



Marlborough Primary School & Nursery

Safeguarding and Child Protection Policy

Introduction

All children have a right to be completely secure and protected from both the fear and reality of abuse and to grow, thrive and develop their full potential within safe and secure environments. Marlborough Primary School fully recognises its responsibilities for safeguarding children and is committed to protecting all the children in our care from any form of abuse.

Definitions

Safeguarding describes the processes, guidance and actions taken to promote the welfare and safety of children in our school and has a focus on preventative measures such as risk assessments, safer recruitment practices, school security including the supervision of visitors and the raising of awareness among the learners in ways which enable them to help keep themselves and others safe.

Child Protection describes the necessary actions and statutory procedures which must be taken where a member of staff has concerns that a child is being or is vulnerable to abuse.

Aims

- To establish a safe and secure environment in which children can thrive, learn and develop
- To raise awareness of safeguarding and child protection issues among staff and all stakeholders
- To equip children with the skills needed to help keep them safe

Objectives

- To ensure all staff and governors are fully aware and adhere to the school's safeguarding and child protection policies and procedures
- To implement, sustain and review safe robust recruitment processes in order for checking the suitability of staff and volunteers who work with or around the children
- To implement, sustain and review rigorous procedures for identifying and reporting cases or suspected cases of abuse
- To support and deliver positive outcomes for all children including those who have been abused in accordance with their agreed child protection in need or child protection plan

Raising Awareness

We recognise that because of the day to day contact with children, school staff are well placed to observe signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are listened to
- Ensure children know that there are adults in the school whom they can approach if they are worried
- Include opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from abuse
- Ensure all staff receive relevant training with regard to the safeguarding of pupils

Categories of Abuse

There are five main categories of child abuse according to the Hounslow Local Authority Child Protection Procedures

Physical Injury - any form of injury, including deliberate poisoning, where there is definite knowledge or reasonable suspicion the injury was inflicted, or knowingly not prevented, by any person having custody of the child.

Neglect - the persistent or severe neglect of a child [for example, by exposure to any kind of danger, including cold and starvation] which results in serious impairment of the child's health and development.

Emotional ill-treatment - the severe adverse effect upon behaviour and emotional development caused either by persistent or severe neglect or rejection, on the part of the parent or carer.

Sexual Abuse - the involvement of dependent, developmentally immature children and adolescents in sexual activities they do not truly comprehend, to which they are unable to give informed consent, violate the social taboos of family roles, or which are against the law.

Potential Abuse - children in situations where they have not been abused, but where social and medical assessments indicate a high degree of risk that they might be abused in the future.

Signs of Abuse

Many symptoms are acknowledged as being potential signs of abuse. These include:

Physical Abuse

- unexplained injuries / bruises
- untreated injuries
- withdrawal from physical contact
- arms and legs covered in hot weather
- self-destructive tendencies
- improbable excuses
- bald patches
- fear of medical help
- fear of returning home
- aggression

Emotional Abuse

- physical, emotional, developmental delays
- over-reaction to mistakes
- fear of parents being contacted
- inappropriate emotional responses
- thumb-sucking, rocking, hair twisting
- running away
- self-mutilation
- drug / solvent abuse
- scavenging and stealing
- fear of new situations

Neglect

- constant hunger
- constant tiredness
- poor state of clothing
- frequent lateness, non-attendance
- untreated medical problems
- poor personal hygiene
- emaciation
- low self-esteem
- scavenging / stealing
- running away

Sexual Abuse

- sudden changes in behaviour / performance
- displays of affection in a sexual way
- acting "like a baby"
- distrust of familiar adults
- wetting and soiling
- sleep disturbance and nightmares
- throat infections, VD
- fear of undressing
- tendency to cling
- tendency to cry
- genital itching
- unexplained money
- apparent secrecy
- depression, withdrawal
- anorexia, bulimia
- phobias / panic attacks

When dealing with incidents or suspicions, it is important that all relevant factors are noted as soon as possible. These notes shall be objective, stating only facts, statements made by yourself or others, times and dates of specific incidents. Staff shall always avoid speculation.

CONFIDENTIALITY is of prime importance. Particular incidents should be discussed only with those dealing with the situation.

