

# Safeguarding (Child Protection) Policy

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## Introduction

The health safety and wellbeing of all our children is of paramount importance to all the adults who work in our school. Our children have the right to protection, regardless of age, gender, race, culture or disability. They have a right to be safe in our school.

Safeguarding is defined as protecting children from maltreatment; preventing impairment of children and young people's health or development; ensuring that children and young people grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to achieve their best possible outcomes.

Chester Park Junior School is committed to safeguarding and promoting the welfare of children by:

- The provision of a safe environment in which children can learn
- Fulfilling our statutory (legal) responsibilities to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm

All staff at Chester Park Junior School have a role and responsibility to safeguard children attending our school, irrespective of their role by;

- Identifying concerns early and providing help for children, to prevent concerns from escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. In such cases a single assessment should be undertaken by a lead professional who could be the Designated Safeguarding Lead, Senco, GP, family support worker, health visitor or school nurse
- Sharing appropriate information irrespective of whether this is reported by other children, members of the public, parents or relatives of children attending our school. The Designated Safeguarding Lead will determine what action if any will follow
- Reading the standalone publication Keeping children safe in education: Information for all school and college staff (DfE September 2016) or Part One of Keeping Children Safe in Education (September 2016)

The Designated Safeguarding Lead for Chester Park Junior School will support staff in their safeguarding duties and they will liaise with other services, including Children's Services where there are concerns relating to the welfare of pupils at our school

## Statutory Responsibilities

All action taken by Chester Park Junior School will be in accordance with:

- **Current legislation:** Children Act 1989 and 2004; Education Act 2002 and 2011 and Education and Inspection Act 2006
- **Statutory guidance:**  
**Working Together to Safeguard Children (2015)**, which sets out the multiagency working arrangements to safeguard and promote the welfare of children and young people and protect them from harm; in addition it sets out the statutory roles and responsibilities of schools  
**Keeping Children Safe in Education (September 2016)** is statutory guidance issued by the Department for Education which all schools and colleges must have regard to when carrying out their duties to safeguard and promote the welfare of children
- **The Teacher Standards 2012** state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties

In addition the schools and colleges must follow specific guidance and advice provided by the Department for Education (DfE) in relation to the wider safeguarding agenda e.g. behaviour, health and safety, bullying, e-safety and medical needs

## The role of the Designated Safeguarding Lead (DSL)

Chester Park Junior School in accordance with Keeping Children Safe in Education (July 2015) has a Designated Safeguarding Lead (DSL) who is a senior member staff, who undertakes lead responsibility for safeguarding within the school. **Our DSL is the Head Teacher and Deputy DSL is the Deputy Head Teacher and Family Support Worker.**

The broad areas of responsibility for the designated safeguarding lead are:

- To support and advise staff on matters of child welfare (including contributing to early help assessments) and safeguarding and to liaise with relevant agencies, including Children's Services and or Police where abuse and neglect are suspected
- To fulfil statutory responsibilities in relation to children subject to a child protection plan by attending child protection conferences and implementing the multiagency child protection plan
- Liaise with the (Local Authority Designated Officer (LADO) where there are concerns about the conduct or an allegation is made against a member of staff or volunteer at the school (NB if there is an allegation against the Head then the Chair or Vice Chair of Governors will liaise with the LADO)
- To provide an annual report to the governing body on safeguarding and child protection activity within the school

## What all staff should know

### All staff

- Should know and be aware of who the Designated Safeguarding Lead is and their deputies if they are not on site or available for consultation
- Should know who the Chair of Governors and the Vice Chair of Governors are and how they can be contacted
- Must access, read and understand this policy as part of their induction and revisit the policy at the annual whole school safeguarding training held by Chester Park Junior School
- Must read Keeping children safe in education: information for all school and college staff (September 2016)
- Must be aware of and follow the school's procedures in order to identify those pupils in need of early help and to take appropriate action where there are concerns for the welfare and protection of children and young people. Appendix A sets out Chester Park Junior School procedure to be followed
- Must attend annual safeguarding training
- Must adhere to the school's Staff Behaviour Policy (sometimes called a code of conduct) and behaviour management policy and procedure
- Report any concerns about a child or young person immediately or as soon as practicable with the Designated Safeguarding Lead
- Whereby staff are employed in provision covered by the Childcare Regulations 2009 and fall within the scope of Disqualification under the Childcare Act 2006, they must complete a self-declaration form in addition to the enhanced DBS

