



Mapplewell Primary School Safeguarding and Child Protection Policy



Mapplewell Primary School Mission Statement

We strive for excellence in learning; encourage a growth mindset in all children and promote independence and motivation to succeed.

Date written	February 2018
Date to be reviewed	February 2019
Date presented to Governors	February 2018
Headteacher signature	<i>G. Padfield</i>
Chair of Governor signature	<i>J. Egan</i>

MAPPLEWELL PRIMARY SCHOOL SAFEGUARDING AND CHILD PROTECTION POLICY

2018

Contents

1. Principles
2. Designated Safeguarding Leads
3. Designated Safeguarding Governor
4. Recruitment
5. Volunteers
6. Induction and Training
7. Dealing with Concerns
8. Safeguarding In School
9. Photographing Children
10. Confidentiality and Information Sharing
11. Conduct of Staff
12. Physical Contact and Restraint
13. Allegations Against Members of Staff or volunteer
14. Allegations made by a child against a child
15. Before and After School Activities
16. Contracted Services
17. Parents and Carers
18. Provision to help pupils stay safe.

AIMS OF THIS POLICY

To ensure that children are effectively safeguarded from the potential risk of harm at school within Mapplewell Primary and that the safety and well-being of the children is of the highest priority in all aspects of the school's work. To help the school maintain its ethos whereby staff, children, parents/carers and Governors feel able to articulate any concerns comfortably, safe in the knowledge that effective action will be taken as appropriate. Safeguarding and promoting the welfare of children is everyone's responsibility, in and outside of school.

Everyone who comes into contact with children and their parents/carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

PURPOSE OF THIS POLICY

To ensure that all members of the school community:

- Are aware of their responsibilities in relation to child protection
- Know the procedures that should be followed if they have a cause for concern
- Know where to go to find additional information regarding safeguarding
- Are aware of the key indicators relating to child abuse
- Fully support the school's commitment to safeguarding and child protection
- Ensure that wherever possible Safeguarding is proactive and not reactive

1. PRINCIPLES

1.1 Section 175 of the Education Act 2002 gives maintained schools a statutory duty to promote and safeguard the welfare of children, and have due regard to guidance issued by the Secretary of State. This policy is written in conjunction with "Keeping children safe in Education September 2016", Education and Inspection Act 2006, Working Together to Safeguard Children 2013 & 2015 and the Children and Families Act 2014.

1.2 At Mapplewell Primary School we recognise our legal and moral duty to promote the well-being of children, protect them from harm, and respond to child abuse.

1.3 We believe that every child regardless of age has at all times and in all situations a right to feel safe and protected from any situation or practice that results in a child being physically or psychologically damaged. We have a duty to ensure that every child has a voice and that their perspective, opinions and feelings are listened to and recorded.

1.4 We agree that we have a primary responsibility for the care, welfare and safety of the children in our charge, and we will carry out this duty through our teaching and learning, extracurricular activities, pastoral care and extended school activities. In order to achieve this, all members of staff (including volunteers and Governors) at Mapplewell Primary, in whatever capacity, will at all times, act proactively in child welfare matters especially where there is a possibility that a child may be at risk of significant harm.

1.5 At Mapplewell Primary School we seek to adopt an open and accepting attitude towards children as part of their responsibility for pastoral care. We hope that parents/carers and children will feel free to talk about any concerns and will see school as a safe place if there are any difficulties at home.

1.6 Children's worries and fears will be taken seriously if they seek help from a member of staff. The voice of the child will be sought and recorded should they be of an age they are able to converse their concerns, issues and opinions and describe their feelings to add context and importance to the impact of the concern directly on their perspective of the situation. However, staff cannot promise secrecy if concerns are such that a referral must be made to the appropriate agencies in order to safeguard the child's welfare.

1.7 At Mapplewell Primary School, if we have suspicions that a child's physical, sexual or emotional well-being is being, or is likely to be, harmed, or that they are being neglected, we will take appropriate action in accordance with the procedures issued by Barnsley Safeguarding Children Board.

