

# **ST LEO'S AND SOUTHMEAD PRIMARY SCHOOL**

## **SAFEGUARDING CHILDREN** **2016-2017**

In our school, we want to celebrate God's gift of life together, by inspiring, enhancing and developing tomorrow's talent, today! We respect all; aiming to achieve and live our values. A place to allow humanity to flourish.

### **POLICY STATEMENT**

### **CHILD PROTECTION**

In the light of current legislation, we fully acknowledge our duty to safeguard and promote the welfare of all children. We recognise and uphold the statutory duties regarding Child Protection.

Through our day to day contact with pupils and direct work with families, we have a crucial role to play in identifying indicators of possible abuse or neglect and referring them to the appropriate agency.

We acknowledge all children can be subject to abuse regardless of age, culture, race social background, gender or ability. All children have a right to grow up safe from harm.

This policy sets out how St Leo's and Southmead governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school.

In line with 'Keeping Children Safe in Education' 2014, the definition of Safeguarding for this policy document is as follows:-

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Supporting children in need
- Taking action to enable all children to have the best outcomes,

undertaking that role so as to enable those children to have optimum life chances and enter adulthood successfully.

Child protection is a part of safeguarding and promoting welfare, which refers directly to activity that is undertaken to protect specific children who are suffering, or are at risk of suffering significant harm.

Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk. ('Keeping Children Safe in Education' 2014)

## **Safeguarding Children Policy Statement**

St Leo's and Southmead Primary School acknowledges the duty of care to safeguard and promote the welfare of children and is committed to ensuring safeguarding practice reflects statutory responsibilities, government guidance and complies with best practice and Ofsted requirements.

The policy recognises that the welfare and interests of children are paramount in all circumstances. It aims to ensure that regardless of age, gender, religion or beliefs, ethnicity, disability, sexual orientation or socio-economic background, all children have a positive and enjoyable experience of activities at school in a safe and child centred environment are protected from abuse whilst participating in education or outside of the activity.

St Leo's and Southmead Primary School acknowledges that some children, including disabled children and young people or those from ethnic minority communities, can be particularly vulnerable to abuse and we accept the responsibility to take reasonable and appropriate steps to ensure their welfare.

As part of our safeguarding child protection policy St Leo's and Southmead School will:-

- Promote and prioritise the safety and wellbeing of children and young people
- Ensure everyone understands their roles and responsibilities in respect of safeguarding and is provided with appropriate learning opportunities to recognise, identify and respond to signs of abuse, neglect and other safeguarding concerns relating to children and young people.
- Ensure appropriate action is taken in the event of incidents/concerns of abuse and support provided to the individual/s who raise or disclose the concern.
- Ensure that confidential, detailed and accurate records of all safeguarding concerns are maintained and securely stored.
- Prevent the employment/deployment of unsuitable individuals.
- Ensure robust safeguarding arrangements and procedures are in operation.

The policy and procedures will be widely promoted and are mandatory for everyone involved in school. Failure to comply with the policy and procedures will be addressed without delay and may ultimately result in dismissal/exclusion from the organisation.

### **Monitoring**

The policy will be reviewed in 2016 and then every three years, or in the following circumstances:

- Changes in legislation and/or government guidance
- As required by the Local Safeguarding Children Board, and Ofsted
- As a result of any other significant change or event.

## **Definition of Abuse**

Children are considered to be abused or at risk of abuse by parents/carers when the basic needs of the child are not being met through acts of either commission or omission.

Categories of abuse are:-

- Physical Abuse
- Sexual Abuse
- Emotional Abuse
- Neglect

The ability of staff to recognise the signs and symptoms of abuse will depend upon their experience and training, however **all** members of staff should be alert to the possible signs of abuse.

