

Child Protection & Safeguarding at Upton St James

Upton St. James C of E Primary School

'Every child an able child.'



Reviewed by the Full Governing Body on 12/10/18

Date of next review: Autumn 2019

What to do if you're worried about a child at our school

Parents / Visitors / Volunteers

If you are **worried about your own or someone else's child**, please speak to the class teacher or the Head.

If you are concerned about something that you have seen **outside of school**, call Torbay Children's Services on 01803 208100 or, if the child is in **danger** the Police on 999.

If you are concerned about **staff behaviour** **contact the Head** directly on 01803 328286.

If you are concerned about the behaviour of the Head contact the **Chair of Governors** – contact details can be found on the noticeboard in reception.

For other concerns **speak to the child's class teacher**.

We will contact you to tell you that action has been taken.

Staff

Speak to the **Designated Safeguarding Lead** or their deputy.

If the Designated Safeguarding Lead / deputy is not available and the child is **immediate danger or at risk of harm**, take action to keep them safe. If necessary call the Police on 999 or Torbay Children's Services on 01803 208100 – if you do this then you should inform the Designated Safeguarding Lead as soon as possible.

If you have concerns about the behaviour of another adult in the school then **speak to the Head Teacher**.

If you are concerned about the behaviour of the Head contact the **Chair of Governors**.

Remember, any staff member can make a referral to Children's Services if they feel it is necessary however where possible there should be a discussion with the Designated Safeguarding Lead first to agree a course of action.

If a **teacher**, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the **teacher** must report this to the police themselves.

For more detailed information about how to manage a disclosure of abuse or what to do if you have concerns, including how to record those concerns please see the last pages of this document.

Key people:

Designated Safeguarding Lead

Name Claire Prynne

Deputy Designated Safeguarding Lead

Name Tricia Philip

Nominated Safeguarding Governor

Name Barbara Harrington

Torbay Children's Services

In office hours 01803 208100

Outside office hours 0300 456 4876

Designated Officer (Torbay Children's Services)

Email cpunit@torbay.gov.uk

Phone 01803 208955

Safeguarding and promoting the welfare of children is everyone's responsibility.

Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children.

If you still have a concern after following these procedures please speak to the Head Teacher.

Introduction

The United Nations Convention on the Rights of the Child (UNCRC) contains 54 articles and was ratified by the UK in 1991. As a Rights Respecting school, we are committed to promoting the values and principles of the UNCRC.

There are four articles in the convention that are seen as special. They are known as the “General Principles” and they help to interpret all the other articles and play a fundamental role in realising all the rights in the Convention for all children. In formulating this safeguarding policy our school has identified the General Principles as being of particular relevance:

Article 2 (non-discrimination): The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Article 3 (best interests of the child): The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 6 (life, survival and development): Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

Article 12 (respect for the views of the child): Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child’s day-to-day home life.

1. **Upton St. James is committed to safeguarding children and young people and it is our expectation that everyone who works in our school shares this commitment,** regardless of whether they are in school on a paid or voluntary basis and regardless of their role within the school.
2. Adults in our school take all safeguarding concerns seriously and we work hard to establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
3. We will **always ensure that we act in the best interests of the child, and hold their welfare paramount.** Everyone working at the school as a member of staff or volunteer has a duty to safeguard and protect our children. They must read this document and sign to say they agree to work to it. The school’s expectation is that where a child is provided with support on the school’s behalf (e.g. alternative provision) that provision will maintain the same level of safeguarding as the school.
4. For safeguarding and child protection purposes, a child is anyone under the age of 18.

Supporting documentation

5. In devising this policy we are mindful that there are a number of other documents that feed into ensuring that children are kept safe. Child protection and safeguarding

processes are constantly evolving, meaning guidance documents are regularly updated. Throughout this document there are references and links to other guidance (be they St. Christopher's MAT, school policies or government guidance) and it is important that the most recent version of those documents are looked at alongside this document, including the St Christopher's MAT Safeguarding and Child Protection policy and procedures, available on the school website. This is the overarching guidance from which this document is derived.

6. This document contains links to the most recent versions of related guidance. If you are reading a paper copy of this document then a search for the relevant title on the internet will bring up links to the most recent versions of the documents referred to or, alternatively you can access paper copies through the school. Staff can access paper copies of key documents in the staff room.
7. A key document within this is [Keeping Children Safe in Education](#) and our safeguarding policy and ethos is based around this. It is an annual requirement that all staff and governors within the school have read Part 1 of this guidance alongside our safeguarding policy and signed to say that they have done so. Keeping Children Safe in Education also states that those staff who work directly with children should read Annex A.
8. Staff are also encouraged to read the government guidance [What to do if you're worried a child is being abused](#) as this provides further information in relation to safeguarding.

