safe and the NSPCC follow this up with workshops for years five and six. The school nurse does sex education with years five and six and also runs a 'Friends' programme with year 5.
- Ensuring all teaching and support staff are aware of signs and symptoms of physical, sexual, emotional abuse and neglect and know the correct procedure for referring concerns, or reporting allegations against staff, in line with Keeping Children Safe in Education 2016 and the Local Authority Managing Allegations procedures, and receive appropriate training to enable them to carry out these requirements;
- Ensuring all volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the designated person responsible for child protection;
- Exercising their duty to work in partnership with other agencies and to share information with them, including attendance at child protection conferences, core groups and preparation of reports for conference;
- If staff are concerned that they have not been listened to by the DSL they should in the first instance speak to the Deputy DSL or refer to the Whistle Blowing policy. The DSL/Deputy DSL should always report the actions they are planning to taken when a cause for concern is raised with them.

¹ Please refer to the South West Child Protection procedures for further information on safer recruitment.
<http://www.online-procedures.co.uk/swcpp/contents/safer-recruitment>

3.3 The school recognises that it is an agent of referral and not of investigation.

3.4 The child protection policy should be read in conjunction with other relevant policies.

4.0 Types of Abuse

4.1 Definition of abuse:

4.2 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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.

4.3 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 misuse. 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.

4.4 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.

4.5 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.

4.6 Child sexual exploitation: Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

4.7 Emotional abuse: is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on a child's emotional development. It may involve conveying to children that they are worthless and 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 beyond the child's developmental capability as well as the overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation of corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

5.0 Procedures for Referral

- 5.1 Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that abuse may have occurred **must** report it immediately to the Designated Safeguarding Lead (*Nicola Smith*) or if unavailable to the Deputy Designated Lead (*Kirsty Biss or Sharon Gillard*). In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.
- 5.2 The Designated Safeguarding Lead will immediately inform the Children and Families Assessment and Intervention Team (CAFAIT) by telephone **01225 396312/313** or the Emergency Duty Team **01454 615165**, if the issue is out of normal work hours.
- 5.3 Telephone referral to the Children and Families Assessment and Intervention Team (CAFAIT) will be confirmed in writing using the form marked C2 within a maximum of 48 hours, ideally 24 hours. This can be downloaded here: <http://www.bathnes.gov.uk/services/children-young-people-and-families/child-protection>
- 5.4 Essential information will include the pupil's name, address, date of birth, family composition, and reason for referral, previous concerns, name of person receiving the referral and any advice given. The referral must be signed and dated by the referrer.
- 5.5 The referral will be shared with the parent/carers, and where appropriate with the child/young person, unless to do so may place the pupil at increased risk of significant harm, in which case advice should be sought from the Duty social work team. **If a child discloses physical or sexual abuse, where the alleged abuser is either a family member or someone resident within the household, the school must consult the Duty Social Worker before informing parents, unless the child is subject to a Child Protection Plan in which case schools must contact the allocated Social Worker.** The relevant Social Worker will advise the school when, and by whom, parents will be informed.
- 5.6 Confidentiality must be maintained and information relating to individual pupils/families shared with staff on a strictly need to know basis.
- 5.7 Referrals for Alleged Perpetrators of Sexual Abuse – Where a pupil is being investigated by the police for allegedly committing sexual offences, and the police have said they will make a referral to the Duty social work team, the school will **still** telephone the CAFAIT without delay to raise awareness of the concerns relating to the alleged perpetrator.

6.0 Alleged Abuse by Staff

- 6.1 If staff have a concern about another member of staff then this should be referred to the Headteacher. Where there are concerns about the Headteacher, they should be referred to the Chair of Governors.
- 6.2 The school will follow the LSCB Managing Allegations Protocol available on LSCB website and the South West Child Protection Procedures for managing allegations against staff.
<http://www.safeguarding-bathnes.org.uk/children/working-children/7-managing-allegations>
- 6.3 The school will contact the Local Authority Designated Officer (LADO), Mel Argles on 01225 396810.
The LADO must be notified within one working day.
- 6.4 The LADO will co-ordinate the next steps, including possible strategy discussion and police liaison. The LADO will record notes and advise on the appropriate action to be taken.
- 6.5 An allegation must not be discussed with the alleged perpetrator or other members of staff/governors, unless advised to do so by a LA designated officer. Procedures as laid out in Keeping Children Safe in Education 2016 will be followed at all times.
- 6.6 The school is legally obliged to make a referral to the Disclosure and Barring Service (and NCTL for teachers) if at the end of the allegation process a member of staff or volunteer is removed from their position, or if they leave while under investigation for allegedly causing harm or posing a risk of harm to children
- 6.7 The school has a behaviour policy for all adults within the school, which clearly states what behaviours are acceptable and what behaviours are not. All staff must sign this to say that they have read and understood the document.

