



St Martin's Garden
PRIMARY SCHOOL

Child Protection Policy

Date Adopted by Full Governing Body: March 2018

Date of Review: March 2019

Signed:

Chair of Governors

Vision Statement

Our school community believes in making a difference. Together, we nurture the whole child and provide a happy, secure and challenging learning environment.

Introduction:

This policy has been developed in accordance with the principles established by the Children Act 1989; and in line with government publications:

All action is taken in line with the following legislation/guidance:

- South West Child Protection Procedures
- Section 175 Children Act 2002
- Working Together to Safeguard Children 2013
- What to do if you're worried a child is being abused 2006
- Safeguarding Children and Safer Recruitment in Education 2007
- Keeping Children Safe in Education 2016
- Local Safeguarding Children Board Guidance
- Prevent Duty Guidance: for England and Wales March 2015
-

Aims:

St Martin's Garden Primary School fully recognises its responsibilities for safeguarding children.

Our policy applies to all staff, governors and volunteers working in the school. There are five main aims to our policy:

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

Rationale & Objectives:

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

- Establish and maintain an environment where children feel secure, are encouraged to talk, and 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 PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

As part of the ethos of the school, the staff and governors are committed to:

- ensuring the school practises safer recruitment in checking the suitability of staff and volunteers to work with children
- ensuring we have a Designated Safeguard Lead (DSL) and deputy DSL who have received appropriate training and support for this role
- ensuring that all staff and volunteers understand, and adhere to, the school's expectations of conduct;
- establishing and maintaining a safe school environment, where all children feel secure, can learn and develop, are encouraged to talk and are listened to, where their views are valued and respected;
- supporting pupils who have been abused, and carrying out specific actions in accordance with the agreed child protection plan;
- including opportunities in the curriculum for children to develop the skills they need to recognise, and stay safe from, abuse;
- ensuring all teaching and support staff are aware of signs and symptoms of abuse, know the correct procedure for referring concerns, or reporting allegations against staff, and receive appropriate training to enable them to carry out these requirements;
- ensuring all volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the designated person responsible for child protection;
- exercising their duty to work in partnership with other agencies and to share information with them, including attendance at child protection conferences, core groups and preparation of reports for conferences
- encouraging and supporting parents/carers, working in partnership with them.

The school recognises that it is an agent of referral and not of investigation.

Procedures:

- Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that abuse may have occurred must report it immediately to the DSL or deputy DSL. In line with Keeping Children Safe in Education (2016) the DSL or deputy DSL will always be available.
- Any member of staff receiving a disclosure of abuse, or noticing possible abuse, must make an accurate record as soon as possible, noting what was said or seen, putting the event into context, and giving the date, time and location. All records must be dated and signed and discussed with the DSL. Where staff have observed injuries to a child, these should be recorded on a body map outline, with some indication given about the size of the injury. Staff should not take photographs of injuries
- All records will be retained even where there is no need to make a referral immediately. Where concerns do not meet the threshold for a referral to Social Care consideration should be given to the appropriateness of completing an Early Help CAF (Common Assessment Framework) form and making a referral for a Team Around the Child (TAC) meeting
- The DSL will decide what action is required to safeguard the child which may include informing Social care services by telephone 01225 396312/313 or if out of hours: 01454 615165.
- Telephone referrals will be confirmed in writing using the form marked C2 within a maximum of 48 hours, ideally 24 hours,
- Essential information will include the pupil's name, address, date of birth, family composition, and reason for referral, previous concerns,

name of person receiving the referral and any advice given. The referral must be signed and dated by the referrer.

- Information regarding the referral will be shared with the parent/carer, and where appropriate with the child/young person, unless to do so may place the pupil at increased risk of significant harm, in which case advice should be sought from the Social Care Duty team. If a child discloses physical or sexual abuse, where the alleged abuser is either a family member or someone resident within the household, the school must consult the Duty Social Worker before informing parents, unless the child is subject to a Child Protection Plan in which case schools must contact the allocated Social Worker. The relevant Social Worker will advise the school when, and by whom, parents will be informed.
- Confidentiality must be maintained and information relating to individual pupils/families shared with staff on a strictly need to know basis. All records relating to child protection concerns will be kept in a secure place and will remain confidential. They do not form part of the pupil's educational records and must be kept separate from other records.

Physical Abuse

- Physical abuse 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.
- Where your concern is about physical abuse, make sure you note where on the body the injury is and describe shape and size. Be careful to record the factual evidence, i.e. what you can actually see, not your opinion of how the injury may have been sustained.