### In addition

- If a child makes a disclosure it is important that staff should listen first and then report this as soon as is practical to the Designated Safeguarding Lead. They should then make a contemporaneous record (on the Confidential Safeguarding Information- green form) including the date, approximate time, the disclosure as told to them, sign and date the record (when made)

NB: records can be made, transmitted and stored electronically in accordance with the school's IT policy)

- Under no circumstances should a child be asked to write down their concerns, disclosure or allegation made against a member of staff or volunteer at the school. In asking children or young people to make a written record important contextual information is often lost, especially if they have poor literacy skills, communication difficulties or English is not their first language.

## Specific Safeguarding issues

- A child going **missing from education** (CME) is a potential indicator of abuse or neglect. Staff should follow the school's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect,

including sexual exploitation, and to help prevent the risks of their going missing in future. Concerns should be notified directly to the Designated Safeguarding Lead and always confirmed in writing by the person reporting their concerns on the Confidential Safeguarding Information- green form.

- **Female Genital Mutilation (FGM)** comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. From October 2015 there is a mandatory reporting duty on teachers and schools to report to the police cases where they discover that an act of FGM appears to have been carried out. Concerns should be notified directly to the Designated Safeguarding Lead and always confirmed in writing by the person reporting their concerns on the Confidential Safeguarding Information- green form.

From July 2015 all schools (as well as other organisations) have a duty to safeguard children from radicalisation and extremism. This means we have a responsibility to protect children from extremist and violent views the same way we protect them from drugs or gang violence. Importantly, we can provide a safe place for pupils to discuss these issues so they better understand how to protect themselves. Protecting children from the risk of **radicalisation** is a part of Chester Park Junior School's wider safeguarding duties. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism and can happen in many different ways and specific background factors may contribute to susceptibility and vulnerability when combined with specific influences such as family, friends or online, and whereby specific extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. Concerns that a pupil may be at risk of radicalisation should be notified directly to the Designated Safeguarding Lead and always confirmed in writing by the person reporting their concerns on Confidential Safeguarding Information- green form

- Other specific risks to welfare of children and young people include Child Sexual Exploitation, Domestic Violence etc., if at any point, there is significant concern, whatever the circumstances that a child or young person is suffering abuse, neglect or is at risk of immediate serious harm then a referral must be made to Children's Services in accordance with multiagency child protection procedures which can be access via the following hyperlink

<http://www.bristol.gov.uk/page/children-and-young-people/bristol-safeguarding-children-board-professionals>

or **First Response 0117 9036444**

Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration and consider the escalation of concerns policy <http://www.bristol.gov.uk/page/children-and-young-people/bristol-safeguarding-children-board-professionals>. Concerns should always lead to help for the child at some point e.g. via Early Help if they do not reach the threshold for Children's Services intervention

## **Allegations of abuse made against teachers and other staff**

- **If** you witness inappropriate professional conduct towards a child  
or
- a child makes an allegation against a colleague then

you must report this immediately to the Designated Safeguarding Lead or in their absence to the Deputy Designated Safeguarding Lead .

- If an allegation is made against the Head then this must be reported immediately to the Chair of Governors

## Types of abuse and neglect

Abuse and neglect is defined as the maltreatment of a child or young person whereby someone may abuse or neglect a child by inflicting harm, or by failing to prevent harm. They may be abused by an adult or adults or by another child or children.