## **Signs and Symptoms of Abuse**

- Unusual or deviant behaviour
- Bruises, lacerations or burns which are evident when children change for PE and sports activities.
- Indicators of neglect e.g. inadequate clothing, poor growth, hunger or apparently deficient nutrition.
- Indicators of emotional abuse may include excessive dependence or attention seeking.
- Substantial behavioural change including sexual precocity or withdrawn behaviour.
- A child says they have been abused.
- A child with non-accidental injuries and/or injuries to the genital area
- A third part reporting that a child is being abused
- A child who is excessively sexualised
- A child who attempts suicide/self harm
- A child who sexually abuses another person.
- Attendance concerns
- Various volunteered inaccurate explanations
- Various volunteered contradictory explanations
- Various volunteered explanations from parents/carers
- Inappropriate level of nervousness, worry, upset, fear at mention of carer.

This Document has been written to comply with:-

- Children Safe in Education 2014
- Keeping Working Together 2013
- KSCB Safeguarding Procedures Manual
- Children Acts (1989) (2004)
- Education Act (2002)
- What to do if you are worried a child is being abused (2006)
- Knowsley Model of Children in Need

It upholds the principle of Safeguarding and relates to other school policies including:-

- Race, Gender & Disability Equality Schemes
- E Safety Policy
- Sex Education Policy
- Behaviour Policy
- Anti-bullying Policy
- Positive Handling Policy
- Allegations Management Policy
- Drug Prevention Policy
- Safer Recruitment
- Curriculum Policies

## **The Aim of the Child Protection Policy**

This is a whole school document aimed at all staff, including support staff, cleaners, grounds maintenance, catering, building maintenance, governors, volunteers and contractors. External groups that use the site must also be aware of the school policy, even though they may have their own organisational policy document.

It aims to promote a safe environment where child safeguarding concerns can be managed in an appropriate way. It supports the Safeguarding agenda, and draws links through, and is reflected in, all relevant school policy and documents.

St Leo's and Southmead School is a place where children and young people of all abilities, cultures and ethnic backgrounds have the opportunity to learn and understand what is, and is not acceptable behaviour towards them.

# **Safeguarding in St Leo's and Southmead Primary School**

## **Promoting a Safer Culture**

Child protection is just one aspect of Safeguarding for our school. However for child protection processes and procedures to be effective they should be embedded as part of a safer school culture. In order to establish an open and safer culture we will:-

- Establish and maintain an open environment where children feel secure, are encouraged to talk and feel listened to.
- Ensure children and young people know that there are adults in the school they can approach and speak to if they are worried. Sign post children to other agencies e.g. Child line via display.
- Teach children and young people through the curriculum the skills they need to recognise and stay safe from all kinds of harm.
- Ensure pupils with SEN who may be especially vulnerable to abuse, are supported. Particular attention should be paid to pupils with communication difficulties enabling them to express themselves to members of staff with appropriate communication skills.
- Ensure that children who have English as an additional language have access to support; and information that is clear and accessible, is available in their preferred language.
- Include, in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care, and parenting skills.

Mrs J Grundy Child Protection Coordinator

Mrs P Kelly Child Protection Governor.

Everyone who comes into contact with children and their families has a role to play in safeguarding children. School and College staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of a wider safeguarding system for children. This system is described in statutory guidance *Working Together to Safeguard Children 2013*. Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. (Keeping Children Safe in Education, 2014)

## **Support for Pupils**

Staff who have a particular contribution to make in listening to children who have been through the experience of abuse is recognised. This work will not be undertaken at a time when it may impact on any legal processes through which the child may be involved.

We recognise that children who are abused or witness violence, including domestic abuse, may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. School may be the only stable, secure and predictable element in the lives of children and young people who are at risk.

St Leo's and Southmead School may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.

We recognise that some children actually adopt abusive behaviours and that these children must be referred to services for appropriate support and intervention.

St Leo's and Southmead will endeavour to support the pupil through:-

- Ensuring the content of the curriculum encourages self esteem and self motivation.
- Promoting an ethos of positive support and create a safe and secure environment for staff and students.
- Upholding the school's behaviour policy, ensuring that students are aware that some types of behaviour are unacceptable, however they are valued and not blamed for any abuse that may have occurred.
- Recognising that children and young people living in environments where there is domestic abuse, drug/ alcohol misuse and/or adult mental health issues are vulnerable and may be in need of support and protection.
- Monitoring the welfare of children and young people who are its students, keeping accurate records, and notifying Children's Social Care as soon as there is a child protection concern.
- Identifying a key member of staff as an Operation Encompass champion whose role is to receive information from the Police relating to incidents of Domestic Abuse.
- Initiating and contributing to assessments relating to the child/young person and their family, including Early Help Assessments in line with the Knowsley Model of Children in Need.

