



Safeguarding Policy to include Child Protection

The Safeguarding Policy reflects our **vision and values** which are:

“Learn to think, think to learn”

Honesty
Self-worth
Resilience
Responsibility
Respect

Policy Statement

Duty of care

It is the duty and responsibility of all adults regularly involved with Craneswater Junior School (staff, volunteers and governors) to ensure that children are safe and secure. All such adults will therefore be alert to the well-being of all children, including any signs of neglect and/or abuse and will report any suspicions in line with current procedures.

“All school and college staff members 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 or protection.

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. “DFE- safeguarding children in education 2016”

Definitions:

Although the words ‘**safeguarding**’ and ‘**child protection**’ are often used interchangeably, they have different meanings. Safeguarding is what we do for all children whilst Child Protection refers to the procedures we use for children at risk of significant harm or who have been harmed.

‘Immediate danger’ or ‘at risk of harm’ means: ‘harm’ is defined as the ill treatment or impairment of health and development. This definition was clarified in section 120 of the Adoption and Children Act 2002 (implemented on 31 January 2005) so that it may include ‘impairment suffered from seeing or hearing the ill treatment of another’ for example, where there are concerns of domestic violence and abuse. Sometimes, a single traumatic event may constitute significant harm (e.g. a violent assault, suffocation or poisoning). More often, significant harm is a compilation of significant events, both acute and longstanding, which interrupt,

change or damage the child's physical and psychological development (definition from LSCB website.) A concern may be something that requires early help or intervention but may not result in a referral to social care. If you are unsure you must discuss with the DSL (Dave Jones)

'At Risk'

A child is considered to be abused or 'At Risk' when the basic needs of the child are not being met, through avoidable acts of either commission or omission. This includes neglect, physical, emotional and sexual abuse. Abuse can involve children of all ages, religions, cultures and social classes. (**Safeguarding Children in Education**, Section 1.2, page 3, paragraph 1). There are other types of safeguarding issues which staff must also be aware of, and which support and training will be given, such as Female Genital Mutilation, Radicalisation, honour-based violence, peer on peer abuse and Child Sexual Exploitation.

Signs of abuse and/or neglect may include:

- Physical marks (cuts, bruises etc.) beyond what would normally be expected for children;
- Sudden or prolonged change in behaviour e.g. aggression or withdrawal, which is out of character for the child;
- Personal hygiene issues e.g. persistent dirty clothes, children unwashed, regular incidents of soiling;
- Language, terminology and subject matter used by the child in conversation e.g. overtly sexual at a level of understanding beyond what is normal;
- Actual disclosure by the child to an adult (or to other children and reported to an adult).

Children with special educational needs and disabilities

Para 85(DFE). Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Local and national documentation and legislation

The procedures of the school will comply with the procedural requirements of the Local Safeguarding Children Board (LSCB) <http://4lscb.proceduresonline.com> and Safeguarding Children in Education (Portsmouth City Council guidance and procedural requirements for schools and education staff). These are in turn informed by national legislation and guidance such as "keeping children safe in education", the Human Rights Act, 1998, The Children Act 1989 and The Children Act 2004 and government documentation such as Working Together to Safeguard Children, 2006, Framework for the Assessment of Children in Need and their Families, 2000, and What to do if you're worried that a child is being abused, 2003.

The essence of this legislation and documentation is:

1. The welfare of the child is paramount

2. Everyone has the right to a quality of life free from abuse and neglect
3. All agencies supporting children need to work with each other and share information
4. Safeguarding children is everyone's responsibility

Safer Recruitment/DBS checks

Recruitment in school is carried out in line with current legislation. At least one member of every interviewing panel will have attended safer recruitment training. All staff, governors and regular volunteers who work with pupils are thus subject to enhanced checks with the Disclosure and Barring Service (DBS). Volunteers who work in supervised areas or in unregulated activities (see appendix 1) will not need to be DBS checked. Note, this does not apply to parents or helpers who occasionally accompany classes on school trips and who are never left alone with pupils.

Referrals should be made to DBS when an employer or organisation believes a person caused harm or poses a future risk of harm to vulnerable groups, including children. The appropriate form can be found on the DBS section of the Gov.uk website. This will be the responsibility of the DSL.