The following are the definition of abuse and neglect as set out in Working Together to Safeguard Children (2015) however, the ultimate responsibility to assess and define the type of abuse a child or young person may be subject to is that of the Police and Children's Services – our responsibility is to understand what each category of abuse is and how this can impact on the welfare and development of our children and where we have concerns that a child or young person may be at risk of abuse and neglect (one or more categories can apply) to take appropriate action as early as possible

<p><b>Physical abuse:</b> a form of abuse which 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><b>Neglect:</b> the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment 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 adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment.</p>
<p><b>Sexual abuse:</b> involves forcing or enticing a child or young person 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, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child</p>	<p><b>Emotional abuse:</b> the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing</p>

<p>in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children</p>	<p>or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.</p>
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In addition to the above there are other areas of safeguarding that the school has a responsibility to address and these include

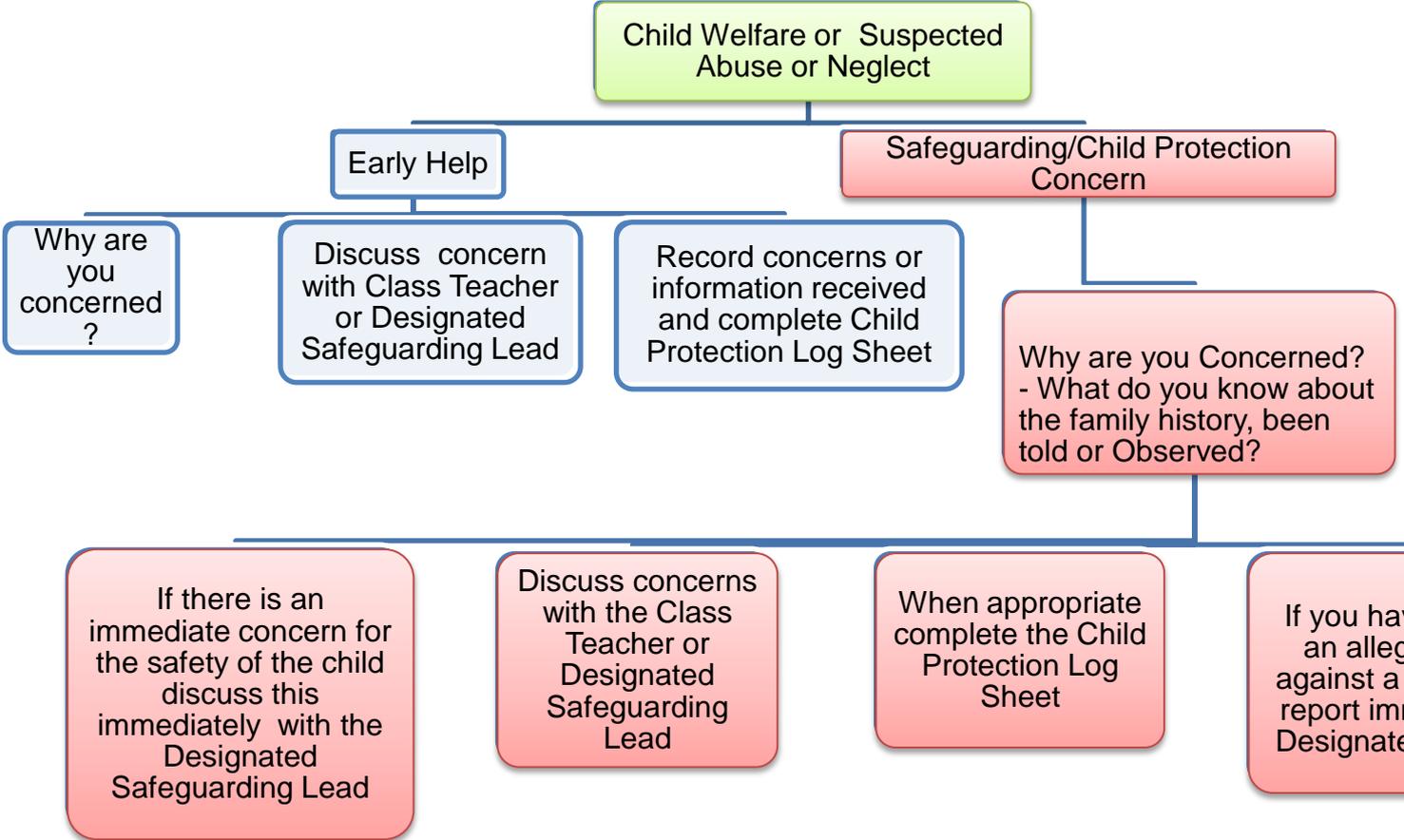
<p><b>Child Sexual Exploitation (CSE) and Trafficking</b> involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.</p>	<p><b>Female Genital Mutilation (FGM)</b> 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.</p>
<p><b>All types of bullying including cyberbullying and sexting</b> Chester Park Junior School has a separate Anti-Bullying policy which is accessible <a href="http://www.chesterpark-jun.bristol.sch.uk">www.chesterpark-jun.bristol.sch.uk</a></p>	<p><b>Forced marriage</b> is not the same as an arranged marriage, as it involves coercion and force and a marriage based on free choice. It affects both males and females.</p>
<p><b>Domestic violence, Gender-based violence/violence against women and</b></p>	<p><b>Gangs and youth violence.</b> Teachers and designated staff have a range of</p>