St Leo's and Southmead School will:-

- Undertake discussion with the parents, (or if appropriate the child/young person) consent to share information prior to involvement of another agency unless this may put the child at increased risk of harm.
- Ensure that parents have a clear understanding of the **duty** placed on school staff with regards to safeguarding and child protection, and these are set out in school local offer.
- Ensure that parents are aware of any referral that has been made to Children's Social Care, unless to do so may put the child at **increased** risk of significant harm.

### **The child protection procedures**

- The procedures set out in the Knowsley Safeguarding Children Board (KSCB) Safeguarding Children Procedures Manual are followed. These multi agency procedures are updated and held on line at [www.knowsleysafeguardingchildren.co.uk](http://www.knowsleysafeguardingchildren.co.uk)

- In the event of a member of staff having child protection concerns about a child or young person, they will immediately inform the Designated Safeguarding Lead, and record accurately the events giving rise to the concern.
- If the Designated Safeguarding Lead is unavailable the member of staff should speak to the Deputy Designated Lead if they have one, or to the named person in the Local Authority for advice. Under no circumstances should the member of staff attempt to resolve the matter themselves. Mrs J Grundy Designated Safeguarding Lead. Mrs D Smith Deputy D.S.L.
- Understanding that taking no action does not safeguard children. Once a piece of information is received there should not be an assumption that someone else will act. Discussions should be had and the outcome should clearly note what actions will be taken, by who and why.

### **See appendix 1**

If the child protection concern relates to a member of staff please refer to the school or education setting allegations management policy.

The Governing Body have designated a senior member of staff to take lead responsibility for dealing with child protection and whose duties include providing advice and support to other staff, liaising with the local authority, and working with other organisations as necessary Mrs J Grundy.

Have arranged for the Headteacher and all other staff and volunteers working with children to undertake appropriate training to equip them to carry out their responsibilities for child protection effectively and are made aware of the school's arrangements for child protection and their responsibilities.

Identifies any instance where there are grounds for concern that a child is suffering or likely to suffer significant harm either at school or at home and immediately refers any concerns to the local authority children's social care services; **(Keeping Children Safe in Education, 2014)**

As part of the extended school provision, should any member of staff become aware of a child protection concern where a child is suffering, or likely to suffer significant harm, they should follow procedure and contact the Children's Social Care Duty Team. They should record their concerns and actions, and inform the setting Designated Safeguarding Lead as soon as practicable.

Once a disclosure has been made or a concern has been shared the Designated Safeguarding Lead will consider the information, if necessary take advice, and will make a decision to either:

- Keep detailed records of the concern, however no further action at this time
- Initiate a Early Help Assessment
- Make a child protection referral to Children Social Care.

Once the decision is made to make a referral the Designated Safeguarding Lead will contact the Knowsley Assessment Team and make a telephone referral. This must be followed up in writing (via e-mail) within 24 hours. A copy of the e-mail must also be sent to the Local Authority Safeguarding/Child Protection Advisor. **(See appendix 2)**

As part of the KSCB multi agency procedures Children's Social Care will inform the referrer of the outcome/progress of the referral within 3 working days. If the Designated Safeguarding Lead does not receive this information it is their responsibility to follow up the progress of the referral.

### **Dealing with a disclosure**

#### **Do**

- Stay calm
- **Listen carefully** – let the child tell their story and take it seriously.
- Keep the child fully informed about what you are doing / what is happening at every stage.
- Reassure the child that they have done nothing wrong and that what's happened is not their fault
- Make a full record of what has been said, heard or seen as soon as possible.

#### **Do not**

- Promise confidentiality. (Be honest about your position, who you will have to tell and why.)
- Ask leading questions (e.g. Did your Mother do this to you?)
- Press the child for more details
- Make promises (e.g. This will never happen again.)

