

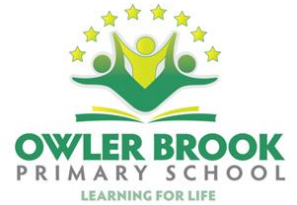


Safeguarding Children Policy

Plan Administration

Version	1
Date	October 2017
Responsibility for the Plan	Kit Oldham & Lisa Whitehead
Approved by	Federation Governors
Date of review	October 2018

Safeguarding Children Policy



Owler Brook Primary School

Aims and School Commitment

In order to achieve our school aim of each child having the opportunity to reach his or her full potential, it is essential that we ensure that every pupil has a right to protection from abuse of any kind.

This principle is the cornerstone of this policy and will also be supported by the relevant parts of the Anti-Bullying, Behaviour and Inclusion, SEN, Equality, Online Safety, PSHE and Health and Safety Policies, Working Together to Safeguard Children, DFE 2015 and Keeping Children Safe in Education, DFE 2016.

We recognise that for children, high self-esteem, confidence, supportive friends and clear lines of communication with trusted adults helps prevent and deal more successfully with safeguarding incidents.

Our school will therefore:

- Take all allegations seriously and respond to them quickly and confidentially in line with the guidance in the Sheffield Safeguarding Policy.
- Recognise that all staff have a duty to report any suspicions or allegations that any child may be suffering or at risk of suffering significant harm or abuse.
- Ensure and maintain an ethos where children feel secure and are encouraged to express their feelings and are listened to. This ethos is a key part of our behaviour policy expectations.
- Include PHSE, SEAL, and Online Safety in our curriculum which will equip pupils with knowledge and skills needed to help keep themselves safe from abuse.
- Make the children aware of the adults in school who they can approach with worries or problems.
- Ensure that effective relationships are established between school, parents and other agencies so that incidents can be investigated fairly, confidentially and successfully.
- Complete Every Child Matters trackers half termly to assess each child's needs against the 5 outcomes and in response provide for individual needs and vulnerable children.
- Implement Sheffield Safeguarding Children's Board Policies when dealing with issues. These can be found in school and on the internet at <http://www.safeguardingsheffieldchildren.org.uk/welcome/Schools-other-education-settings/Schools-Education-Settings-Policies-Procedures.html>

All staff attend 3 yearly one day basic training from the Sheffield Safeguarding Children's Board. For new staff there is a comprehensive section of the induction training devoted to safeguarding. All members of the safeguarding team receive Advanced Safeguarding Refresher Update training every year.

The Safeguarding Team

Our Designated Safeguarding Lead (DSL) is Kit Oldham (Head of School).

Our Deputy Designated Safeguarding Leads (DDSL) are Claire Shaw (Senior Learning Mentor), Karlene Calder (SENCO), Jemma Jeavons (Deputy Head).

The Role of the Safeguarding Team

All allegations and suspicions will be reported to this team who will then, in consultation with the Executive Headteacher, Sheffield Safeguarding Advisory Service and where necessary Social Care, decide on the next steps to be taken.

The main duties of the Safeguarding Team will be as follows:

- To receive, investigate and record any reports from anyone regarding possible safeguarding concerns.
- To make decisions in consultation with the Executive Headteacher about the necessity to involve Social Care and/or the Police regarding any reported incidents, allegations or suspicions.
- To report disclosures or incidents to the police or the PREVENT officer where appropriate.
- To take any steps necessary to secure the immediate safety of any child who may be at risk.
- To make clear notes of incidents containing names, dates, times, nature of concerns, child's explanations where appropriate and any further observations.
- To ensure that all child interviews are carried out in a non-leading way in order to receive a correct message from the child.
- To ensure confidentiality at all times and the safe keeping of the school reports and records in a locked facility as well as on an electronic record on CPOMs.
- To work with parents and other agencies in preparing FCAFs where appropriate.
- To make decisions on whether to inform or consult parents, taking advice from Social Care on this measure if appropriate.
- To inform the Executive Headteacher and the Chair of Governors of incidents where appropriate.
- To attend and report to Child Protection Meetings held by the investigating authorities.
- To attend and contribute to any internal enquiries as needed.
- To attend training and make other staff aware of their responsibilities under this policy.