Designated Safeguarding Lead (DSL)

A senior member of staff is given the responsibility for overseeing all aspects of child protection – the Designated Safeguarding Lead (DSL). Currently this member of staff is the head teacher. In his absence the lead would be the Inclusion manager (who is the named deputy safeguarding lead) followed by the deputy headteacher. The governor responsible for child protection issues is the Safeguarding Governor Julian Wood. The DSL will receive training every two years from the relevant bodies with an update at least annually.

The role of the DSL.

The role of the DSL can be found in annex B of the Keeping Children Safe in Education guidance. The head teacher's job description makes reference to this.

The well-being of children in the school is of paramount importance and supersedes any other consideration.

Early Help

PARA 14 (DFE) All staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

At Craneswater a LAPS (Learning and Pastoral Support) meeting is held fortnightly to discuss a range of issues including safeguarding concerns and behaviour. This is attended by the DSL, Inclusion manager and ELSA (other members of staff may be

invited to attend). This is an opportunity to review any concerns noted by adults in our concerns log, identify actions and monitor outcomes/actions from any child protection cases and previous concerns. During this we may also identify Early Help opportunities which may range from parenting support services, producing a SAF or pastoral provision such as ELSA support, Art therapy etc.

We also update our windscreen of need at least termly which ensures we have the opportunity to discuss these pupils and their families and any changes in circumstances.

Disclosure

If a member of staff receives information about abuse from a child this is often because that staff member may be the only adult whom the child is prepared to trust. The staff member will need to display sensitivity and tact in responding to the disclosure. They will need to retain the trust of the child whilst also explaining the need for action, which will necessarily involve other adults being involved. The child is likely to be under severe emotional stress and once they have disclosed school systems should ensure that the child does not have to repeat the information unnecessarily.

If a child discloses child abuse the staff member should listen carefully and record accurately in the language used by the child, at the earliest opportunity. During the disclosure they must not offer alternative explanations for the child's concerns or ask leading questions.

Confidentiality

Only those adults directly involved with the pupil will need to be informed of child protection issues. Written records will be kept in a secure cabinet in the Headteacher's office in files marked 'Private and Confidential'. Access to these records is restricted to those adults working directly with the pupil.

Curriculum – Teaching Safeguarding

Opportunities to educate children in understanding and preventing abuse will be proactively identified and delivered across the curriculum. Specific curriculum areas covered within the school will include road safety, the rights of the child, anti-bullying, sex and relationships, internet safety, substance abuse, drug awareness and fire safety. Reference should be made to the Behaviour Management Policy in general and the Anti-Bullying Policy in particular with regards creating a climate where abuse and/or neglect is unacceptable.

Allegations against a member of staff

Allegations of abuse made against a member of staff (either by children or by other staff members) will be treated with all seriousness and confidentiality following the most recent LSCB procedures. All staff are informed of whistleblowing procedures and this will form part of their induction and a copy is kept in the staff room.

Allegations against other children

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter” or “part of growing up”.

Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
 - Could put pupils in the school at risk
 - Is violent
 - Involves pupils being forced to use drugs or alcohol
 - Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)
- If a pupil makes an allegation of abuse against another pupil:
- You must tell the DSL and record the allegation, but do not investigate it
 - The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
 - The DSL will put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed
 - The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially by [insert your procedures for making pupils aware of this here]
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

Physical intervention

Whilst any physical intervention is not desirable there may be some circumstances which necessitate the use of reasonable force to control or restrain pupils. The physical restraint of pupils is dealt with more thoroughly in the school’s Policy on Physical Intervention, which needs to be read alongside this policy on Safeguarding Children.

Children Missing in Education (CME)

This is defined within the Portsmouth Children Missing from Education guidance as “All children of compulsory school age who are not on a school roll or undertaking elective home education.” It is our responsibility to ensure that we follow the guidance within this document and ensure that we follow up all children in conjunction with the LA. The school’s attendance officer will have training and be responsible for this.

Working with other agencies

In all aspects of safeguarding children, members of school staff will actively work with other agencies such as Social Care, the police and health. This will include attending case conferences and child protection conferences. The members of staff attending such meetings will usually either be the Designated Lead for Safeguarding Children or another member of the safeguarding team.