Once a disclosure has been made, or a concern has been shared, the Designated Safeguarding Lead will consider the information, if necessary take advice, and will make a decision to either:

- No further action
- Targeted support
- A safeguarding referral.

The child protection coordinator, Mrs Grundy, may make a contact call to the Local Area Children's Social Care Team for further advice.

## **Confidentiality and Information Sharing**

Sharing information is essential in working together to safeguard children.

Professional agencies and services are required to securely share information:-

- About children and their health and development in relation to exposure to possible abuse and neglect.
- About parents who may not be able to care adequately and safely for children.
- About individuals who may present a risk to children.

Often it is only when information from a number of sources is shared and put together, that it becomes clear that a child is at risk of, or is suffering significant harm.

**Where there are concerns that a child is, or may be at risk of significant harm, the needs of that child must always come first; the priority must always be to protect the child.**

If there is any doubt about confidentiality, staff will seek advice from a senior manager or outside agency as required.

The Headteacher/Designated Safeguarding Lead will only disclose information about a pupil to other members of the staff team on a need to know basis.

All staff must be aware that they have a professional responsibility to share information securely with other agencies in order to safeguard children.

All staff must be aware that they cannot make a promise to a child that they will keep secrets.

## **Record Keeping**

In line with the *HM Government Information Sharing: Guidance for practitioners and managers*. Seven Golden Rules for information sharing, the appropriateness of sharing information should have a direct relevance on the ability of the member of staff to carry out their role. **Seven golden rules for information sharing (see Appendix 3).**

All staff must be aware that they have a professional responsibility to share information securely with other agencies in order to safeguard children.

To ensure good safeguarding and child protection practice schools and education settings are required to keep clear and detailed written records of concerns about children, even when there is no need to refer the matter to Children's Social Care immediately.

Records should clearly indicate statements of fact, opinion, first and second hand information. All child welfare concern and child protection records should be kept securely in locked locations with limited access.

The document Information and Data Security: Guidance for Knowsley Schools (Version 4.0) has been shared with schools and sets out the following guidance for the management of child protection files in schools.

<b>Records</b>	<b>Basic File</b>	<b>Retention Period</b>	<b>At end of retention</b>	<b>Notes</b>
<b>All other Important and Prime documentation</b>	<b>Child Protection files</b>	<b>DOB + 25 years</b>	<b>Confidentially dispose</b>	<b>Child Protection information must be copied and sent under separate cover to new school / college whilst the child is still under 18 (i.e. the information does not need to be sent to a university for example.) Where a child is removed from roll to be educated at home, the file should be copied to the Local Education Authority.</b>

### **Transfer of Child Protection Records**

It is the responsibility of the Headteacher to pass on confidential information to the Student's next school, college or education setting.

If a Headteacher admits a new pupil and is aware that there are child protection concerns, every effort should be made to obtain the confidential information file from the child's previous school.

### **Early Help Assessment**

In order to effectively contribute to the Early Help Assessment process staff will actively participate and contribute to the development of a common assessment process that considers the needs of the child and the family.

Early Help Assessments will be conducted in order to facilitate earlier identification and intervention supporting children with additional needs.

In order to ensure the effectiveness of the Early Help Assessments school staff will,  
Participate in Early Help Assessment training  
Develop effective links with other services and agencies  
Work in partnership with children, young people and their families.

### **Monitoring and Review**

St Leo's and Southmead School child protection policy and procedures are required to meet a standard agreed by the Local Children Safeguarding Board, in line with national legislation and guidance. Best practice indicated that the policy and procedural documents in each setting should be monitored and reviewed annually.

In the interests of safeguarding and protecting the welfare of children and young people all staff will receive a copy of the settings Safeguarding Child Protection policy, and sign a safeguarding checklist to say they have read and understood its content.

## **Appendix 1**

### **Broad areas of responsibility proposed for the Designated Senior Person for Child Protection. (Keeping Children Safe in Education, 2014)**

The designated person must have the status and authority within the school management structure to carry out the duties of the post including committing resources and where appropriate directing other staff. In many schools a single designated person will be sufficient but a deputy should be nominated to act in the designated person's absence.