Procedures

The school will follow procedures set out by Hounslow Local Authority's Child Protection Procedures and London Child Protection Procedures and take account of guidance issued by the Department for Education (DFE) by ensuring that:

- All staff are aware of the Keeping Children Safe in Education Statutory guidance (DFE)
- We have a designated senior person for child protection who has received appropriate training and support for this role
- We have identified a nominated governor responsible for child protection
- Every member of staff (including temporary and supply staff and volunteers) and the Governing Body knows the name of the designated senior person responsible for child protection and their role
- All staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection
- Parents/carers have an understanding of the responsibility placed on the school and staff for child protection notify social services if there is an unexplained absence of a pupil who is subject to a child protection plan
- Effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences are developed
- Written records of concerns about children, even where there is no need to refer the matter immediately are kept in a confidential and secure location
- Procedures where an allegation is made against a member of staff or volunteer are followed according to guidance
- Safe recruitment practices are always followed
- All referrals that are made by telephone to Social Services Duty Manager must be followed up in writing the same day
- Professionals who phone the social services department should confirm referrals in writing. At the end of any discussion or dialogue about a child, the referrer and the social services department should be clear about who will be taking what action, or that no further action will be taken
- Decisions with regard to referrals and related actions should be recorded by Children's Social Care and by the referrer

Roles and Responsibilities

Designated Teacher and Headteacher

- To ensure that all staff are aware of the Hounslow Area Child Protection guidelines
- To ensure that Hounslow's telephone procedures are followed
- To advise the Headteacher and co-ordinate action where child abuse is suspected
- To facilitate and support the development of a whole school policy on Child Protection informing all staff and monitor outcomes achieved by vulnerable learners
- To lead referrals to social services, the Early Intervention Team e.g. Common Assessment Framework or other appropriate agencies
- To maintain records in case conferences and other sensitive information in a secure, confidential file
- To disseminate information about the child only on a need to know basis bearing in mind the importance of confidentiality

Designated Teacher and Headteacher - Continued

- To pass on records when a child who is on the Child Protection Register leaves school
- To raise staff awareness and confidence on child protection procedures and to ensure new staff are aware
- To brief fully and support members of staff involved in child protection issues
- To participate in and lead training wherever possible in order to develop skills and expertise
- To liaise with outside agencies including the Local Authority Designated Officer (LADO)
- To liaise with the school's administrator to ensure the maintenance of the single register of staff and that this complies with policy and legislation
- To ensure that any declarations which may require consideration in terms of disqualification by association are dealt with promptly and appropriately
- To liaise with the school's administrator to undertake checks to ensure the safe recruitment of staff including the use of information available from other sources e.g. the internet

Governing Body including nominated Governor

- To ensure that safe recruitment guidelines and practices are adhered to including all necessary checks e.g. DBS
- To liaise with the Headteacher and/or Designated Teacher to monitor child protection procedures and processes
- To support the school in dealing with any allegations of staff according to policy and guidelines
- To monitor the progress and achievement of vulnerable learners
- To monitor the single central register of staff including DBS (Disclosure and Barring Service) checks and adherence to the Safeguarding Vulnerable Groups Act 2006 vetting and barring scheme for checking staff and volunteers who work with children
- To undertake relevant training and advice and keep up to date with current legislation

Staff

- To understand and discharge their own and the school's legal responsibility in terms of safeguarding children. This includes their obligation to report any concerns about the well-being and/or safety of children and the requirement to notify the Headteacher and/or designated teacher in respect to any concern that the behaviour of another adult or colleague may be putting children at risk
- To undertake regular training and adhere to agreed policies, procedures and processes
- To remain vigilant to any signs of abuse and report any concerns to the designated teacher or Headteacher
- To attend and contribute to multi-professional, core group and/or child protection case conferences where appropriate
- To contribute towards and monitor the safety and well-being of all learners
- To complete annual safeguarding self-declaration form and ensure any relevant information and/or changes are declared

Learners

- To be aware of the responsible adults in and outside the school whom they can approach if they are worried about their own well-being or safety or that of others
- To be aware of and understand strategies that can help them to keep safe including e-safety

Parents/ Carers and other adults visiting the school

- To understand their own and the school's legal responsibility in terms of safeguarding children
- To report any concerns about the well-being and/or safety of children

Dealing with Disclosure of Abuse

If a child chooses to disclose to us we may have feelings of anger, disgust, revulsion, sorrow or fear. The child may also be feeling many of these emotions, but also accompanied by confusion, responsibility, guilt, insecurity, fear, inability or reluctance to trust adults. There are things that we, as adults, can do. We can try to:

