



Batchley First School

Safeguarding Child Protection Policy

PLEASE NOTE SPECIFIC GUIDELINES FOR CONCERNS ARE FROM PAGE 9 OF DOCUMENT.

Introduction

Batchley First School fully recognises its responsibilities for safeguarding children.

Our policy applies to all staff, governors and volunteers working in the school.

There are five main elements to our policy:

- Ensuring we practice safer recruitment in checking the suitability of staff and volunteers to work with children;
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe;
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse;
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan;
- Establishing a safe environment in which children can learn and develop.

Procedures

We will follow the procedures set out by the Local Safeguarding Children Board (LSCB) and take account of guidance issued by the Department for Children, Schools and Families (DCSF).

The school will:

- Ensure it has a Designated Senior Member of Staff (DSMS) who will undertake regular, appropriate training for this role;
- Ensure it has a member of staff who will act in the absence of the DSMS;
- Ensure it has a nominated governor responsible for safeguarding children;
- Ensure every member of staff (including temporary and supply staff and volunteers) and the governing body knows the name of the DSMS and their role;
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSMS;
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus;

- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding safeguarding matters including attendance at strategy meetings, initial case conferences, core group and child in need review meetings;
- Ensure that the duty of care towards its pupils and staff is promoted by raising awareness of illegal, unsafe and unwise behaviour and assist staff to monitor their own standards and practice;
- Be aware of and follow procedures set out by Children's Services and the LSCB where an allegation is made against a member of staff or volunteer;
- Ensure safer recruitment practices are always followed.

Our procedures will be reviewed annually and up-dated in accordance with current legislation.

When staff join our school they will be informed of the safeguarding children arrangements in place. They will be given a copy of this policy and told who the DSMS is and who acts in their absence.

The induction programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, when and how to record a concern about the welfare of a child.

All volunteers and regular visitors to our school will be told where our policy is kept and given the name of the DSMS.

Responsibilities

The Governing Body will nominate a member to be responsible for Safeguarding Children and liaise with the DSMS in matters relating to Safeguarding. It will ensure that Safeguarding Policies and procedures are in place, available to parents and reviewed annually.

The Headteacher will ensure that the Safeguarding Policies and procedures are fully implemented and followed by all staff and that sufficient resources are allocated to enable the DSMS and other staff to discharge their responsibilities with regard to Safeguarding. They will also ensure this policy is reviewed annually and that all staff read policy at the start of academic year.

The DSMS will co-ordinate action on safeguarding and promoting the welfare of children within the school ensuring that all staff, volunteers and visitors to the school know who the DSMS is and who acts in his/her absence, they are aware of their responsibilities in being alert to the signs of abuse and of their responsibility to report and record any concerns.

Managing a Disclosure

Teachers and other staff in schools are in a unique position to observe children's behaviour over time and often develop close and trusting relationships with pupils. If a child discloses directly to a member of staff, the procedures laid out from Page 9 of this document should be followed.

Information Sharing & Confidentiality

We recognise that all matters relating to Child Protection are confidential.

The Headteacher or DSMS will disclose any information about a pupil 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.

Parents will be informed annually through school newsletter about relevant information about child protection and the policy will be available on school website.

Record Keeping

Any member of staff receiving a disclosure of abuse from a child or young person, or noticing signs or symptoms of possible abuse, will make notes as soon as possible (within the hour, if possible) writing down exactly what was said, using the child's own words as far as possible. All notes should be timed, dated and signed, with name printed alongside the signature. Concerns should be recorded using the school's safeguarding children recording system.

All records of a child protection nature should be passed to the DSMS including case conference minutes and written records of any concerns.

Supporting Children

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum;
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred;
- Liaison with other agencies that support the pupil such as Children's Services, Child and Adult Mental Health Service (CAMHS), education welfare service and educational psychology service and those agencies involved in the safeguarding of children;
- Notifying Children's Services immediately there is a significant concern.
- Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school.

Supporting Staff

We 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. We will support such staff by providing an opportunity to talk through their anxieties with the DSMS and to seek further support as appropriate.

Safer Recruitment and Selection of Staff

The school has a written recruitment and selection policy statement and procedures linking explicitly to this policy. The statement is included in all job advertisements, publicity material, recruitment websites, and candidate information packs.

The recruitment process is robust in seeking to establish the commitment of candidates to support the school's measures to safeguard children and to deter, reject or identify people who might abuse children or are otherwise unsuited to work with them.

Allegations against staff

We understand that a pupil 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 Headteacher.

The Headteacher on all such occasions will discuss the content of the allegation with the LA's Senior Adviser for Safeguarding Children in Education.

If the allegation made to a member of staff concerns the Headteacher, the designated teacher will immediately inform the Chair of Governors who will consult with the LA's Senior Adviser for Safeguarding Children in Education.