#### **Referrals**

Refer cases of suspected abuse or allegations to the relevant statutory agencies (children's social care or the police).

Act as a source of support, advice and expertise to staff within the educational establishment when deciding whether and when to make a referral to relevant statutory agencies.

Seek advice from and share information with relevant statutory agencies before seeking consent of informing parents of a referral unless to do so would place a child at increased risk of harm, for example in cases of suspected forced marriage.\*

Liaise with the Headteacher or principal (where the role is not carried out by the Headteacher or principal) to inform him or her of any issues and ongoing enquiries under section 47 of the Children Act 1989 and police investigations and ensure there is always cover for this role.

**\*KSCB safeguarding procedures and good practice recommends that parents/carers must be informed of the duty school staff have to make a child protection referral, before the referral to children's social care, unless to do so would put the child at increased risk of harm.**

#### **Training**

Recognise how to identify signs of abuse and neglect and when it is appropriate to make a referral to other agencies.

Understand the assessment process for providing early help and intervention, for example through locally agreed and common share assessment processes, such as the Common Assessment Framework (CAF).

Have a working knowledge how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.

Ensure each member of staff has access to and understands the schools' child protection policy and procedures, especially new or part-time staff who may work with different educational establishments.

Ensure all staff have induction training covering child protection and are able to recognise and report any concerns about children's safety and welfare immediately they arise.

Be able to keep detailed, accurate, secure written records of referrals and/or concerns.

Obtain access to resources and attend any relevant or refresher training courses.

### **Raising Awareness**

Ensure the establishment's child protection policy and procedures are updated and reviewed annually and work with the governing body, management committee or proprietor regarding this.

Ensure parents see copies of the child protection policy and procedure which alerts them to the fact that referrals about suspected abuse or neglect may be made and the role of the establishment in this.

Where children leave the establishment ensure their child protection file is copied for any new establishment as soon as possible but transferred separately from the main pupil file.

## **Monitoring and Review**

This policy and procedures describes the Child Protection standards for St Leo's and Southmead School and will be monitored annually.

In the interests of promoting Safeguarding it is advised all staff receive a copy of the school Safeguarding Child Protection policy and sign a safeguarding checklist to say they have read and understood its content.

**Signed: J. Grundy**

**Review Date January 2017**

### **Appendix 3**

#### **Roles and responsibilities of Child Protection Coordinators & Nominated Governors.**

**St Leo's and Southmead Primary School Child Protection Coordinator is:-**

**Mrs J Grundy**

**Name:-** Jeanette Grundy

The responsibilities of the Child Protection Coordinator include:-

- Ensuring that effective communication and liaison with Children and Families Social Work Teams and other agencies takes place.
- Ensuring that all staff have received Knowsley Safeguarding Children Board quality assured training and have an understanding of child abuse and its main indicators.
- Ensuring that all staff are aware of the school/learning centre policy, the Local Authority education guidelines and KSCB Guidance.
- Support and advise staff in their child protection work.
- Provide specialist input into the planning of the content and delivery of the Personal, Social and Health Education curriculum
- Maintaining their own knowledge and skills in safeguarding children, and keeping a record of their continuous professional development.
- Update school procedures as necessary and review annually.
- Attend Child Protection Coordinator supervision.
- Attend and contribute to strategy meetings, child protection conferences and any other child protection meetings.

The school/learning centre Nominated Governor for Child Protection is:-

**Name:-** Mrs P. Kelly

The responsibilities of the nominated governor include:-

- Maintaining their own knowledge and skills in safeguarding children, and keep a record of their continuous professional development.
- Liaising with the Headteacher/Child Protection Coordinator over matters regarding child protection.
- Ensuring Child Protection policies and procedures are in place.
- To attend strategy meetings when appropriate.
- Ensuring that an annual item is placed on the governors' agenda, which reports on:
  - Changes to Child Protection policy and procedures.
  - The annual review of the school/agency's Child Protection policy.
  - Training undertaken by the Child Protection Coordinator and other school staff.
  - The number of child protection incidents/cases reported in such a way that no identifying information is provided.
  - The place of child protection education in the school curriculum.