1.8 As a consequence, we:

- assert that teachers and other members of staff (including volunteers) in our school are an integral part of the child safeguarding process;
- accept totally that safeguarding children is an appropriate function for all members of staff in our school, and wholly compatible with their primary pedagogic responsibilities.
- recognise that safeguarding children in our school is a responsibility for all staff, including volunteers and the Governing Body;
- will ensure through training and supervision that all staff and volunteers in our school are alert to the possibility that a child is at risk of suffering harm, and know how to report concerns or suspicions;
- will have Designated Safeguarding Leads with knowledge and skills in recognising and acting on child protection concerns. They will act as a source of expertise and advice, and are responsible for coordinating action within school and liaising with other agencies;
- ensure (through the Designated Safeguarding Leads) that staff with designated responsibility for child protection will receive appropriate training to the minimum standard set out by the Barnsley Safeguarding Children Board (BSCB) and also receive annual updates;
- will share concerns with others who need to know, and assist in any referral process;
- will ensure that all members of staff and volunteers who have suspicion that a child may be suffering, or may be at risk of suffering significant harm, refer such concerns to the Designated Safeguarding Leads, who will refer on to Children's Social Care in accordance with the procedures issued by Barnsley Safeguarding Children Board;
- safeguard the welfare of children whilst in our school, through positive measures to address bullying, especially where this is aggravated by sexual or racial factors, disability or special educational needs, cyber bullying or internet technologies;
- will ensure that all staff are aware of the child protection procedures established by Barnsley Safeguarding Children Board and, where appropriate, the Local Authority, and act on any guidance or advice given by them;

- will ensure through our recruitment and selection of volunteers and paid employees that all people who work in our school are suitable to work with children. Those responsible for recruitment will have had the appropriate training;
- will act swiftly and make appropriate referrals where an allegation is made that a member of staff has committed an offence against a child, harmed a child, or acted in a way that calls into question their suitability for working with children;
- all school staff should be prepared to identify children who may benefit from Early Help. Early Help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through teenage years. In the first instance, staff should discuss Early Help requirements with the Designated Safeguarding Leads. Staff may be required to support other agencies and professionals in an Early Help Assessment.

2. DESIGNATED SAFEGUARDING LEADS

2.1 The Designated Safeguarding Leads in this school are: **Mrs G Padfield (Headteacher) and Mrs D Gillespie (Parent Support Advisor)**

2.2 The Designated Leads are key to ensuring that proper procedures and policies are in place and are followed with regard to child safeguarding issues. They will also act as a dedicated resource available for other staff, volunteers and Governors.

2.3 At Mapplewell Primary School we recognise that:

- the Designated Safeguarding Lead need not be a teacher but must have the 'Child Protection and Safeguarding Lead Certificate (Level 3) to carry out the duties of the post;
- all members of staff (including volunteers) must be made aware of whom the Designated Safeguarding Leads are and what their roles are;
- the Designated Safeguarding Leads will act as a source of advice and coordinate action within our school over child protection cases;
- the Designated Safeguarding Leads will need to liaise with other agencies and build good working relationships with colleagues from these agencies;
- they should possess skills in recognising and dealing with child welfare concerns;
- appropriate training and support should be given;
- the Designated Safeguarding Leads are the first people to whom members of staff report concerns;
- the Designated Safeguarding Leads are responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by the BSCB;
- the Designated Safeguarding Leads are not responsible for dealing with allegations made against members of staff.

2.5 To be effective they will:

- Act as a source of advice, support and expertise within school and be responsible for coordinating action regarding referrals by liaising with Children's Social Care and other relevant agencies over suspicions that a child may be suffering harm.
- Cascade safeguarding advice and guidance issued by the Barnsley Safeguarding Children Board.
- Where they have concerns that a referral has not been dealt with in accordance with the child protection procedures, ask the Designated Safeguarding Leads to investigate further.
- Ensure each member of staff and volunteers in our school, and regular visitors are aware of, and can access readily, this policy or a summary of the policy. Have a robust visitors signing in and out procedure.
- Liaise with the Headteacher to inform her of any issues and ongoing investigations and ensure there is always cover for the role.
- Ensure that this policy is updated and reviewed annually and work with the Designated Safeguarding Governor for safeguarding and child protection regarding this.
- Be able to keep detailed accurate secure written records of referrals/concerns, and ensure that these are held in a secure place.
- Ensure parents/carers are aware of the Safeguarding and Child Protection Policy in order to alert them to the fact that the school may need to make referrals. Raising parents'/carers' awareness may avoid later conflict if the school does have to take appropriate action to safeguard a child. Ensure that a copy of the Safeguarding and Child Protection Policy is on the school website.
- Where children leave the school roll, ensure any child protection file is transferred to the new school as soon as possible, but certainly within the 15 day national requirement, separately from the main file, and addressed to the Designated Safeguarding Lead for safeguarding and child protection.
- Where a child leaves and the new school is not known, or parents/carers have elected to home school, ensure that the Local Authority is alerted so that the child's name can be included on the database for missing pupils.