<p><b>girls (VAWG) and teenage relationship abuse</b> involves any incident or pattern of incidents of controlling, coercive, threatening behavior, violence or abuse between those who are, or have been in relationships or family members regardless of gender or sexuality and is applicable to teenagers engaged in abusive relationships</p>	<p>powers in relation to discipline to tackle problems, including violence, in the school environment. Such powers cover disciplinary actions, the power to restrain violent pupils, and the power to search pupils for prohibited items.</p>
<p><b>Drugs.</b> As part of school's duty to promote pupils' wellbeing, we a role to play in preventing drug misuse as part of our pastoral responsibilities (health and wellbeing/Healthy Schools) and to support the Governments drug strategy (2010) to provide information, advice and support to pupils via the curriculum</p>	<p><b>Fabricated or induced illness.</b> This supplementary guidance Safeguarding Children in whom Illness is Fabricated or Induced (2008) sets out a national framework within which agencies and professionals at local level – individually and jointly – draw up and agree upon their own more detailed ways of working together where illness may be being fabricated or induced in a child by a carer who has parenting responsibilities for them</p>
<p><b>Child and Adolescent Mental Health.</b> Good mental health and resilience are fundamental to our physical health, our relationships, our education and to achieving our potential.</p>	<p><b>Faith abuse.</b> The National Action Plan to Tackle Child Abuse Linked to Faith or Belief is intended to help raise awareness of the issue of child abuse linked to faith or belief and to encourage practical steps to be taken to prevent such abuse.</p>
<p><b>Radicalisation:</b> The school is aware of its responsibilities under the Counter Terrorism and Security Act 2015, specifically Section 26, and the Prevent Strategy to safeguard pupils who are at risk of radicalisation by identifying and risk assessing individual who may be drawn into terrorism, violent or non-violent extremism. We provide a safe environment for our pupils to explore, understand and discuss sensitive topics including terrorism and extremist ideology. We use the curriculum and pastoral support to educate our pupils and to enable them to challenge these ideas. Staff are aware of the risk posed by other students and adults who may</p>	<p><b>Private Fostering</b> is essentially arrangements are made privately for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. A relative, under the Children Act 1989, is a grandparent, brother, sister, uncle or aunt (whether of the full or half blood or by marriage) or step-parent. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child. The period for which the child is cared for and accommodated by the private foster carer should be continuous, but that continuity is not broken by the occasional</p>

<p>have been radicalised and the impact of radicalisation via social media. Staff have received appropriate training and have the knowledge and confidence to identify pupils at risk of being drawn into terrorism and extremism and challenge extremist ideals. Our IT filters are regularly reviewed in order to prevent access to terrorist and extremist materials on line at the school.</p>	<p>short break.</p> <p>Chester Park Junior School has a responsibility to refer to Children's Services any private fostering arrangement. Children's Services will undertake an assessment to ensure the needs and welfare of the child or young person is being met and that adults caring for them have access to advice and support.</p>
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Appendix A: Chester Park Junior School Safeguarding Procedure

Chester Park Junior School



All records should be dated and contain factual information, include date, context (who, what, when), identify the author and the date the record was made. If there is a specific disclosure or allegation do not ask children write the account – it is your responsibility to record what the child has said - in their own words, and any parental explanation obtained