What do we mean by safeguarding and child protection?

9. [Keeping Children Safe in Education](#) states:

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

10. Child protection is one very important aspect of safeguarding. It refers to the activity which is undertaken to protect specific children who are suffering, or at risk of suffering, significant harm.
11. Significant harm is the threshold that justifies compulsory intervention by statutory agencies in family life in the best interests of children. There are no absolute criteria on which to rely when judging what constitutes significant harm. Sometimes it might be a single traumatic event but more often it is a compilation of significant events which damage the child's physical and psychological development. Decisions about significant harm are complex and require discussion with other statutory agencies.

How do we work to keep children safe?

12. Upton St. James will:

- ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- raise awareness of safeguarding and child protection issues and equip children with the skills needed to keep them safe.
- develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse.
- support pupils who have been identified as needing protection in accordance with their agreed child protection plan.
- establish a safe environment in which children can learn and develop.

13. We will directly support children by:

- establishing and maintaining an environment where children feel secure, are encouraged to talk, and are listened to.
- ensuring children know that there are adults in the school whom they can approach if they are worried.
- including opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse including e-safety.
- ensuring that staff are trained and supported to respond appropriately to safeguarding and child protection concerns.
- ensuring that we do not pass off abuse between children as “banter”, “just having a laugh” or “part of growing up”.

What does this mean for children at our school?

14. Where we have concerns about a child at the school (or any child which we are aware of) we will take reasonable action to make sure that they are safe.

15. Wherever possible this will be done in consultation with parents / carers, however there may be cases where we will consult other agencies before speaking with parents. We will however ensure that parents / carers are consulted with at the earliest opportunity and aim to work in partnership, no matter how difficult the issue that is being discussed.

16. Where we have concerns that a child may be either being harmed, neglected or abused in another way, or at risk of such harm we will follow this policy.

17. As a school within the boundaries of Torbay Council, as well as national guidance we also follow the policies and guidance of Torbay Safeguarding Children Board. Further information about the Board, their policies and how decisions are made about safeguarding please refer to [their website](#).

18. We also work in partnership with the Torbay Education Safeguarding Service which involves the sharing of information. Their statement in relation to information sharing is as follows:

“Torbay Education Safeguarding Service (TESS) is a social work led service working in partnership with schools and social care to promote the welfare of children and young people, and to ensure they are safe from harm.

As part of their work they will receive information from partner agencies, such as the police and social care. The police send a daily Child at Risk Alert (CARA). This is generated if there has been an incident when the police are called to any household where a child is resident. It may be that the incident relates to only one of your children, however, it is likely that any police involvement with one member of the household may affect all of the siblings. For this reason, the CARA will be sent to all of the schools attended by the child/young person of the family.

There may be occasions when you have not consented to the sharing of the information. For minor incidents, if you withhold consent to share information TESS will not receive an alert. However, incidents graded medium or high are shared with schools as these are deemed potential child protection matters. This principle is similar to that employed by the police for Operation Encompass, an initiative managed by the police and nothing to do with TESS.

If information is shared, this will be in accordance with the key principles of the Data Protection Act and be on a need to know basis, and will only occur to help schools protect and promote the welfare of your son or daughter. When there is any sharing of information, schools should discuss this with you to enable a partnership approach to meeting the needs of your son or daughter.

If you have any questions about the service please ask your school, or telephone Sarah James, TESS Team Manager: 07525 815441

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19. An important part of safeguarding is knowing where children who attend the school are during school hours. Where a child frequently misses school this can be an indicator of abuse or neglect. In line with our [attendance policy](#), non-attendance will be followed-up and where necessary we ask someone employed by the school to visit the child's home on the same day – where there is no response the school will review the information available and make a decision how to proceed. Further information can be found in government guidance ([Children missing education Statutory guidance for local authorities – Department for Education](#) and [Keeping Children Safe in Education](#)).
20. In order to make sure that we know where children are if they are not in school, we will ask parents to provide more than one emergency contact number of each child.