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 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, though it may occur alone.
- Emotional abuse is hard to evidence, so detail a number of events that have led to your concerns.

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, 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.
- If the child or young person discloses to you any such incident, record in as much detail as possible what was said, who was there and the child or young person's emotional state throughout the disclosure. Make sure your notes are contemporaneous, dated and kept securely.

Neglect

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

Domestic Abuse

- Domestic abuse may take many forms. Witnessing the physical and emotional suffering of a parent may cause considerable distress to children, and both the physical assaults and psychological abuse suffered by adult victims who experience domestic abuse can have a negative impact on their ability to look after their children.
- Children can still suffer the effects of domestic abuse, even if they do not witness the incidents directly, children's exposure to parental conflict, even where violence is not present, can lead to serious anxiety and distress amongst children.
- Domestic abuse can have a damaging effect on a child's health, educational attainment and emotional well-being and development. The potential scale of the impact on children is not always easy to assess, but may manifest itself as behavioural, emotional or social difficulties,

including poor self-esteem, withdrawal, absenteeism and adult-child conflict.

Fabricated or Induced Illness by carer (FI)

- FI is a condition whereby a child suffers harm through the deliberate action of their carer and which is attributed by the adult to another cause.
- FI can cause significant harm to children. FI involves a well child being presented by a carer as ill or disabled, or an ill or disabled child being presented with a more significant problem than he or she has in reality and suffering harm as a consequence.
- There are three main ways of the parent/carer fabricating or inducing illness in a child:
 1. **Fabrication** of signs and symptoms, including fabrication of past medical history.
 2. **Fabrication** of signs and symptoms and falsification of hospital charts, records, letters and documents, and specimens of bodily fluids.
 3. **Induction** of illness by a variety of means.
- The possibility of fabricated and induced illness should be considered where there are discrepancies between professional and parental perceptions of the child's needs or of any illness or disability and where there is a possibility of significant harm to the child. Where there are suspicions of FI in a child, the school's DSL will inform social care services.

Children Missing in Education (CME)

- A child or young person who goes missing just once faces the same immediate risks as faced by a child or young person who regularly goes missing. However, the children who go missing when they are young (and/or more frequently) are more likely to face longer term problems. Likewise, some children are at greater risk of being CME following certain life or family events. CME applies to
 - Children whose whereabouts are known but they do not have any educational provision in place.
 - Children whose whereabouts are unknown and, therefore, so is their educational provision.

The CME referral process does NOT replace safeguarding procedures for the reporting of Child Protection concerns

Child Sexual Exploitation (CSE):

- Child Sexual Exploitation (CSE) has become a growing and serious concern and is recognised as a form of child sexual abuse.
- At St Martin's Garden Primary School we strive to support and teach learners about how to make positive choices and informed decisions in their relationships so that they develop awareness and can protect themselves from all potential forms of sexual exploitation and abuse. We promote healthy friendships and relationships through the school ethos, school policies, learner / staff relationships and the curriculum.
- DSL is trained and is aware of possible risks and signs of CSE.
- By virtue of regular contact with young people, school staff are well placed to notice changes in behaviour and physical signs which may indicate involvement in sexual exploitation. School staff should also be

mindful of the risks posed by CSE and remain alert to the potential for this and need to respond immediately by bringing this to the attention of the DSL (in line with child protection procedures above). Please see Appendix 2 for further information.

Female Genital Mutilation (FGM):

- FGM is considered child abuse in the UK and a grave violation of the Human Rights of girls and women.
- PSHE curriculum including Relationship and Sex Education is in place.
- The DSL is trained and is aware of possible risk factors and signs of FGM planning or that it has taken place.
- If concerns that a girl may be at risk of FGM, or that FGM may have already taken place, are identified then child protection procedures, including referral to social care and/or police, will be instigated by the DSL. Where teachers discover that an act of FGM appears to have been carried out they must report it to the police, alongside the DSL.

Honour-Based Violence (HBV)

- So-called 'honour based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation, Forced Marriage and practices such as breast ironing.
- All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the DSL. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Forced Marriage (FM)

- The UK Government describes this as taking someone, usually overseas, to force them to **marry** (whether or not the **FM** takes place), or marrying someone who lacks the mental capacity to consent to the **marriage** (whether they're pressured to or not). Breaching a **Forced Marriage** Protection Order is also a criminal offence.
- When a disclosure or signs of FM are noted, staff should always alert the Designated Safeguarding Lead immediately.

Breast Ironing

- **Breast ironing** (also known as **breast** flattening) is the pounding and massaging of a pubescent girl's breasts, using hard or heated objects, to try to make them stop developing or to disappear.