2.6 The Designated Safeguarding Leads also have an important role in ensuring that all staff and volunteers receive appropriate training. They should:

- Attend training in how to identify abuse and know when it is appropriate to refer a case.
- Have a working knowledge of how BSCB operates and the conduct of a child protection case conference and be able to attend and contribute to these when required enhancing the implementation of the Child Protection Plan.
- Attend any relevant or refresher training courses and then ensure that any new or key messages are passed to other staff, volunteers and Governors.
- Make themselves known to all staff, volunteers and Governors (including new starters and supply teachers) and ensure those members of staff have had training in child protection. This should be relevant to their needs to enable them to identify and report any concerns to the Designated Safeguarding Leads immediately.

3. DESIGNATED SAFEGUARDING GOVERNOR

The Designated Safeguarding Governor is: Mrs J Egan

3.1 Child protection is important. Where appropriate, the Governors will ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under inter-agency procedures.

3.2 The Governors will ensure that the Designated member of staff for child protection is given sufficient time to carry out his/her duties, including accessing training.

3.3 The Governors will review safeguarding practices in the school on a regular basis, and no less than annually, to ensure that:

- The school is carrying out its duties to safeguard the welfare of children at the school;
- Termly meetings with Designated Safeguarding Governor with an agreed focus. (Records of these meetings will be kept.)
- Members of staff and volunteers are aware of current practices in this matter, and that staff receive training where appropriate.
- Child protection is integrated with induction procedures for all new members of staff and volunteers.
- The school follows the procedures agreed by Barnsley Safeguarding Children Board, and any supplementary guidance issued by the Local Authority.
- Only persons suitable to work with children shall be employed in the school, or work in the school in a voluntary capacity.
- Where safeguarding concerns about a member of staff are raised, take appropriate action in line with BSCB Allegations against Staff Procedures and BMBC Disciplinary Procedures.

4. RECRUITMENT

4.1 In order to ensure that children are protected whilst in our school, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised.

4.2 We accept that it is our responsibility to follow the guidance set out in "Safeguarding Children and Safer Recruitment in Education", in particular we will ensure that the following checks are satisfactorily completed before a person takes up a position in the school:

- Identity checks to establish that applicants are who they claim to be.
- Academic qualifications, to ensure that qualifications are genuine.
- Professional and character references prior to offering employment.
- Satisfy conditions as to health and physical capacity.
- Previous employment history will be examined and any gaps accounted for.

- DBS check e.g., through birth certificate, passport, new style driving licence, etc.

5. VOLUNTEERS

5.1 We understand that some people otherwise unsuitable for working with children may use volunteering to gain access to children; for this reason, any volunteers in the school, in whatever capacity, will be recruited in line with BMBC Recruitment Policy.

6. INDUCTION & TRAINING

6.1 All new members of staff will receive induction training, which will give an overview of the organisation and ensure they know its purpose, values, services and structure, as well as identifying and reporting abuse, and confidentiality issues.

6.2 All new staff to our school (including volunteers) will receive a copy of the school's Safeguarding and Child Protection Policy on starting their work at the school. Staff will also be directed to "Keeping Children Safe in Education document September 2016" and will be given a copy of Part One of this document.

6.3 All staff will be expected to attend training on safeguarding children that will enable them to fulfil their responsibilities in respect of child protection effectively. The school will arrange appropriate training and there will be weekly safeguarding meetings delivered by the Designated Safeguarding Leads. Any new staff or volunteers who have not completed their Safeguarding Awareness Training will, as part of their induction, complete the on line safeguarding training at www.safeguardingchildrenbarnsley.com

6.4 Staff will attend refresher training every three years, and the Designated Safeguarding Leads every year. All staff will receive safeguarding updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

6.5 Staff visiting the school for short periods of time e.g. 1 day supply cover, will receive information in relation to designated safeguarding and expected procedures.

6.6 All adults not employed by school are strongly encouraged to attend safeguarding training. These staff will also be signposted to the online training available via the Barnsley Safeguarding Children Board website.