Safeguarding Procedures

You may have concerns about a child because of something you have seen or heard, or a child may choose to disclose something to you. If a child discloses information to you, you should:

- Not promise confidentiality. You have a duty to share this information and refer to Children's Social Care Services.
- Listen to what is being said, without displaying shock or disbelief.
- Accept what is said.

- Reassure the child, but only as far as is honest. Don't make promises you may not be able to keep e.g. *'Everything will be alright now'*, *'You'll never have to see that person again'*.
- Reassure and alleviate guilt, if the child refers to it. For example, you could say, *'You're not to blame'*.
- Not interrogate the child; it is not your responsibility to investigate.
- Not ask leading questions (e.g. *Did he touch your private parts?*). Ask open questions such as *'Anything else to tell me?'*
- Not ask the child to repeat the information for another member of staff.
- Explain what you have to do next and who you have to talk to.
- Take notes if possible or write up your conversation immediately afterwards on a Child Protection Incident BLUE form available in the PPA room or in Claire Shaw/Karlene Calder's office.
- Record the date, time, place and any non-verbal behaviour and the words used by the child (do not paraphrase).
- Record statements and observable things rather than interpretations or assumptions.

Following a disclosure, immediately discuss the concern with Head of School and Designated Safeguarding Lead, Kit Oldham. If she is unavailable then please discuss with one of the Designated Safeguarding Deputies, Claire Shaw (Senior Learning Mentor) or Karlene Calder (SENCO) and before recording the concern on the Child Protection incident form available from Miss Shaw's Office, Miss Calder's Office and in the school Staff Room/PPA room. If concerns remain, the DSLs will contact the Safeguarding Hub and Social Care Services advice line for further support.

See Appendix 1

All allegations of abuse of children by those who work with children or care for them must be taken seriously. Reports should go directly to the Executive Headteacher or to the Head of School/Deputy Head if s/he is not available. If the concern is around the Executive Headteacher then the Chair of Governors should be informed.

The following procedure should be applied in all situations where it is alleged that a person who works with children has:

- Behaved in a way which has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way which indicates that he/she is unsuitable to work with children

The allegations may relate to the persons behaviour at work, at home or in another setting.

The Executive Headteacher (or Head of School/Deputy Headteacher if s/he is not available) should receive reports in relation to allegations against those within the organisation. S/he should contact The Sheffield Safeguarding Team LADO on email: Steven.Hill@sheffield.gcsx.gov.uk

Mobile: 07814382424

Office: 2734850

or sscb@sheffield.gov.uk to determine what steps should be taken and where necessary obtain further details of the allegation and the circumstances in which it was made. The discussion should also consider whether there is evidence/information that establishes that the allegation is false or unfounded, whether a referral to the Children's Social Care Services is required and/or whether disciplinary action is appropriate.

Some allegations will be so serious as to require immediate referral to the Children's Social Care Services and the Police, but common sense and judgement must be applied in reaching a decision about what action to take.

If the allegation is not patently false and there is cause to suspect that a child is suffering or is likely to suffer significant harm, the Executive Headteacher (or Head of School if s/he is not available) will immediately refer the matter to the Children's Social Care Services and ask for a meeting to be convened straight away.

Safeguarding in the Curriculum

The curriculum addresses safeguarding in two ways:

Firstly, the curriculum, in subjects such as Personal, Social and Health Education discusses relevant issues with the children. Topics include such themes as Drugs, Sex and Relationships and Stranger Danger. Children are encouraged to explore and discuss these issues and are equipped with skills they need to stay safe and know whom to turn to for help.

Secondly, the curriculum is designed so that safety issues within the subject are discussed and safe practices taught, such as:

- Using equipment properly in PE and Design and Technology
- Road safety (Road Safety Officers)
- Food hygiene and healthy choices (Cooking Clubs and Healthy Eating Week)
- Online Safety incorporated into all ICT lessons (Online Safety officers in each class and annual online safety weeks)

Induction and training

All staff have Safeguarding induction training and are able to recognise and report any concerns immediately. Safeguarding induction training includes sections on behaviour guidelines for staff, sharing information, definitions of abuse and procedures to follow if abuse is suspected. Training is regularly reviewed and updated to reflect national and local issues such as Female Genital Mutilation (FGM), Child Sexual Exploitation (CSE) and radicalisation and extremism (PREVENT duty).