How we will support staff to keep children safe:

21. All new staff and volunteers will receive a mandatory induction session in relation to safeguarding when starting at the school. This will include identifying the procedures within the school and being provided with details of the Designated Lead and other relevant staff within the school. Staff will also have access to a copy of [Part 1 of Keeping Children Safe in Education](#) and a copy of this document through the staff room.

22. All new staff will be given a copy of the school's behaviour policy, the code of conduct (also known as staff behaviour policy) and information as to how we respond if a child is missing from education.
23. All new staff will receive basic child protection awareness training at the earliest opportunity at a level set out by Torbay Safeguarding Children Board.
24. All new staff will be required to complete national online Prevent training within the first half term of their appointment.
25. We will ensure that the Designated Safeguarding Lead and their deputy will have appropriate training to undertake the role competently, and in line with the requirements of [Keeping Children Safe in Education](#).
26. We will provide staff with regular safeguarding and child protection updates through termly updates at team meetings (agreed in advance between the Head Teacher and Safeguarding Governor). The impact of these sessions will be monitored by the Governing Body through the regular Governor visits to school.
27. All staff will receive full update training every three years. Where a member of staff cannot attend this training they will be required to complete alternative training (e.g. elearning) in line with current requirements.

We will ensure that safer recruitment training has been completed by staff undertaking recruitment processes and that we will ensure that safeguarding is central to any recruitment as per St. Christopher's Multi-Academy Trust Recruitment and Selection Policy.

The role of the Governors and Designated Safeguarding Lead

28. Whilst safeguarding is everyone's responsibility, specific duties are placed on the school management to ensure that the school is adhering to its legal duties. These requirements as well as the role of the Designated Safeguarding Lead are set out in [Keeping Children Safe in Education](#).

What is child abuse?

29. [Keeping Children Safe in Education](#) identifies child abuse as:

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

30. Within this there are four categories of abuse, however we need to be mindful that any safeguarding issue is rarely a standalone event that can be covered by one definition or label. In most cases, multiple issues will overlap with each other.

31. Recognising child abuse is not easy, and it is not your responsibility to decide whether or not child abuse has taken place or if a child is at significant risk. You do, however, have a responsibility to act if you have a concern about a child's welfare or safety.
32. For information on the four types of abuse refer to [Keeping Children Safe in Education \(Part 1\)](#) and the [NSPCC website](#). This information is not designed to turn you into an expert but it will help you to be more alert to the signs of possible abuse. The examples provided in that information are not meant to form an exhaustive list, and many children and young people will exhibit some of the indicators at some time, and the presence of one or more should not be taken as proof that abuse is occurring.
33. There may well be other reasons for changes in behaviour, such as a death or the birth of a new baby in the family, relationship problems between parents/carers, undiagnosed medical conditions, etc.
34. When working with children with special educational needs or disabilities there can be additional barriers to recognising abuse or neglect. As with all aspects of child protection and safeguarding there is a need to maintain a professional curiosity (meaning there is a need to always ask "what if ...") and not pass something off as being due to the additional needs of the child. For further information about the potential barriers please refer to the [NSPCC website](#).

Specific safeguarding issues

35. There are specific safeguarding issues that we need to be aware of to keep the children and young people that we work with safe.
36. **Child Sexual Exploitation** – Child sexual exploitation is a form of child sexual abuse. Child sexual exploitation is never the victim's fault, even if there is some form of exchange: all children and young people under the age of 18 have a right to be safe and should be protected from harm.
37. The definition of child sexual exploitation along with indicators and other information can be found in government guidance ([Child sexual exploitation Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation – Department for Education](#)).
38. **Female Genital Mutilation (FGM)** – FGM is a form of violence against women and girls which is, in itself, both a cause and consequence of gender inequality. Whilst FGM may be an isolated incident of abuse within a family, it can be associated with other behaviours that discriminate against, limit or harm women and girls. These may include other forms of honour-based violence (e.g. forced marriage) and domestic abuse.
39. More information (including definition and indicators of concern) can be found in government guidance ([Multi-agency statutory guidance on female genital mutilation – HM Government](#)).