6.7 For staff that are unable to access face to face Safeguarding awareness training the school expects them to complete online training as above. All NQTs and newly appointed staff are expected to have completed Safeguarding awareness training as part of their induction process.

6.8 All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based, violence/sexual assaults and sexting

(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB_1_.PDF)

Staff should be clear as to the school's policy and procedures with regards to peer on peer abuse.

7. DEALING WITH CONCERNS

7.1 Members of staff and volunteers are not required by the school to investigate suspicions; if somebody believes that a child may be suffering, or may be at risk of suffering significant harm, they must always refer such concerns in line with DFE and BSCB Procedures. A 'Cause for Concern' is an action, observation or discussion that makes you feel anxious or worried about the well-being or safety of a child.

If a child is in immediate danger or is at risk of harm a referral should be made to Children's Social Care and/or the Police immediately. Anyone can make a referral. Where referrals are not made by the Designated Safeguarding Leads, the Designated Safeguarding Leads should be informed as soon as possible that a referral has been made. Reporting child abuse to your local council directs staff to their local Children's Social Care contact number.

In Early Years Foundation Stage any incidents/allegations of abuse must be dealt with as outlined in the welfare requirements of EYFS.

7.2 To this end, volunteers and staff will follow the procedures below:

- All cause for concern must be recorded immediately and in writing on the 'Cause for Concern' record sheet by the person with the concern. Copies of the Cause for Concern sheet will be kept in all classrooms and the staff room. (See Appendix 3)
- This must then be passed to the Designated Safeguarding Leads immediately, who will decide on the appropriate actions, completing the 'for Designated Lead use' section of the cause for concern sheet.
- Even if this results in no further action an electronic folder will be created for this child.

Any further discussions, telephone calls or meetings in relation to the child must be recorded and filed.

Designated Safeguarding Leads will meet on a weekly basis and invite any other appropriate staff as required to discuss and review all live and dormant case files. This provides the opportunity for the Designated Safeguarding Leads to:

- Monitor agreed actions have taken place
- Evaluate the impact of these actions
- Agree next steps
- Quality assure written records

Further meetings may be held should circumstances arise where more regular meetings are needed. All further involvement and documentation must be stored in this file and no-where else. Files will be stored in a secure place.

7.3 If it is felt that a concern is not dealt with appropriately by the Designated Safeguarding Leads it should be further raised with them. If at this point there are still concerns the Local Authority Designated Officer (LADO) should be contacted.

The procedure for if the Designated Safeguarding Lead is absent from school.

Contact the other Designated Safeguarding Lead, if that is not possible phone the Designated Safeguarding Leads and ask permission to access files

7.4 We will ensure that all members of staff and employees are familiar with the procedures for keeping a confidential written record of any incidents and with the requirements of Barnsley Safeguarding Children's Board.

7.5 Where any member of staff fails to report their concerns, this may be dealt with as a disciplinary matter.

8. SAFEGUARDING IN OUR SCHOOL

8.1 As well as ensuring that we address child protection concerns, we will also ensure that children who attend our school are kept safe from harm whilst they are in our charge.

8.2 To this end, this policy must be seen in light of Mapplewell Primary School's policies on:

- Personal, Social and Health Education policy and Sex and Relationships Education policy; child protection issues will be addressed through the curriculum as appropriate.
- Anti-Bullying policy; the school will also ensure that bullying is identified and dealt with so that any harm caused by other pupils can be minimised. We will pay particular attention to sexualized behaviour, behaviours or actions that promote extremism or bullying that is homophobic in nature, cyber bullying or where there appear to be links to domestic abuse in the family home.
- Recruitment and Selection policy and Code of conduct for staff.
- Equality and Diversity Policy
- Confidentiality Policy
- Behaviour Policy
- Health & Safety Policy
- Use of Force or control to restrain pupil's Policy
- Allegations against members of staff Policy
- Internet & E-safety Policy
- Whistle Blowing Policy
- Induction Policy
- Information Sharing Policy
- School Supervision Policy
- Children Missing Education Policy

9. PHOTOGRAPHING CHILDREN

9.1 We understand that parents/carers like to take photos of or video record their children in the school play, or at sports day, or school presentations. This is a normal part of family life, and we will not discourage parents/carers from celebrating their child's successes.