Extremism, Radicalisation and the Prevent Duty

The UK Government defines extremism as: *"The vocal or active opposition to fundamental British values, including democracy, the rule*

of law, individual liberty and mutual respect and tolerance of different faiths and beliefs" and/or "calls for the death of members of our armed forces, whether in this country or overseas."

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."*

- We provide a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life. We promote community cohesion including the promotion of fundamental British values.
- We ensure children learn right from wrong, mix and share with other children and value other's views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes.
- We aim to prevent our pupils from being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Our school is a safe place where children can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.
- Children are prevented from accessing extremist materials via ICT in school.
- All staff are aware of the importance of this duty and the need to raise any concerns with the DSL or Head Teacher. At this point the DSL and Head Teacher will consider whether there is a need to refer to the Channel Panel/Programme. Child Protection procedures are also applied.

Peer on peer abuse

- If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:
- whether there is a large difference in power (e.g. age, size, ability, development) between the young people concerned; or
- whether the perpetrator has repeatedly tried to harm one or more other children; or
- whether there are concerns about the intention of the alleged perpetrator.

Peer-on-peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional, and can include gender-based violence/sexual assaults, sexting, teenage relationship abuse, peer-on-peer exploitation, serious youth violence, sexual bullying or harmful sexual behaviour.

Sexting

- Guidance on responding to and managing sexting incidents can be found at:
- <http://swgfl.org.uk/news/News/E-Safety/Making-sense-of-the-New-Online-Safety-Standards>

Cyber bully and online abuse

- We recognise the benefits and opportunities which new technologies offer to teaching and learning. We encourage the use of technology in order to enhance skills and promote achievement. However, there are those that seek to use these for their own or others' gratification. Online safety issues include bullying (online bullying and prejudice-based trolling, radicalisation and/or extremist behaviour) and grooming (including child sexual exploitation and trafficking)
- We ensure appropriate filters and monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material. We also teach children and adults how to keep themselves safe online.
- Any concerns about Safeguarding or Child Protection issues arising from the improper use of technology, should be brought to the immediate attention of the Head Teacher and or Designated Safeguarding Lead.

Supporting Children:

- We recognise that a child who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self-worth.
- We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our school will support all pupils by:

- Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum and through the positive and caring school ethos.
- Ensuring children are aware of potential dangers by addressing these through the curriculum ie. Stranger danger, online risks
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Social Care as soon as there is a significant concern.
- Ensuring that a named teacher is designated for Children in Care (CIC) and that a list of such children is regularly reviewed and updated and that PEPs (Pastoral Education Plans) are drawn up for children in collaboration with carers and social services.
- Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that such concerns and

school records are forwarded under confidential cover to the Head at the pupil's new school as a matter of urgency.

Supporting Staff:

- We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support.

Training:

- The DSL and deputy must receive multi-agency child protection training at least every 2 years (minimum as set out by the LSCB and refresher requirements set nationally).
- All staff, both teaching and support, must be provided with child protection training on a regular basis, at least every 3 years.
- All staff will receive regular (at least annual) safeguarding updates.
- Temporary and supply staff must be made aware of basic information in respect of the school's child protection procedures, including the name of the DSL.
- DSL will provide Safeguarding in School training as part of induction to new staff/volunteers to ensure they are aware of the CP practices, their role and the role of the DSL.
- Where appropriate, staff will receive additional training in order to effectively carry out their role e.g. safer recruitment training.
- The DSL and their deputy should keep up to date with local and national advice and guidance on child protection, and attend such additional training as is necessary to effectively fulfil their roles.
- Training is available from the Local Safeguarding Children Board.

Allegations against staff:

- The school will follow the South West Child Protection Procedures for managing allegations against staff, contacting Senior Human Resources Consultant adviser for consultation as soon as an allegation is made.
- The school will contact the Local Authority Designated Officer (LADO), or Deputy Head of Safeguarding & Quality Assurance.
- The designated officer contacted will record notes and advise on the appropriate action to be taken.
- Staff/volunteers must report an allegation about a member of staff immediately to the Head Teacher who will proceed as above. Where the allegation is against the Head teacher, the member of staff/volunteer must either contact the Chair of Governors or the LA designated officers, above. If contacted with regard to an allegation against the Head teacher, the Chair of Governors will follow the LA 'Guidance for Chairs of Governors Dealing with Child Protection Allegations against the Head teacher', and contact the Senior Human Resources Consultant advisor. An allegation must not be discussed with the alleged perpetrator or other members of staff/governors, unless advised to do so by a LA designated officer.
- The school is legally obliged to make a referral to the Disclosure and Barring Service if at the end of the allegation process a member of staff or volunteer is removed from their position, or if they leave while under investigation for allegedly causing harm or posing a risk of harm

to children.

