



Bladon C of E Primary School

Safeguarding & Child Protection Procedures (C06 - 2)

See also **Safeguarding & Child Protection Policy (C06 - 1)**

Date: November 2016

Review Date: November 2019

Authorised by:

Approved by:

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(Tracey Fletcher, Head Teacher)

(Ray Banks, Chairman of Governors)

Purpose:

The School's policy for safeguarding its pupils is set out in Safeguarding & Child Protection Policy (C06/1). The procedures defined in this document (C06/2) are to ensure the School operates within the guidelines of the Department of Education's "Keeping Children Safe in Education; Statutory Guidance for Schools & Colleges" dated September 2016.

Procedures:

The School will ensure that:

- The Governing Body and senior staff understand and fulfil its safeguarding responsibilities.
- Designated Members of staff undertake appropriate training for the role and update their training every two years. The Head Teacher shall be the leading Designated Member. In the absence of the Head Teacher the Senior Teacher will assume this role.
- All adults, including volunteers, new to the School will be made aware of this policy and the procedures as part of their induction into the School.
- All members of staff will be provided with opportunities at least every three years to receive training in order to develop their understanding of signs and indicators of abuse; how to respond to disclosures of abuse and the procedure to be followed.
- Community users of the School's facilities will be made aware of the need for compliance with all child protection guidelines and procedures.
- The name of any member of staff considered not suitable to work with children will be notified to the DBS (Disclosure & Barring Service) with the advice and support of HR and or LADO.
- These procedures will be annually reviewed and up-dated and a summary report of findings sent to the Governing Body and the local Authority Safeguarding Team/LADO office.

Responsibilities:

The School will follow the Oxfordshire Safeguarding Children Board Procedures/Local Authority guidance in all cases of abuse, or suspected abuse and will:

- Understand that its responsibility to safeguard children requires that all staff appropriately share any concerns that we may have about children.
- Ensure that it refers a child if there are concerns about a child's welfare, possible abuse or neglect to Social Care. A written referral using the Common Referral Form will be sent to Social Care as soon as possible within 24 hours.
- 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 such records are kept confidentially and securely
- Ensure that the designated staff member, or another appropriate member of staff, attends case conferences, family support meetings, core groups, or other multi-agency planning meetings, contributes to the Framework for Assessments process, and provides a report which has been shared with the parents.
- Establish and maintain links with relevant agencies and co-operate as required with enquiries of a child protection nature.
- Ensure that all staff members are made aware of these procedures and understand their responsibilities in being alert to and acting appropriately in cases of abuse, or suspected abuse, and know how to recognise and refer any concerns.

- The designated lead for Child Protection will provide, every academic year an annual report detailing any changes to the policy and procedures; training undertaken by the Designated Person, and by all staff, number and type of incidents/cases, and number of children referred to Children's Social Care and subject to Child Protection Plans (anonymised). This report will fulfil the responsibility to provide the LA with information about their Safeguarding policies and procedures. This should be sent to the LADO/ Safeguarding Team at County Hall no later than the December of the academic year following the academic year to which the report applies.
- Keep staff up to date with knowledge to enable them to fulfil their role, including attending relevant training, at least every two years, provided by the Oxfordshire Safeguarding Children Board, or the Schools Safeguarding Team. Frequent training should include training on child sexual exploitation, radicalisation as well as generalist and specialist safeguarding training.
- Ensure that all staff and volunteers understand that there is a procedure to be followed in dealing with child protection allegations made against staff. This procedure must be followed on all occasions. All staff must be made aware of this process and how it differs from other concerns about children.
- Ensure that all interview panels include a member who is Safer Recruitment Trained.
- Ensure that all staff and volunteers are selected and recruited only after having gone through appropriate checks.
- All staff and volunteers working in Foundation Stage and any before and after-school clubs with under 8's will be expected to disclose to the Headteacher any circumstances which may indicate that a member of staff or volunteer could be barred from working with children under the terms of the of the Childcare Regulations 2006.