9.2 However, if there are Health and Safety issues associated with this - i.e. the use of a flash when taking photos could distract or dazzle the child, and cause them to have an accident, we will encourage parents/carers to use film or settings on their camera that do not require flash.

9.3 We will not allow visiting professionals (e.g. students, sports coaches, visiting professionals delivering other activities) to photograph or film children during a school activity without the parent/carers permission.

9.4 We will not allow images of children to be used on the school websites, publicity or press releases, without express permission from the parents/carers and if we do obtain permission, we will not identify individual children by name.

9.5 On entry to school parents/carers are asked to complete a permissions form and includes a section on consent to the taking of photographs and videos. The school cannot however be held accountable for photographs or video footage taken by parents/carers or members of the public at school functions.

10. CONFIDENTIALITY AND INFORMATION SHARING

10.1 At Mapplewell Primary School all members of staff will ensure that all data about children is handled in accordance with the requirements of the law and any national and local guidance.

10.2 Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.

10.3 Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the Designated Safeguarding Leads. The Designated Safeguarding Leads will then contact Social Care. Should the child be at immediate risk or the risk is likely to escalate as a result of sharing concern, the parents/carers will not be notified of a referral to duty and assessment. In all other cases parents/carers will be notified by the Designated Safeguarding Leads.

11. CONDUCT OF STAFF

11.1 At Mapplewell Primary School we have a duty to ensure that high standards of professional behaviour exist between staff and children and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries.

11.2 At all times, members of staff are required to work in a professional way with children. All staff should be aware of the dangers inherent in:

- working alone with a child
- physical interventions
- cultural and gender stereotyping
- dealing with sensitive information
- giving to and receiving gifts from children and parents/carers, contacting children through private telephones (including texting) e-mail, MSN or social networking websites
- disclosing personal details inappropriately
- meeting children outside school hours or school duties

11.3 If any member of staff has reasonable suspicion that a child is suffering harm and fails to act in accordance with this policy and Barnsley Safeguarding Children's Board procedures, we will view this as misconduct and take appropriate action.

11.4 An agreed code of conduct in relation to safeguarding has been agreed and adopted by all adults and staff working with children in Mapplewell Primary School and any member of staff who does not adhere to the policy will be subject to disciplinary procedures.

11.5 An agreed Whistle Blowing Policy in relation to safeguarding has been agreed in order to support the school ethos where children and staff can talk freely about concerns knowing they will be listened to and appropriate action taken.

11.6 There are a range of other mechanisms in place to ensure that children feel comfortable to express their concerns to adults for example:

- To the school learning mentor or class teacher via concern boxes
- Through encouragement to discuss issues at school assemblies
- Through feelings trees which are in every classroom
- Through School Council meetings
- An open approach to discussing issues with staff

12. PHYSICAL CONTACT AND RESTRAINT

12.1 Members of staff may have to make physical interventions with children. Staff will only do this in line with school policy (see Use of Force or Control to Restrain Pupils Policy).

13. ALLEGATIONS AGAINST MEMBERS OF STAFF OR VOLUNTEER

13.1 If anyone makes an allegation that any member of staff (including any volunteer or Governor) may have:

- Committed an offence against a child
- Placed a child at risk of significant harm
- Behaved in a way that calls into question their suitability to work with children

13.2 The allegation will be dealt with in accordance with national guidance and agreements, as implemented locally by BSCB.

13.3 The Headteacher will handle such allegations, unless the allegation is against the Head Teacher, when the Chair of Governors will handle the school's response.

13.4 The Headteacher (or Chair of Governors) will collate basic information about the allegation, and report these without delay to the Local Authority Designated Officer (LADO). The LADO will discuss the concerns and offer advice and guidance on how the situation will be managed and if a strategy meeting will be required.

13.5 If the allegation is in relation to the Headteacher the school will follow guidance within the policy 'Allegations against Members of Staff and volunteers' and Whistle Blowing Policy.

14. ALLEGATIONS MADE BY A CHILD AGAINST A CHILD

14.1 If a child makes an allegation that another child may have:

- Committed an offence against a child

- Placed a child at risk of significant harm

The allegation will be dealt with in accordance with national guidance and agreements, as implemented locally by BSCB. Or in the case of a child in Early Years Foundation Stage the allegation will be dealt with in line with EYFS Statutory Welfare Requirements.