The Role of the Governing Body

- The governing body will ensure that all statutory duties with regard to child protection are fulfilled, as detailed in 'Safer Recruitment in Education Guidance' and 'Keeping Children Safe in Education'.
- The designated governor for safeguarding will assist the school in completing the school safeguarding annual audit. An Annual Safeguarding Report will be shared with the Governing Body.
- The governing body will ensure that weaknesses identified, within the annual school safeguarding audit, through on-going monitoring of child protection procedures or other sources, are addressed explicitly within the School Development Plan. The governing body will regularly monitor the implementation and impact of the identified actions.
- The designated governor for child protection, in liaison with the DSL, will ensure that the school has a child protection policy and procedures in place, which are known to all members of staff, and updated annually.
- The governing body controls the use of school premises both within and outside of school hours and has a duty to safeguard children and young people using the premises. Where services or activities are provided separately by another body, the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection,

Other school policies:

We have used our other school policies and documents to inform our Child Protection Policy; these include:

- Behaviour
- Anti-Bullying
- Code of Conduct for Employees
- Home School Agreement
- SEND
- Whistle Blowing
- Health and safety
- Equality
- Recruitment

Complaints with regard to this policy will be dealt with via the schools complaints procedure, a copy of which is available from the school website or main office.

We will ensure that the whole school community is aware of the Child Protection Policy by including it on our school website or by providing a copy if requested from the school office.

Strategic Lead for Safeguarding	
Matt Stone (Head Teacher)	
Designated Safeguarding Lead	
<i>Main School</i> Angela Horn (Assistant Head Teacher)	<i>Margaret Coates Centre</i> Michael Bogg (Centre Manager)
Deputy Designated Safeguarding Leads	
<i>Main School</i> Julie Jones (Deputy Head Teacher)	<i>Margaret Coates Centre</i> Angela Horn (Assistant Head teacher)
Meg White (EYFS Lead)	Julie Jones (Deputy Head Teacher)
Governor responsible for Safeguarding	
Martina Veale	

Possible signs of PHYSICAL ABUSE

- Unexplained injuries or burns
- Refusal to discuss injuries
- Untreated injuries or lingering illnesses not attended to
- Admission of punishment which appears excessive
- Shrinking from physical contact
- Fear of undressing
- Aggression / bullying
- Running away
- Deterioration in work
- Unexplained pattern of absences which may serve to hide bruises or other physical injuries
- Bruises and finger marks
- Improbable explanations for injuries
- Fear of returning home or of parents being contacted
- Fear of medical help
- Over compliant behaviour
- Significant changes in behaviour without explanation

Possible signs of EMOTIONAL ABUSE

- Fear of new situation
- Self-harm or mutilation
- Drug / solvent abuse
- Air of detachment – ‘don't care’ attitude
- Social isolation – does not join in and has few friends
- Desperate attention seeking behaviour
- Eating problems
- Inappropriate emotional responses to painful situations
- Compulsive stealing / scrounging
- ‘Neurotic’ behaviour – obsessive rocking, thumb sucking

Possible signs of NEGLECT

- Constant hunger
- Inappropriate clothing
- Untreated medical problems
- Poor social relationships
- Constant tiredness
- Poor personal hygiene
- Frequent lateness or non-attendance at school
- Low self esteem
- Compulsive stealing or scrounging

Possible signs of SEXUAL ABUSE

- Bruises, scratches or bite marks on the body
- Scratches, abrasions or persistent infections in the anal or genital regions
- Pregnancy
- Sexual awareness inappropriate to the child's age – e.g. shown in drawings, vocabulary, games etc.
- 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
- Withdrawal from friends

Possible signs in OLDER CHILDREN

- Promiscuity, prostitution, provocative sexual behaviour
- Self-injury, self-destructive behaviour, suicide attempts
- Eating disorders
- Over-compliant behaviour
- Unexplained gifts of money
- Changes in behaviour
- Tiredness, lethargy, listlessness
- Sleep disturbances
- Depression

These lists may indicate that a child is being abused. However, in themselves they are not evidence of abuse, but they may suggest abuse if a child exhibits several of them or if a pattern emerges. Remember that there can be other explanations for a child showing such signs or behaving in such ways.

Further information on child sexual exploitation

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education