

Eastchurch Church of England Primary School



Safeguarding Policy

September 2016

Review Annually

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INTRODUCTION:

The Governors and staff of Eastchurch Primary School take seriously our responsibility under section 5175 of the Education Act 2002 to safeguard and promote the welfare of all the children and young people entrusted to our care, and to work together with other agencies to ensure adequate arrangements are in place within our school to identify, assess and support those children who are suffering harm.

This policy has been developed in accordance with the principles established by the Children Act 1989 and 2004, and related guidance including the DCSF Guidance Safeguarding Children and Safer Recruitment in Education (2007), The Framework for the Assessment of Children in Need and their Families, and Working Together to Safeguard Children (2006).

The Designated Safeguarding Leads (DSL) who have overall responsibility for child protection practice in school are the Heads of School, Mrs Sarah Hunt and Miss Michelle Crowe.

Both Senior Teachers have been trained as deputy DSLs.

As part of the ethos of the school we are committed to:

- ❑ Maintaining children's welfare as our paramount concern
- ❑ Providing an environment in which children and young people feel safe, secure, valued and respected; confident to talk openly and sure of being listened to
- ❑ Providing suitable support and guidance so that students have a range of appropriate adults who they feel confident to approach if they are in difficulties
- ❑ Using the curriculum to provide opportunities for increasing self-awareness, self-esteem, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others
- ❑ Working with parents to build an understanding of the school's responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations
- ❑ Ensuring all staff are able to recognise the signs and symptoms of abuse and are aware of the school's procedures and lines of communication
- ❑ Monitoring children and young people who have been identified as "in need" including the need for protection; keeping confidential records which are stored securely and shared appropriately with other professionals
- ❑ Developing effective and supportive liaison with other agencies

ROLES AND RESPONSIBILITIES:

School:

The school is responsible for ensuring that all action taken is in line with the Kent and Medway Safeguarding Children's Procedures manual (2007). This process follows the requirements of the central government guidance contained in the Framework for Assessment of Children in Need and their Families, and Working Together to Safeguard Children. The child protection process is now incorporated within a comprehensive policy and procedure for all children in need.

The role of the school within this procedure is to contribute to the identification, referral and assessment of children in need; including children who may have suffered, be suffering or who are at risk of suffering significant harm. The school may also have a role in the provision of services to Children in Need and their families.

All adults in school have a role to play in relation to:

- Protecting children from abuse
- Promoting the welfare of children
- Preventing children from being harmed

The role of the school in situations where there are child protection concerns is NOT to investigate but to recognise and refer.

Designated Safeguard Lead:

The Designated Safeguard Lead is responsible for:

- Co-ordinating child protection action within school
- Liaising with other agencies
- Ensuring that locally established procedures are followed including reporting and referral processes
- Acting as a consultant for staff to discuss concerns
- Making referrals as necessary
- Maintaining a confidential recording system
- Representing or ensuring the school is appropriately represented at inter-agency meetings in particular Child Protection Conferences
- Managing and monitoring the school's part in Child care / protection plans
- Organising training for all school staff
- Liaising with other professionals

Governors

The School Governor with particular responsibility for Safeguarding is:
Mrs Yvette Gutheil.

The School Governors with particular responsibility for Safeguarding are responsible for liaising with the DSLs over all matters regarding safeguarding issues. The role is strategic rather than operational and they will not be involved in concerns about individual pupils. The School Governors with particular responsibility for Safeguarding will liaise with the DSLs to produce an annual Safeguarding Report to governors along with a corresponding Safeguarding Audit. The Safeguarding Policy is reviewed and agreed annually by Governors to ensure that all procedures have been completed with efficiency and they will ensure that any issues are swiftly remedied.

GENERAL STRATEGIES:

This section gives an opportunity for staff to identify the specific ways in which child protection issues are addressed within the curriculum, policies and guidance or through school/community initiatives.

This includes:

Through PHSE
As written in our Behaviour Management Policy
Through Safe School initiative
Through Peer mentoring
Community initiatives
Anti-Bullying Strategies
Care Plans/Education Plans
Pupil Councils (consultation/children's rights)
Complaints Procedures
Health and Safety
Risk Assessments
Extra Curricular Activities

PROCEDURES:

A copy of the Kent and Medway safeguarding Children Procedures Manuals are kept in the staff rooms and contains details of procedures and the categories and definitions of abuse. A copy of the Assessment Framework can also be obtained from the Heads of Schools.

Recognition and categories of abuse:

All staff in school should be aware of the definitions and signs and symptoms of abuse. There are four categories of abuse. These are:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

The signs and symptoms of abuse are listed in Chapter 4 of the Kent and Medway Safeguarding Children Handbook. All staff have access to a copy of the handbook. A Child in Need / child protection Resource pack containing a range of information is available for staff from the DSL. A copy of the DOH guidelines “What to do if You’re Worried a Child Is Being Abused” (2006) is also available to staff. Staff need to have read, and be familiar with ‘Working Together to Safeguard Children 2015’.