15. PARENTS AND CARERS

15.1 This policy will be available to download from the school website. Paper copies are available on request from the school office. A parent/carer friendly leaflet is also available.

16. PROVISION TO HELP PUPILS STAY SAFE

16.1 Safeguarding permeates through all aspects of the wider school curriculum. The following examples are not exhaustive but give a flavour for how safeguarding is promoted at Mapplewell Primary School.

Through a more personalised PSHCE programme that specifically meets the needs of our children, they learn to engage with others in a safe and mutually respectful way. Our robust Anti-Bullying Policy is reinforced regularly. Children who have particular needs or difficulties in these areas are supported by a range of social and emotional support strategies and programmes, as well as receiving additional individual support from parents/carers and staff.

Initiatives such as, Anti-Bullying Ambassadors, School Council, Eco-Council, Reading Leaders and Bikeability, along with highly effective work with other agencies ensure that children are well-placed to keep themselves and other children safe in their everyday lives.

17. BEFORE AND AFTER SCHOOL ACTIVITIES

17.1 Where the Governing Body transfers control of use of school premises to bodies (such as sports clubs) to provide out of school hours activities, we will ensure that these bodies have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the bodies.

Appendix 1

Safeguarding Children: Whistle Blowing

Staff must acknowledge their individual responsibility to bring matters of concern to the attention of the Headteacher. Although this can be difficult this is particularly important where the welfare of children may be at risk. You may be the first to recognise that something is wrong but may not feel able to express your concerns out of a feeling that this would be disloyal to colleagues or you may fear harassment or victimisation. These feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. Remember it is often the most vulnerable children or young people who are targeted. These children need someone like you to safeguard their welfare.

Don't think what if I'm wrong - think what if I'm right

Reasons for whistleblowing:

- Each individual has a responsibility for raising concerns about unacceptable practice or behaviour
- To prevent the problem worsening or widening
- To protect or reduce risks to others
- To prevent becoming implicated yourself

What stops people from whistleblowing:

- Starting a chain of events which spirals
- Disrupting the work or project
- Fear of getting it wrong
- Fear of repercussions or damaging careers
- Fear of not being believed

How to raise a concern:

- You should voice your concerns, suspicions or uneasiness as soon as you feel you can. The earlier a concern is expressed the easier and sooner action can be taken.
- Try to pinpoint exactly what practice is concerning you and why
- Approach the Headteacher
- If your concern is about your Headteacher, or you feel you need to take it to someone outside the school, contact the Chair of Governors, Mrs J Egan

Email: chairofgovernors@mapplewellprimary.org.uk

or the Local Authority Designated Officer

- Make sure you get a satisfactory response - don't let matters rest

- Put your concerns in writing, outlining the background and history, giving names, dates and places where you can.
- A member of staff is not expected to prove the truth of an allegation but you will need to demonstrate sufficient grounds for the concern.

What happens next?

- You should be given information on the nature and progress of any enquiries
- Your employer has a responsibility to protect you from harassment or victimisation
- No action will be taken against you if the concern proves to be unfounded and was raised in good faith
- Malicious allegations may be considered as a disciplinary offence

Self-reporting

There may be occasions where a member of staff has a personal difficulty, perhaps a physical or mental health problem, which they know to be impinging on their professional competence. Staff have a responsibility to discuss such a situation with the Headteacher and personal support can be offered. Whilst such reporting will remain confidential in most instances, this cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children.

Further advice and support

It is recognised that whistle blowing can be difficult and stressful. Advice and support is available from the Headteacher, HR department and/or your professional or trade union.

"Absolutely without fail - challenge poor practice or performance. If you ignore or collude with poor practice it makes it harder to sound the alarm when things go wrong"
(Reproduced with acknowledgement to "Sounding the Alarm" – Barnardos)

Appendix 2: Definitions and Symptoms of Abuse

There are four main categories of abuse – physical injury, neglect, sexual abuse and emotional abuse. Included within the appendix are also other forms of abuse that may occur.

The list of symptoms given is not exhaustive or comprehensive but consists of frequently observed symptoms. It is important to remember that most abuse involves more than one main type, for example, sexual and emotional abuse may be recognised together. These symptoms, for example cuts and grazes, may also be accidental and not a sign of abuse.

Physical Abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning, 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.