Signs of Abuse

Physical

Physical abuse may involve

- hitting
- shaking
- throwing
- poisoning
- burning or scalding
- drowning
- suffocating
- and/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.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve

- conveying to children they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- not giving the child opportunities to express their views, deliberately silencing them or "making fun" of what they say or how they communicate
- age- or developmentally inappropriate expectations being imposed on children, such as interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning
- preventing the child participating in normal social interaction
- seeing or hearing the ill-treatment of another
- serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger
- exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse

Sexual abuse 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 or watching sexual activities
- encouraging children to behave in sexually inappropriate ways
- grooming a child 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.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, which is 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)
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Recognising signs and symptoms of abuse

- a child or young person alleges that abuse has taken place or that they feel unsafe;
- a third party or anonymous allegation is received
- a child or young person's appearance, behaviour, play, drawing or statements cause suspicion of abuse and/or neglect;
- a child or young person reports an incident(s) of alleged abuse which occurred some time ago;
- a report is made regarding the serious misconduct of a worker towards a child or young person.

Preventing Extremism & Radicalisation

The 'Prevent' duty:

From 1 July 2015 all schools, FE & HE Institutions must have "due regard" to the need to prevent people from being drawn into terrorism & extremism.

This means placing an appropriate amount of weight on this need when considering other factors that are relevant to carrying out your usual functions.

Extremism is defined as:

- Far right views, animal rights activism, & various forms of religious fundamentalism
- Opposition to fundamental values, e.g. democracy, the rule of law, individual liberty, respect & tolerance of different faiths & beliefs.

Protecting students from these risks is similar to protecting them from harm and abuse. However, the Prevent programme must not involve any covert activity against people or communities, but specified authorities may need to share personal information to ensure, for example, that a person at risk of radicalisation is given appropriate support.

Factors that make a student vulnerable include:

- Pressure from peers, other people or the internet
- Crime against them or their involvement in crime
- Anti-social behaviour and bullying
- Family tensions
- Race or hate crime
- Lack of self-esteem or identity
- Personal or political grievances

Education settings should ensure that:

- They are alert to changes in behaviour which could indicate that a student needs help or protection
- They discuss & challenge ideas through the curriculum, student debates, outside speakers, etc.
- They understand & use the policies & procedures of the Sheffield Safeguarding Children Board (SSCB) to protect & assess students at risk
- Designated Safeguarding Leads & Deputies:
 1. undertake mandatory 'Workshop for Raising Awareness of Prevent' (WRAP) training
 2. provide briefings, awareness, advice and support to staff & volunteers
- Students are safe from terrorist & extremist material when accessing the internet
- They give a proportionate response to this risk
- They work with all services, e.g. Youth Justice, Social Care, & Community Youth Teams, to ensure the welfare of learners, staff and visitors.

If you think a student might be at risk:

- You should inform your DSL/DDSL immediately
- The DSL/DDSL can assess the needs of the student & their family with their consent through a Family Common Assessment (FCAF), and
- The FCAF can be used to request support through the Multi-Agency Support Teams (MAST) e.g. Channel programme (voluntary)

- If the concern is serious and/or immediate, the DSL/DDSL will refer this straight away via the:
 1. Safeguarding Children Advisory Service (contact details below), or
 2. Jo Batty & Brendan Pakenham, SY Police 'Prevent' team, via 101 or local Police contact
- If necessary, a 'Strategy Meeting' will be held between agencies such as Social Care and the Police to discuss the concerns & involve other services as required

All staff will receive yearly training on procedures as part of their ongoing professional development.

The DSL and DDSL will receive regular training from the local authority at least half a day every year.

Parents / Carers and Governors

A copy of this policy is available for parents and carers in the school office or by contacting the Safeguarding Team.

Governors have approved this policy and have a duty to ensure it is kept and updated. A governor will be appointed to be the Link Governor for Safeguarding and will meet with the DSL to discuss and review procedures in school regularly.

Conclusion

This policy is to be read in conjunction with the Local Authority's Policy on Safeguarding and with school policies on Behaviour, Anti-Bullying, Restraint, Drugs, Inclusion, PHSE, Online Safety, Equality and Special Educational Needs.

Review

This policy will be reviewed annually.

Kit Oldham and Lisa Whitehead
October 2017

Appendix 1 Flow Chart

What to do if you have concern's that a child is being abused