The school will follow the LA procedures for managing allegations against staff, a copy of which will be readily available in the school.

Whistleblowing

We recognise 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, where they exist, about the attitude or actions of colleagues.

Complaints or Concerns expressed by Pupils, Parents, Staff or Volunteers

We recognise that listening to children is an important and essential part of safeguarding them against abuse and neglect. To this end any expression of dissatisfaction or disquiet in relation to an individual child will be listened to and acted upon in order to safeguard his/her welfare.

We will also seek to ensure that the child or adult who makes a complaint is informed not only about the action the school will take but also the length of time that will be required to resolve the complaint. The school will also endeavour to keep the child or adult regularly informed as to the progress of his/her complaint.

Prevention

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing them with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are always listened to;
- Ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty;
- Include in the curriculum opportunities that equip children with the skills they need to recognise and stay safe from abuse.

Physical Intervention

Our policy on positive handling is set out in a separate Positive Handling Policy and acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury or damage to property.

We understand that physical intervention of a nature that causes injury or distress to a child may be considered under safeguarding children or disciplinary procedures.

Abuse of Trust

We recognise that as adults working in the school, we are in a relationship of trust with the pupils in our care and acknowledge that it is a criminal offence to abuse that trust.

We acknowledge that the principle of equality embedded in the legislation of the Sexual Offenders Act 2003 applies irrespective of sexual orientation: neither homosexual nor heterosexual relationships are acceptable within a position of trust.

We recognise that the legislation is intended to protect young people in education who are over the age of consent but under 18 years of age.

Racist Incidents

Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under safeguarding children procedures.

Bullying

Our policy on bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under safeguarding children procedures.

E-safety

Our Acceptable Use policy recognises that internet safety is a whole school responsibility (staff, pupils, parents).

Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved in activities which are inappropriate or possibly illegal.

We therefore recognise our responsibility to educate our pupils, teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies.

Health & Safety

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the safeguarding of our children both within the school environment and when away from the school when undertaking school trips and visits.

Training for Staff

All staff have Child Protection as part of induction, including volunteers. Refresher Training takes place for all staff biannually. The DSMS and Deputy DSMS will attend training as required.

Other Relevant Policies

The Governing Body's legal responsibility for safeguarding the welfare of children goes beyond basic child protection procedures.

The duty is now to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies, for instance:

- Managing Allegations and Concerns Against Staff and Volunteers
- Complaints Procedure
- Behaviour Management
- Anti-Bullying
- Positive Handling
- Special Educational Needs
- Trips and visits
- Work experience and extended work placements
- First aid and the administration of medicines
- Health and Safety
- Sex and Relationships Education
- Site Security
- Equal Opportunities
- E-safety
- Extended school activities.

The above list is not exhaustive but when undertaking development or planning of any kind the school will need to consider safeguarding matters.

Contacts

Internal

[Ros Pretty](#)

Designated Senior Member of Staff for Child Protection

[Matt Whiteley](#)

Person who acts in the absence of the Designated Senior Member of Staff

[Maureen Muckle](#)

Governor responsible for safeguarding children

External

Senior Adviser for Safeguarding Children in Education 01905 728902

Children's Services Access Centre 01905 768054

Out of Hours Emergency Duty Team 01905 768020

Police Family Protection Unit:

Worcester 01905 331045

Redditch & Bromsgrove 01527 58373

24hrs non-emergency 08457 444888

NSPCC Helpline 0808 800 5000



Reviewed - November 2010

A Statement of Batchley First School's agreed protocols for dealing with Child Protection Disclosures / Concerns

This school recognises its legal duty to work with other agencies in protecting children from harm and responding to abuse. If staff have significant concerns about any child, which may indicate physical abuse, sexual abuse or neglect they are required to discuss them with the agencies responsible for investigation and child protection.

School staff do not carry out investigations, nor decide whether children have been abused. That is a matter for the specialist agencies.

Child Abuse

What is child abuse?

Child abuse falls into 4 categories:-

Neglect

The persistent or severe neglect of a child, or the failure to protect a child from exposure to any kind of danger, including cold or starvation, or extreme failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development, including non-organic failure to thrive.

Physical

Actual or likely physical injury to a child, or failure to prevent physical injury (or suffering) to a child including deliberate poisoning, suffocation and Munchausen's syndrome by proxy. (The deliberate harming of children to gain attention). Recognition is a major issue as all children have cuts and bruises from time to time. Clearly other factors need to be taken into account: the frequency with which the child is injured: the younger the child, the more the injury should cause concern: signs which are consistent with biting and finger tip bruising, especially in fleshy areas such as thighs and upper arms: marks showing the outline of an instrument such as a stick, belt or hairbrush, cigarette burns or scalds. Teachers are not expected to be experts at diagnosis. (Even experienced child protection social workers will not rely on their own judgement and will often seek professional medical opinion.)