Symptoms:

- Frequent unexplained injuries or burns
- Refusal to discuss injuries
- Behaviour changes/bed wetting/withdrawn/regression
- Finger marks
- Afraid of physical contact
- Cuts and grazes
- Violent behaviour during role play
- Cigarette burns
- Unwillingness to change clothes
- Cowering
- Aggressive language and use of threats
- Bruising in unusual areas
- Changing explanation of injuries
- Not wanting to go home with parents/carers
- Untreated injuries or lingering illness
- Fear of medical help
- Aggression/bullying
- Over compliant behaviour
- Running away
- Significant changes in behaviour
- Deterioration in work
- Unexplained pattern of absences

Neglect

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

Symptoms:

- Constant hunger
- Poor personal Hygiene/dirty
- Inappropriate clothing
- Frequent lateness or non-attendance
- Untreated medical problems
- Low self-esteem
- Poor social relationships
- Constant tiredness
- Cold – complaining of
- Dirty clothing
- Urine smells
- Unkempt hair – lack of interest from parent/carer
- Not wanting to communicate
- Behaviour problems
- Attention seeking - Lack of respect
- Often in trouble – police, bullying
- Use of bad language
- Always out at all hours
- Lack of confidence – low self-esteem
- Stealing
- Jealousy

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, inside or 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 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.

Symptoms:

- Bruises, scratches, burns or bite marks
- Inappropriate behaviour and language
- Withdrawn from friends
- Scratches, abrasions or persistent infection in the anal or genital regions
- Pregnancy
- Sexual awareness inappropriate to the child's age
- Frequent public masturbation
- Attempts to teach other children about sexual activity

- Refusing to stay with certain people or go to certain places
- Aggressiveness, anger, anxiety, tearfulness
- Change of behaviour
- Role play
- Rejecting physical contact or demanding attention
- Rocking
- Physical evidence – marks, bruising
- Pain going to toilet, strong urine and stained underwear
- Drawing – inappropriate knowledge
- Relationships with other adults or children for example, being forward
- Female Genital Mutilation

At Mapplewell Primary School we believe that all our children should be kept safe from harm. Female Genital Mutilation (FGM) affects girls particularly from North African countries, including Egypt, Sudan, Somalia and Sierra Leone. Although our school has no/few children from these backgrounds and consider girls in our school safe from FGM, we will continue to review our policy annually.

Post-FGM Symptoms include:

- difficulty walking, sitting or standing
- spend longer than normal in the bathroom or toilet
- unusual behaviour after a lengthy absence
- reluctance to undergo normal medical examinations
- asking for help, but may not be explicit about the problem due to embarrassment or fear

Long term problems include:

- difficulties urinating or incontinence
- frequent or chronic vaginal, pelvic or urinary infections
- menstrual problems
- kidney damage and possible failure
- cysts and abscesses
- pain when having sex
- infertility
- complications during pregnancy and childbirth
- emotional and mental health problems

Emotional Abuse

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 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 or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), 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.

Symptoms:

- Conveying to a child that they are worthless or unloved
- Placing inappropriate age-related expectations on a child
- Making a child feel frightened or in danger on a frequent basis
- It may involve a child seeing or hearing the ill treatment of another (e.g. domestic abuse)
- Continual self-deprecation
- Fear of new situations
- Inappropriate emotional response to painful situations
- Self-harm or mutilation
- Compulsive stealing/scrounging
- Drug/solvent abuse
- Neurotic behaviour – obsessive rocking, thumb sucking
- Air or detachment 'don't care'
- Social isolation
- Attention seeking behaviour
- Eating problems
- Depression
- Crying
- Rocking
- Withdrawn
- Cringing, bad behaviour
- Aggression, behaviour changes
- Bribery by parent
- Self-infliction
- Lack of confidence, attention seeking
- Unable to communicate, Clingy
- Afraid of authoritative figures
- Treating others as you have been treated
- Picking up points through conversation with children

Other forms of abuse include:-

- Child sexual exploitation (CSE) – exploitative situations, contexts and relationships where young people receive something 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 crime by gangs and groups.

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

- Cyberbullying – this can be done via text messages or the internet (social media sites) and is usually prejudged against particular groups. It can result in the intimidation of a person through the threat of violence or by isolating them either physically or on- line.

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

- Domestic Violence – any incident or pattern of incidents of controlling, coercive, threatening behaviours, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members, regardless of gender or sexuality. Witnessing domestic abuse is child abuse, and teenagers can suffer abuse in their relationships.