SPECIFIC SAFEGUARDING ISSUES

School staff members need to be aware of specific safeguarding issues and be alert to any risks, for example specific issues such as child sexual exploitation, fabricated or induced illness, sexting, honour based violence including female genital mutilation, private fostering, etc., and the local procedures to respond to risks.

The government website, GOV.UK, has broad government guidance on a variety of issues. The following is not a comprehensive list and staff members should search the GOV.UK website.

- child sexual exploitation (CSE)
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- honour based violence (HBV) including Female Genital Mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- preventing radicalisation and the Prevent duty
- sexting
- teenage relationship abuse
- trafficking

Information on Female Genital Mutilation

Honour Based Violence refers to crimes committed to protect or defend the honour of a family and/or community; it includes FGM, Forced Marriage and breast ironing.

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. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines referred to below. The DFE Multi-Agency Practice Guidelines, chapter 9 (page 42)

Guidelines for school, colleges and universities sets out how staff can make a difference; 'Girls who are threatened with, or who have undergone FGM may withdraw from education, restricting their educational and personal development. They may feel unable to go against the wishes of their parents and consequently may suffer emotionally. Staff may become aware of a student because she appears anxious, depressed and emotionally withdrawn. They may be presented with a sudden decline in her performance, aspirations or motivation. There may be occasions when a student comes to school or college but then absents herself from lessons, possibly spending prolonged periods in the bathroom.

Students who fear they may be at risk of FGM can often come to the attention of, or turn to, a teacher, lecturer or other member of staff before seeking help from the police or social services. Sometimes the student's friends report it to staff. Teachers, lecturers and other members of staff are in an ideal position to identify and respond to a victim's needs at an early stage'

Link to DFE multi agency practice guidelines for female-genital-mutilation (June 2014)
<https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>

Information on Preventing Radicalisation

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). This guidance will be updated further to reflect the implications of the Prevent duty, which is expected to come into force later in 2015.

The Counter-Terrorism and Security Act 2015 will also place a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act will require partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate.

Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the Act as partners of the panel. The relevant provisions of the Act will come into force on 12 April 2015 but many local authorities already have Channel panels set up in their area.

Channel Training

'Channel' is the name for the process of referring a person for early intervention and support, including:

- identifying people at risk of being drawn into terrorism
- assessing the nature and extent of that risk, and
- developing the most appropriate support plan for the people concerned.

The Channel process is about safeguarding children, young people and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from risk before a crime occurs.

You can complete a short general awareness course online here:

http://course.ncalt.com/Channel_General_Awareness/01/index.html

<http://intranet.escc.gov.uk/sites/ASC/StaffInfo/subject/SAAR/Pages/PREVENT.aspx>

The Department for education has published The Prevent duty

Departmental advice for schools and childcare providers at:

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Responding to safeguarding concerns:

Concerns for a child or young person may come to the attention of staff in a variety of ways for example through observation of behaviour or injuries or disclosure. Any member of staff who has a concern for a child or young person however insignificant this might appear to be should discuss this with the DSL as soon as is practically possible. More serious concerns must be reported immediately to ensure that any intervention necessary to protect the child is accessed as early as possible.

If a child makes a disclosure of abuse to a member of staff they should:

- Allow the child or young person to make the disclosure at their own pace and in their own way
- Avoid interrupting except to clarify what the child is saying (attentive listening/reflective feedback)

- Not ask leading questions or probe for information that the child or young person does not volunteer
- Reassure the child or young person that they have been heard and explain what you will do next and to whom you will talk
- Record the conversation as soon as possible
- Inform the DSL

Record keeping:

Staff can play a vital role in helping children in need or at risk by effective monitoring and record keeping. Any incident or behavioural change in a child or young person that gives cause for concern should be recorded on a safeguarding concerns form copies of which are shown in Appendix 1. It is important that records are factual and reflect the words used by the child or young person. Opinion should not be given unless there is some form of evidence base which can also be quoted. Records must be signed and dated with timings if appropriate. It is important to remember that any issues are confidential and staff should know only on a 'need to know' basis.

Information to be recorded

- Child's name and date of birth
- Child in normal context, e.g. behaviour, attitude, (has there been an extreme change)
- The incident(s) which gives rise for concern with date(s) and times(s)
- A verbatim record of what the child or young person has said.
- If recording bruising/injuries indicate position, colour, size, shape and time on body map (see Appendix 2).
- Action taken

'The Jigsaw' (see Appendix 3) is an aid for helping the pieces fit into place. If you have concerns about a child, copy a 'jigsaw' and colour in the pieces that concern you about that child. The more pieces coloured in the greater the concern. Speak to the DSL.