- **Stay Calm** - the child needs us to be composed and in control
- **Listen Carefully** - and sympathetically without probing
- **Do not question or put words into the child's mouth** - this re-lives the situation and make further discussions difficult
- **Note** - the main points calmly and carefully
- **Repeat** - these to make sure that they have been properly understood
- **Tell and show the child that:**
 - it was right to tell
 - we are glad they told us
 - we are sorry that it happened
 - things like this happen to others too
 - that we will do what we can to help to protect them and support them
- **Praise** - and help the child to feel strong by telling them that they did something well or behaved bravely, etc.
- **Tell the child** - that we will be getting others to help
- **Never make promises** - you may not be able to keep, e.g., promising confidentiality when you will have to pass on information given by the child
- **Tell the child** - that they will be asked to go over the facts again
- **Check** - what the child would like us to arrange and allow them to make some decisions about what will happen, e.g., who they would like to accompany them, etc.
- **Discuss** - what has happened with the designated person or the Headteacher
- **Look after** the child while arrangements are being made
- **Make the rest of the day** as normal as possible for everyone concerned (i.e., the child, the other children and yourself)
- **Write up a full account** as soon as possible and in any case before the end of the day

Records

- All records about Child Protection issues are kept in secure confidential files to be located in the Deputy Head Teacher's office
- Records shall be kept by anyone dealing with concerns about the welfare of a child, e.g., poor attendance, appearance and dress, changed behaviour or unusual behaviour, health and emotional well being of the child, deterioration in educational progress, any discussion with parents about the concern, the response of parents to you and the child and home conditions
- As much information should be given about the nature of suspicions, the child and the family
- Records and subsequent reports should be factual, non-judgmental, clear, accurate and relevant

Supporting Vulnerable Pupils and their Parents/Carers

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 inclusion and behaviour policies which highlight support for vulnerable pupils
- Ensuring that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred
- Liaising with other agencies that support the pupil such as social services, Child and Adult Mental Health Service, Education Welfare Service and Educational Psychology Service
- Identifying and maintaining a register of vulnerable learners according to concerns under the categories of family and environmental factors, child development and parenting capacity
- Ensuring that, where a pupil on the child protection or vulnerable learners' register leaves, the relevant information is transferred to the new school immediately
- Providing support and advice for parents/carers who are experiencing difficulties in providing for the emotional and/or physical well-being of their children

The Curriculum

Through the curriculum we aim to promote 'the safe child'

- A safe child is valued, is self-confident, has self-esteem, and has the skills and knowledge to protect themselves. A safe child knows that they have the right to be safe, knows that they have rights over their own body, knows that it's OK to say no and knows how to be respectfully assertive.
- A safe child understands: the difference between good and bad secrets, what might be a potentially dangerous situation, who can help or be trusted, the difference between appropriate and inappropriate touches
- A safe child is able to: trust, recognise and express their feelings, solve problems, make judgments, make decisions and be assertive

Opportunities are offered to our children during class discussion linked to our development of the Social and Emotional Aspects of Learning, engaging in activities with visitors representing agencies such as the Police and charities such as the (National Society for the Protection of Children) NSPCC

E-Safety

Pupils have an entitlement to safe Internet access at all times.

The requirement for pupils to use the Internet and related communications technologies appropriately and safely is also addressed as part of our ICT and e-safety policy.

The use of these exciting and innovative tools in school and at home has been shown to raise educational standards and promote pupil achievement. However, the use of these new technologies can put young people at risk within and outside the school. Some of the dangers they may face include:

- Access to illegal, harmful or inappropriate images or other content
- Unauthorised access to, loss of or sharing of personal information
- The risk of being subject to 'grooming' by those with whom they make contact on the Internet
- The sharing/distribution of personal images without an individual's consent or knowledge

E-Safety - Continued

- Inappropriate communication/contact with others, including strangers
- Cyber-bullying
- Access to unsuitable video/Internet games
- The potential for excessive use which may impact on the social and emotional development and learning of the young person

The school provides the necessary safeguards to help ensure that we have done everything that could reasonably be expected to manage and reduce these risks. The e-safety policy explains how the school intends to do this, whilst also addressing wider educational issues in order to help pupils, parents/carers and staff to be responsible users and stay safe while using the Internet and other communications technologies for educational, personal and recreational use.

Conclusion

Section 11 of the Children Act 2004 places a statutory duty on key people and bodies to make arrangements to safeguard and promote the welfare of children and we fully recognise that school plays a vital role in preventing harm to children. It is therefore essential that all adults within our school community discharge their responsibilities according to our policy and procedures and do their utmost to minimise risks to our learners.

Related Policies include:

Health and Safety

Internet Access and E-Safety

Behaviour Management including Anti-Bullying

Inclusion including Gender and Racial Equality

Whistleblowing

Disciplinary

Gary Murrell/Sophie Liardet – 24.01.15