<https://www.gov.uk/guidance/domestic-violence-and-abuse>

- Drugs - this could relate to alcohol, tobacco, illegal drugs, medicines, new psychoactive substances (legal highs) and volatile substances.

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

- Fabricated or induced illness – there are 3 ways in which the carer of a child will fabricate or induce an illness in a child:-

1. Fabrication of signs and symptoms – fabricating a past medical history;

2. Fabrication of signs and symptoms and falsifying hospital charts and records, including letters and documents;

3. Induction of illness by a variety of means.

<https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>

- Faith Abuse – this includes belief in concepts such as witchcraft and spirit possession, demons or the devil, acting through children or leading them astray (traditionally seen in some Christian beliefs), the evil eyes or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context); ritual or multi murders where the killing of children is believed to bring supernatural benefits or the use of their body parts is believed to produce potent magical remedies; and use of belief in magic or witchcraft to create fear in children making them more compliant when they are being trafficked for domestic slavery or sexual exploitation.

<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

- Forced Marriage – a forced marriage is a marriage in which one or both spouses do not (or, in the case of some adults with learning or physical disabilities cannot) consent to the marriage and duress is involved.

<https://www.gov.uk/guidance/forced-marriage>

- Gangs and Youth Violence – “Street gangs” for whom crime and violence are a core part of their identity, although “delinquent peer groups” can also lead to increased antisocial behaviour and youth offending. Although some group gatherings can lead to increased antisocial behaviour, it should not be confused with the serious violence of a gang culture/activity

<https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>.

- Private Fostering – a private fostering arrangement is essentially one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 by someone other than a parent or close relative with the intention that it should last for 28 days or more.

<https://www.gov.uk/government/publications/children-act-1989-private-fostering>

- Female Genital Mutilation (FGM) – FGM comprises all procedures involving the partial or total removal of the female external genitals or other injury to the female genital organs for non-medical reasons. This can range from a symbolic prick to the vagina to a fairly extensive removal and narrowing of the vagina opening and in the UK all forms are prevalent. It can be known as “female genital cutting” or “female circumcision” and some communities tend to use local names for referring to this practice including “sunna”.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf

- Gender based violence/violence against women and girls (VAWG) – refers to violence, physical, sexual or otherwise, stalking and harassment and female genital mutilation.

<https://www.gov.uk/government/policies/violence-against-women-and-girls>

- Sexting – “Sexting” is the exchange of self-generated sexually explicit images, through mobile picture messages or webcams over the internet. Young people may also call it cybersex or send a “nude” picture or selfie of themselves partially clothed.

<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

- Teenage Relationship Abuse – can be emotional, physical, sexual or financial abuse, where teenagers are isolated from their friends, being controlled with what they wear, checking up on them all the time, being forced to have sex, being forced to watch pornography against their will, forcing others to buy them things.

<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

- Trafficking – “Trafficking of persons” shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. This could be the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/177033/DFE-00084-2011.pdf

- Mental Health – good or positive mental health is more than the absence or management of mental health problems; it is the foundation for wellbeing and effective functioning for wellbeing and effective functioning both for individuals and for their communities.

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools->

- Honour Based Violence - Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community. It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture. <https://educateagainsthate.com/>

- Breast Ironing - refers to the practice of massaging or pounding young girls' breasts with heated objects to suppress or reverse the growth of breasts.

Breast ironing is often performed by mothers or female relatives of victims misguidedly wishing to protect their young relatives from rape, unwanted sexual advances, early sex, and pregnancies, all of which they fear would result from the appearance that a girl has reached the age of puberty.

- Radicalisation - Radicalisation is defined by the UK Government within this context as “the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.”

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance__England_Wales_V2-Interactive.pdf

Appendix 3

CAUSE FOR CONCERN FORM ON COMPLETION TAKE IMMEDIATELY TO THE DESIGNATED LEAD FOR SAFEGUARDING

Name of Pupil		D.O.B of Pupil		
<u>Comments</u> (if comments are from a child it must be in their words)				
Member of staff		Job Role		
Date		Time		
<u>Action Taken by the Designated Lead:</u>				
Signed		Date		
Follow up by:	Meeting	Tel	Email	Non required

**Designated Safeguarding Leads are: Mrs G Padfield and Mrs D Gillespie
Our Safeguarding Governor is Mrs J Egan**