Training

The DSL will maintain up to date training and at least every 2 years with annual updates. All staff are updated on safeguarding children annually. This is given in staff meetings (for teachers) and team meetings (for TAs). Other staff such as technicians, office staff and caretaking staff may be trained separately. The safeguarding governor (Colin Lihou) will monitor that this has taken place.

Reviewing and monitoring the policy

This policy will be reviewed annually by staff and governors.

The safeguarding governor will monitor DBS records at least annually.

Informing parents

Parents are informed of the policy via the school website.

Updated June 2018

Approved by the Resources Committee: 19/06/19

Ratified by FGB: 10/07/19

Next Review: June 2020

Procedures

1. Child Protection File – incorporated in the Class File
 - i) Each class will have a labelled ring binder with information regarding SEN and Child Protection
 - ii) The Child Protection part of the file will include the current policy, procedures, advice and guidance on pupil restraint from the local authority and copies of relevant pro formas (report sheets, skin maps).
2. Reporting – the role of class teachers and support workers

- i) Any suspicion is to be immediately reported verbally to the class teacher (at the end of a lesson if not possible during it).
- ii) If a child begins to disclose sensitive information to a single adult, that adult cannot agree to secrecy and should involve another adult in listening to the child as well or inform the child that they will need to pass this information on to the head teacher.
- iii) A written report using the appropriate pro forma is to be completed and signed by the adult first raising the suspicion. Where possible, quote the words actually spoken by the child.
- iv) If there are physical signs on the child, not only should the injuries be described in detail, but a skin map should also be completed indicating the type, extent and position of the physical signs.
- v) Form completion must take place away from the child to ensure confidentiality.
- vi) All forms must be signed and dated.
- vii) The class teacher and/or support staff are to report the concerns to either the Inclusion Manager or the Head teacher, handing over the completed report forms.

Time scale – immediately (as soon as is practically possible) -the same working day as the suspicions were aroused or, if this is not possible, a written explanation given as to the reason for the delay.

No questioning or interviewing of the child must take place at this stage.

3. Reporting – the role of the Designated Safeguarding Lead (DSL)

- i) Once the concerns have been raised with the DSL and the relevant reports received, he will take the decision as to whether or not to inform Social Services. This decision will be made on the same working day as the initial reporting unless there is a clear reason for the delay. Any reason for delay will be documented.
- ii) Under Portsmouth City Council Guidelines, Social Care will take responsibility for contacting parents. This will not be undertaken by the school.
- iii) In most cases initial contact with Social Care will be by telephone. In cases of suspected criminal involvement the DSL will also inform the police.
- iv) Where a verbal referral is made, the DSL will follow this up with a written version, incorporating copies of the original report forms, within five working days, where this is requested by other agencies.

All staff involved with the child should be prepared to be involved with any further investigation by Social Care and/or Police.

This policy should be read in conjunction with the DFE's *Keeping children Safe in Education 2016* and the following school policies:

E-safety including use of photographs and video

Employment

Equal Opportunities

Health and Safety

PSHE

Race Equality

Behaviour management

Physical intervention

Anti-bullying

Whistle-blowing

The most up to date procedures forms and information will be on the Local Safeguarding Children Board website at <http://4lcb.proceduresonline.com>

NSPCC whistleblowing helpline – 0800 0280285

Appendix 1 – Regulated activity

Appendix 1- regulated activity

Regulated activity includes:

a) teaching, training, instructing, caring for (see (c) below) or supervising children if the person is unsupervised, or providing advice or guidance on well-being, or driving a vehicle only for children,

b) work for a limited range of establishments (known as 'specified places', which include schools and colleges), with the opportunity for contact with children, but not including work done by supervised volunteers;

Work under (a) or (b) is regulated activity only if done regularly.²⁶ Some activities are always regulated activities, regardless of their frequency or whether they are supervised or not. This includes:

c) relevant personal care, or health care provided by or provided under the supervision of a health care professional:

- personal care includes helping a child, for reasons of age, illness or disability, with eating or drinking, or in connection with toileting, washing, bathing and dressing;²⁷*

- health care means care for children provided by, or under the direction or supervision of, a regulated health care professional.*

The assessment of the level of supervision required will be conducted through a risk assessment using guidance from Annex F of the Safeguarding children in Education guidance 2016