7.0 Disclosure and Record Keeping

- 7.1 Any member of staff receiving a disclosure of abuse, or noticing possible abuse, must make an accurate record as soon as possible, noting what was said or seen, putting the event into context, and giving the date, time and location. All records must be dated and signed and discussed with the designated person for child protection. Where staff have observed injuries to a child, these should be recorded on a body map outline, with some indication given about the size of the injury. Staff should not take photographs of injuries.
- 7.2 When listening to a disclosure, staff must ensure that they have enough information to make an assessment on context and risk, and for the child to feel heard, but to be mindful that their role is not to investigate.
- 7.3 Staff should follow the “TED” principles when talking with children and young people: Tell, Explain and Describe.
- 7.3 All hand-written records will be retained, even if they are subsequently typed up in a more formal report.
- 7.4 Written records of concerns about children must be kept, even where there is no need to make a referral immediately. Where concerns do not meet the threshold for a referral to children’s social care consideration should be given to the appropriateness of completing a CAF (Common Assessment Framework) and holding a TAC (Team Around the Child) meeting.
- 7.5 All records relating to child protection concerns are kept in a secure place and will remain confidential. They do not form part of the pupil’s educational records and must be kept separate from other records.
- 7.6 A chronology will be kept at the front of individual pupils’ files, which is reviewed and updated whenever a new concern is raised or additional relevant information becomes available, noting actions and outcomes.
- 7.7 The quality of child protection records will be monitored by the Headteacher.
- 7.8 Where a child moves school, copies of child protection documentation must be passed immediately and confidentially to the receiving school, separate from general records, with the original records retained by the school. The Headteacher will also telephone the Headteacher or designated person for child protection at the new school/college to raise awareness of child protection concerns, and that records are being transferred. The receiving school will be expected to sign a ‘handover slip’ confirming they have received the information.
- 7.9 The school will refer to the NSPCC document entitled Records Retention and Storage.

8.0 Parental Involvement

- 8.1 This school is committed to helping parents/carers understand its responsibility for the welfare of all pupils, and working in partnership with parents to address concerns.
- 8.2 Parents/carers will be made aware of the school’s child protection policy during the Headteacher’s initial meeting with new parents. Parents will also be made aware of how they can access the full child protection policy via the school website.
- 8.3 Concerns will be discussed with parents/carers. Where a referral is needed, the designated person should seek the agreement of parents/carers before making the referral, unless to do so may place the pupil at increased risk of significant harm. However, a lack of agreement should not stop a referral going ahead.

9.0 Training

- 9.1 Governors must ensure that all staff read and are familiar with Part One: Safeguarding Information for all staff (page 5) in Keeping Children Safe in Education 2016. Governors will also ensure that all staff understand and discharge their responsibilities as set out on Part One of this Guidance.
- 9.2 The Designated Safeguarding Lead and their Deputy must receive **multi-agency** child protection training every 2 years. (minimum as set out by the LSCB) and undertake refresher training on specific issues as required.

- 9.3 All staff, both teaching and support, must be provided with child protection training on a regular basis, at least every 3 years (minimum). In our school this will be every two years.
- 9.4 In addition to standard child protection training all staff members should receive regular safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- 9.5 Temporary and supply staff must be made aware of basic information in respect of the school's child protection procedures, including the name of the Designated Safeguarding Lead.
- 9.6 The Designated Safeguarding Lead will have undertaken Trainers the trainers Course and will induct new staff/volunteers to ensure they are aware of the CP practices, policies and codes of behaviour within the school and ensure they receive appropriate training
- 9.7 Training records must be kept up to date by schools, recording the date, focus and level of training received by individuals.
- 9.8 Safeguarding Training is available from the Local Safeguarding Children Board <http://bathnes.learningpool.com>

10.0 The Role of the Governing Body

- 10.1 The governing body will ensure that all statutory duties with regard to child protection are fulfilled, as detailed in any "Safer Recruitment in Education Guidance" and Keeping Children Safe in Education 2016.
- 10.2 The school will complete the school safeguarding annual audit, in partnership with the designated Governor for Safeguarding. A copy of this report must be sent to the Head of Safeguarding on completion.
- 10.3 The governing body will ensure that weaknesses identified; within the annual school safeguarding audit; through on-going monitoring of child protection procedures; other sources, are addressed explicitly within the School Improvement Plan. The governing body will regularly monitor the implementation and impact of the identified actions.
- 10.4 The Chair of Governors (or designated governor for child protection, if they are not the chair), in liaison with the designated person, will ensure that the school has a child protection policy and procedures in place, which are known to all members of staff, and up-dated annually.
- 10.5 The governing body controls the use of school premises both within and outside of school hours and has a duty to safeguard children and young people using the premises. Where services or activities are provided separately by another body, the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

11.0 Review

- 11.1 This policy will be reviewed on an annual basis, and up-dated where appropriate, however if a weakness is identified in school procedures, the policy will be reviewed and revised immediately.

Date when policy was last reviewed: April 2018

Date when next review is due: January 2019

Signed Chair of Governors: