



Safeguarding Children Policy – Whiteways Primary School



Plan Administration

Version	2
Date	October 2018
Responsibility for the Plan	Kit Oldham & Lisa Whitehead
Approved by	Federation Governors
Date of review	October 2019

RECORD OF AMENDMENTS

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 Safeguarding, PSHE and Health and Safety Policies.

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 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 updates half termly on CPOMs 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 an outside provider. For new staff there is a comprehensive section of the induction training devoted to safeguarding.

The Safeguarding Team

Our Designated Safeguarding Lead is Lisa Whitehead (Assistant Head).

Our Deputy Designated Safeguarding Leads are Jennie Nixon (Head of School) and Rachael Kunze (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 PREVNT 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

All disclosures need to be recorded on a yellow Cause for Concern Form which can be found on the school network or in the staffroom. These forms need to be passed to a member of the Safeguarding Team immediately. You may be asked for more information. If you have a concern about a child and there has not been a disclosure, a Cause for Concern form should also be completed and passed on to the Safeguarding Team as soon as possible. If concerns are of a low level, they must be recorded on CPOMS and will be actioned appropriately. School is required to keep safeguarding information on pupils securely at least until the subject is 85 years old (currently indefinitely until further direction from the Independent Inquiry into Child Sexual Abuse). These records may either be in paper format and/or electronically using CPOMS.

In the case of a complaint made against staff they should inform the Head of School. If the complaint is about the Head of School then staff should consult the Chair of Governors.

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 Safeguarding lessons incorporated into all ICT lessons and taught

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 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/D immediately
- The DSL/D 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/D 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 Deputy DSL will receive regular training from the local authority at least half a day every year.

Disclosure Barring Service (previously Criminal records Check)

All staff in school undertake an enhanced DBS check every three years or following a three month break in service.

Childcare Disqualification Regulations

Schools are now required to check that anyone working in early years provision during or outside school hours, or later years provision provided outside of school hours is not disqualified from working with children. The types of orders, convictions, cautions or other criteria that disqualify someone from undertaking this type of activity are set out in the Childcare (Disqualification) Regulations 2009. School requires that any staff members such as teachers, teaching assistants, lunchtime supervisors and school leaders, who come into contact with children in the Early Years provision complete the check annually.

Wider school staff are required to report any changes in personal circumstances with regards to such disqualification in the period between DBS checks as necessary. These changes should be reported to the Head of School though in their absence, a member of the Senior Leadership Team.

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, E-Safety, Equality and Special Educational Needs.

Review

This policy will be reviewed annually.

Lisa Whitehead
November 2018

Appendix 1 Flow Chart

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