Supporting Children:

- The School recognises that a child who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self-worth.
- The School accepts that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

The School will support all children and young people by:

- Encouraging the development of self-esteem and resilience in every aspect of life.
- Promoting a caring, safe and positive environment.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Social Care as soon as there is a significant concern.
- Notifying Social Care when a child/young person attending the centre is privately fostered.
- Providing continuing support to a pupil (about whom there have been concerns) who leaves the school by ensuring that such concerns and school medical records are forwarded under confidential cover to the Designated Person at the pupil's new school immediately.

Confidentiality:

- All matters relating to child protection are confidential.
- The Designated Person (Head Teacher) may disclose personal information about a child or young person 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.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.
- The School will always undertake to share any intention to refer a child to Social Care with their parents/carers unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, it will consult with the Schools Safeguarding Team or Social Care.

The School will only disclose names in any consultations with local Assessment Teams/MASH Teams if they formally ask for the name(s). In these circumstances it will then become a referral.

Supporting Staff:

- The School recognise that 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. It will support such staff by providing an opportunity to talk through their anxieties with the Designated Person and to seek further support. This could be provided by another trusted colleague, Occupational Health, and/or a representative of a professional body or trade union, as appropriate.
- The School recognises that its Designated Person (Head Teacher) should have access to support and appropriate workshops, courses or meetings as organised by the LA.

Allegations against Staff:

- All staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- A child or young person may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the most senior member of staff available.
- The Head Teacher on all such occasions will discuss the content of the allegation with the Designated Officer for the Local Authority (LADO) **before taking any action.**
- If the allegation made to a member of staff concerns the Head Teacher themselves, the person receiving the allegation will immediately inform the Chair of Governors who will consult with LADO without notifying the Head Teacher first.
- The school will follow the procedures for managing allegations against staff, as outlined in keeping children safe in education 2015.
- Suspension of the member of staff against whom an allegation has been made needs careful consideration and the School will consult with LADO and HR.
- School lettings agreement for other users requires that the organiser will follow LA procedures for managing allegations against staff and, where necessary, the suspension of adults from premises.

Whistle-blowing:

It is recognised that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues and appropriate advice will be sought from the LADO or Safeguarding Team where necessary.

Physical Intervention/Positive Handling:

The School policy on physical intervention/positive handling by staff is set out as part of its Behaviour Policy (C08). It complies with LA Guidance 'The Use of Force to Control or Restrain Pupils' 2010.

Such events should be recorded and signed by a witness.

The School will ensure that staff likely to need to use physical intervention will be appropriately trained. It understands that physical intervention of a nature which is both unreasonable and disproportionate to the circumstances and or causes injury or distress to a child may be considered under child protection or disciplinary procedures.

This document outlines procedures to be followed if any member of staff suspects a student is being abused, or if a disclosure is made.

All staff are asked to be alert to possible physical or emotional problems being experienced by children and young people.

Categories of Abuse:

The table below outlines the four main categories of abuse as defined by the Department of Health 'Working Together to Safeguard Children' document 2010. (Full definitions can be found in this document). Staff should be aware that the possible indicators are not definitive and that some children may present these behaviours for reasons other than abuse.

Type of Abuse	Possible Indicators
<p>Neglect The persistent failure to meet a child's basic physical and psychological needs, likely to result in the serious impairments 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 food, clothing and shelter; protect a child from physical and emotional harm or danger; ensure adequate supervision; ensure access to appropriate medical care or treatment.</p>	<p>Obvious signs of lack of care including: Problems with personal hygiene; Constant hunger; Inadequate clothing; Emaciation; Lateness or non-attendance at school; Poor relationship with peers; Untreated medical problems; Compulsive stealing and scavenging; Rocking, hair twisting, thumb sucking; Running away; Low self-esteem.</p>
<p>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</p>	<p>Physical signs that do not tally with the given account of occurrence conflicting or unrealistic explanations of cause repeated injuries delay in reporting or seeking medical advice.</p>
<p>Sexual Abuse Forcing or enticing a child 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, penetrative or non penetrative acts and also includes involving children in pornographic material or watching sexual acts.</p>	<p>Sudden changes in behaviour Displays of affection which are sexual and age inappropriate Tendency to cling or need constant reassurance Tendency to cry easily Regression to younger behaviour - e.g. thumb sucking, acting like a baby Unexplained gifts or money Depression and withdrawal Wetting/soiling day or night Fear of undressing for PE</p>
<p>Emotional Abuse 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.</p>	<p>Rejection Isolation Child being blamed for actions of adults Child being used as carer for younger siblings Affection and basic emotional care giving/warmth, persistently absent or withheld.</p>