These basic details are vital to the information gathering process and do not constitute an investigation. Written information should be passed to the DSL. The Heads of School should always be kept informed of any significant issues.

Storage of records:

The DSL will ensure that records relating to concerns for the welfare or safety of children are kept separate from other school files and are stored securely. Information will be shared on a strictly need to know basis and in line with child protection policy guidance.

Referrals to Social Services:

It is the responsibility of the DSL to decide when to make a referral to the Social Services Directorate. To help with this decision s/he will need to consult with the Area Children's Officer (Child Protection). Advice may also be sought from Social Services who offer

opportunities for consultation as part of the Child in need / child protection process. Issues discussed during consultations may include the urgency and gravity of the concerns for a child or young person and the extent to which parents/carers are made aware of these. Some concerns may need to be monitored over a period of time before a decision to refer to Social Services is made. **In all but the most exceptional cases parents/carers will be made aware of the concerns felt for a child or young person at the earliest possible stage and in the event of this becoming necessary, their consent to a referral to Social Services will be sought.**

Referrals to Social Services will be made using Kent's inter-agency referral form. It is advisable to telephone the Social Services information line for immediate advice in the first instance.

If a child or young person is referred, the DSL will ensure that relevant staff are informed of this.

If after consultation with the DSL a member of staff feels that appropriate action is not being taken in respect of his or her concerns for a child s/he should refer directly to Social Services. The Heads of School should be informed of this decision.

List of Children subject to a Child Protection Plan

The DSL will inform members of staff who have direct pastoral responsibility for children and young people who are subject to a Child Protection Plan. These children and young persons must be monitored very carefully and the smallest concern should be recorded on a safeguarding concerns form and passed immediately to the DSL or the Senior Teacher (deputy DSL) in the DSL's absence.

Concerns involving members of staff:

Any concerns that involve allegations against a member of staff should be referred immediately to the Heads of School who will contact the Area Children's Officer (Child Protection) to discuss and agree further action to be taken in respect of the child and the member of staff.

In the event of an allegation against the Head of School, the decision to suspend will be made by the Chair of the Governing Body.

Further information regarding the procedure for managing situations involving members of staff, Head of School or the DSL can be found in the Child Protection Procedures for Managing Allegations Against Staff (Sept 2008). Copies of this document are held by the DCPC.

All staff need to be aware that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. When in doubt –

consult. (For specific guidance on how to respond to allegations against staff, please refer to the Child Protection Procedures for Managing Allegations Against Staff).

CODE OF PRACTICE:

All school staff should take care not to place themselves in a vulnerable position with relation to child protection. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. Physical intervention should only be used when the child is endangering him/herself or others and such events should be recorded and signed by a witness. Staff should be aware of Kent’s Positive Handling Policy and the school’s own Behaviour Management Policy, any physical interventions must be in line with agreed policy and procedure in which appropriate training should be provided.

All school staff should work towards providing an environment and atmosphere for children and young people to enable them to feel safe to talk. However, staff should never promise a child to keep certain information confidential. It must be explained that staff have certain duties to help keep that child safe, which may involve informing others.

SUPERVISION AND SUPPORT:

Any member of staff affected by issues arising from concerns for children’s welfare or safety can seek support from the DSL.

All newly qualified teachers and classroom assistants have a mentor or co-ordinator with whom they can discuss concerns including the area of child protection.

The DSL can put staff and parents in touch with outside agencies for professional support if they so wish. Staff can also approach Support Line directly.

TRAINING OPPORTUNITIES:

The DSL is responsible for ensuring staff including him/herself receive training in the area of child protection. The LA’s Children’s Safeguards Service provide training to all schools in the roles and responsibilities of a School DSL and the Child in need/child protection procedure. Whole staff training in the area of child protection including an overview of the Framework for Assessment is carried out periodically.

MONITORING AND REVIEW:

All school personnel and governors will have a copy of this policy and will have the opportunity to consider and discuss its contents prior to the approval of the Governing Body being formally sought.

The policy forms part of our school development plan and will be reviewed annually.

All staff should have access to this policy and sign to the effect that they have read and understood its content.

School:	Eastchurch CEP School
Heads of School	Mrs Sarah Hunt

	Miss Michelle Crowe
DSLs Deputy DSL	Mrs Sarah Hunt, Miss Michelle Crowe Mrs Clare Hayes, Mrs Teresa Kincaid
CP Governor	Mrs Yvette Gutheil
LA (Children's Officer)	Mr Mike O'Connell
Most recent CP Training event	September 2016 staff meeting
CP Training Planned	Annually