Sexual

Actual or likely exploitation of a child or adolescent. Exposure to pornography or forced viewing of sexual activity between adults is also included. The signs can be many and varied from psychosomatic complaints and a general mistrust of adults, and the developmentally immature child through to gross physical injury or pain in the genital / anal/ abdominal area. Young children often reveal sexual abuse in their role play.

Emotional

Actual or likely severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill-treatment or rejection. Children are brought up in an emotionally bruising environment in which their needs are met with hostility, indifference or verbal abuse. They will lack self-esteem and will often be seen as naughty. They may be obsessively good at school and always anxious to please, for fear of the consequences. They may be starved of affection and young children will then be clingy with other adults.

This is the hardest form of abuse to detect, and can be the most damaging to a child.

Which children are at greatest risk?

Children

- Premature or delicate baby
- Neo-natal separation
- Unwanted pregnancy
- The 'last straw' (youngest of a large family)
- Step children
- Children seen as a problem
 - feeding
 - toileting
 - learning delay

Parents

- Very young
- Abused as children
- Marital volatility / violence
- Atypical family structures
- Alcohol / drug misuse
- Previous abuse of children

Family Circumstances

- Poverty
- Poor housing
- Lack of extended family support
- Rootlessness
- Children born in quick succession
- Low warmth / high criticism

Health Warning: Over reliance on check lists could cloud your judgement.

Suspicious - or not?

Look out for:-

- vague account of cause
- account which varies with listener and over a period of time
- multiple injuries
- account and injury don't add up
- strange behaviour of parents (unconcerned, disproportionately panicky, can't be found)

Listening is essential, but asking too many questions may hamper the enquiry.

REMEMBER – Friendly enquiry is appropriate: interrogation is not.

If a child tells -

- DO listen to the child, rather than ask direct questions.
- DO make a note of the discussion, recording the timing, setting and those present. Quote any conversation where relevant.
- DO NOT stop a child who is freely recalling potentially significant events.
- DO record all subsequent events up to the time of any formal interview with the child.
- DO record what you see. Sketch injuries on a 'gingerbread man'.
- DO keep all notes in a safe locked place.

How to react if a child tells.

- / "What you have told me is very important".
- / "I want to help you. In order to do that I need to tell somebody whose job it is to talk to children about what has happened".
- / "Thank you for telling me".
- / "You are being very brave".
- / "I don't know". (Better than false reassurance)

- X "Did Daddy (or Tom, Jane.....) do it?"
- X "Mummy did it didn't she?"
- X "I don't believe you"
- X "Are you sure.....you didn't fall?"
you didn't imagine it?"
your brother didn't do it?"
- X "Daddy will get into a lot of trouble"

If you are not sure whether or not a child is being abused, record any concerns and GET TO KNOW THE CHILD BETTER.

The Role of the Designated Child Protection Teacher.

All concerns over children must be reported to the designated teacher. It is then up to the designated teacher to decide if and when a referral should be made. There must be a real basis for concern before referral, but similarly referral must not be delayed if there is considerable information and concern.

The referral would be made by telephone to the Access Centre (taking note of the receiver of the message) and ideally confirmed in writing (using the multi agency referral form), with copies to appropriate LEA officers and school medical services, and a copy retained at school.

A referral must contain certain basic information:

- The child's full name, date of birth, address, ethnic and religious group.
- Details of other members of the child's family and those who live with him/her.
- Details with all those with parental responsibility, including any living apart from the child.
- Name and telephone number of the child's G.P. and any other known medical information.
- Information about any notes kept on the child.
- Any other information required by the investigating agency.

After referral, all concerns must still be recorded.

Allegations by children against members of staff

Parents can feel confident that at Batchley First School, careful procedures are in place to ensure that all staff appointed are suitable to work with children

If it should be necessary to use restraint against a child, or if a child is injured accidentally, parents will be informed immediately.

Children may not be punished in school by any form of hitting, shaking or other degrading treatment.

Any complaints about staff behaviour may be made to the Head Teacher, who in turn will inform the Chair of Governors. In the event of the Head Teacher being accused, complaints may be made directly to the Chair of Governors. All those involved in any allegations will be entitled to a fair hearing. Complaints which raise child protection issues will be reported by the school under local interagency procedures. There is a nominated officer for child protection within the LEA.

Child protection is important and the school governors will ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly.

Staff will be released from normal duties for essential meetings, to prepare written reports, to attend any necessary training, or to attend court should the need arise.

"The welfare of the child is paramount"

(Simon Rushall
former Area Child Protection Training Officer)