Child sexual exploitation (CSE):

The sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) may receive something (e.g. food, accommodation, drugs, alcohol, cigarettes, affections, gifts, money) as a result of them performing and/or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the internet/mobile phones without immediate payment or gain. In all cases those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidations are common, involvement in exploitative relationships being characterised in the main by the child's or young person's limited availability of choice, resulting from their social/economic and/or emotional vulnerability.

Key facts about CSE:

Sexual exploitation often starts around the age of 10 years old. Girls are usually targeted from age 10 and boys from age 8. It affects both girls and boys and can happen in all communities.

Any person can be targeted but there are some particularly vulnerable groups: Looked After Children, Children Leaving Care and Children with Disabilities.

Victims of CSE may also be trafficked (locally, nationally and internationally).

Over 70% of adults involved in prostitution were sexually exploited as children or teenagers.

Sexual violence or abuse against children represents a major public health and social welfare problem within UK society, affecting 16% of children under 16. That is approximately 2 million children.

Good practice - Individuals:

- Recognise the symptoms and distinguish them from other forms of abuse
- Treat the child/young person as a victim of abuse
- Understand the perspective / behaviour of the child/young person and be patient with them
- Help the child/young person to recognise that they are being exploited
- Collate as much information as possible
- Share information with other agencies and seek advice / refer to Social Care

Good practice - Organisations:

- Promote and engage in effective multi-agency working to prevent abuse
- Work to help victims move out of exploitation
- Cooperate to enable successful investigations and prosecutions of perpetrators

Other Types of Abuse:

If any of the following types of abuse are suspected then the School shall first seek expert guidance from the Local Authority **before** undertaking any investigations.

- Forced Marriage (FM) is a marriage conducted without the valid consent of one or both parties and where duress is a factor and is a specific offence under s121 of the Anti-Social Behaviour, Crime & Policing Act 2014.
- Female Genital Mutilation (FGM) is child abuse and a form of violence against women and girls and is illegal in the UK.
- Schools have statutory obligations to prevent students from being drawn into extremism or terrorism under the Counter Terrorism and Security Act 2015.

Dealing with Disclosures:

Receive; always stop and listen straight away to someone who wants to tell you about incidents or suspicions of abuse. Listen quietly and actively, giving your undivided attention. Allow silences when needed. Do not show shock or disbelief but take what is said seriously.

Reassure; stay calm, no judgements, empathise. **Never make a promise that you can keep what a child has said a secret.** Give reassurance that only those who need to know will be told. Reassure the young person that they were right to tell you.

React; react to the student only as far as is necessary for you to establish whether or not you need to refer this matter, but don't interrogate for full details. Don't ask leading questions - keep the open questions e.g. 'is there anything else you want to say?'

Do not criticize the perpetrator; the student may have affection for him/her.

Explain what you will do next - inform designated teacher, keep in contact.

Record; if possible at the time make brief notes about what they are actually telling you. Keep these notes, however rough they are. If you are unable to make notes at the time write down what was said as soon as you can. Try to record what was actually said rather than your interpretation of what they are telling you. Record the date, time, place and any noticeable nonverbal behaviour.

Report; report the incident to the designated teacher and do not tell any other adults or students what you have been told.

Never; attempt to carry out an investigation of suspected abuse by interviewing the pupil or any others involved. This is a highly skilled role. Any attempts by others could affect possible criminal proceedings.

Record Keeping

The designated teachers for child protection are responsible for ensuring that the necessary paperwork is completed and sent to the relevant people and stored in a safe and confidential place. This means that the records will be a coherent factual record of the concerns that are stored on individual children in a clear chronological order.

Local Authority Contact (2016):

Oxfordshire County Council contact is: Alison Beasley, Interim Designated Officer (LADO) Email: LADO.SafeguardingChildren@Oxfordshire.gov.uk Schools Tel: Safeguarding Team: 01865 810603

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