40. The Serious Crime Act 2015 sets out a duty on teachers to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure.
41. **Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out**, and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases. For more information see [Keeping Children Safe in Education](#).
42. **So called 'Honour Based Violence' (HBV)** – 'Honour based violence' (HBV) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.
43. This is often referred to as "so called 'honour based violence'" as it is important to emphasise that there can be no justification for the abuse involved. Such abuse can include FGM, forced marriage and practices such as breast-ironing. Wherever staff are concerned that a child may be at risk of HBV, this should be escalated to the Designated Safeguarding Lead immediately as we recognise that we may only get one chance to act in relation to potential victims. For more information see [Keeping Children Safe in Education](#).
44. **Children at risk of radicalisation (Prevent Duty)** – Radicalisation is the process where a person comes to support terrorism or extremism (and this is not necessarily linked to religious beliefs, historically we have seen extremist acts in relation to vivisection). As with other safeguarding risks we need to be alert to changes in the child's behaviour and report concerns to the Designated Safeguarding Lead.
45. It is a legal requirement of the school that we have "due regard to the need to prevent people from being drawn into terrorism" – also known as the Prevent Duty. This legal requirement brings a number of expectations, further information about this can be found in [Keeping Children Safe in Education](#).
46. **Private fostering** – This refers to arrangements made privately which mean that someone other than a parent or close relative provides care of a child under the age of 16 in their own home for 28 days or more. As a school we have a mandatory duty to report situations where we are aware or suspect that a child is being privately fostered. Should staff have concerns that a child may be being privately fostered they should speak with the Designated Safeguarding Lead. For more information about private fostering see the website [Somebody Else's Child](#).
47. **Looked After and Previously Looked After Children** – The most common reason for children being looked after is because they have been abused or neglected. It is therefore important that we recognise the impact that being in care and previous life experiences may have on children at our school.
48. **Children with Additional Needs or Disabilities**- Children with special educational needs or disabilities can face additional barriers to abuse or neglect being identified.

These barriers may be linked with our assumptions that indicators of abuse are linked with the child's needs, through an increased risk of isolation or bullying and through communication barriers preventing the child from disclosing.

Allegations of abuse made against other children including peer on peer abuse

49. Issues can also arise within peer relationships. This can include bullying (which includes cyber-bullying), gender-based violence, sexual assaults and the sending of explicit text messages (known as sexting). These issues can be between two children or can involve groups of children singling out an individual.
50. Such behaviour is abuse and it should not be passed off as banter or a rite of passage to adulthood and when heard comments between pupils must be challenged if they are potentially harmful. The majority of incidents amongst peers in our school are likely to be covered by our [Behaviour Policy](#) however there are occasions where allegations may be made fall outside of this and are of a safeguarding nature. Incidents are more likely to be of a safeguarding nature if the allegation is against an older pupil and made by a younger or more vulnerable pupil, is of a serious nature (possibly including being a criminal offence) or has a significant impact on others. As with other incidents of abuse however each incident needs to be considered on the specifics of what happened and where there are concerns this should be discussed with the Designated Safeguarding Lead.
51. It is important that where such incidents do occur consideration is given to the needs of the victim and that they are provided with support as appropriate – for example this may involve individual support or more indirect support such as whole class sessions on specific issues such as relationship abuse.
52. Consideration should also be given to the needs of the abuser and understanding why they have behaved in this way as they may be experiencing their own difficulties. Consideration will also need to be given to managing ongoing risk where necessary.
53. Further information specifically around incidents of sexual violence or sexual harassment can be found in the government advice [Sexual violence and sexual harassment between children in schools and colleges](#).
54. Further information specifically in relation to sexting can be found in Part 5 of [Keeping Children Safe in Education](#) and in [UK Council for Child Internet Safety Guidance](#) (Sexting in schools and colleges).

Concerns about colleagues / staff members

55. It is expected that all staff within the school follow the school's Code of Conduct. We do however recognise that there can be occasions when adults working in schools may harm children. If you have a concern about a colleague or staff member this should be reported to the Head Teacher without delay. If the concern is about the Head Teacher then you should report your concern to the Chair of Governors (contact details available from the school office).

56. Concerns will be follow-up in line with the Managing Allegations Policy and the guidance in [Keeping Children Safe in Education](#), where necessary involving the Designated Officer in Torbay Children's Services.

57. It is important that all adults in the school maintain an attitude of "it could happen here".

Whistle blowing

58. If a member of staff has concerns about the way in which safeguarding is carried out in the school then in the first instance there should be a discussion with the Head Teacher or the Designated Child Protection Governor.

59. If the staff member does not consider this to have resolved the issue, or the concern relates to Head Teacher / Designated Child Protection Governor then it may be appropriate to whistle blow. For more information please see the Whistle Blowing Policy.

What to do if a child discloses abuse to you.

If a child discloses abuse to you:

- listen carefully to what is said;
- stay calm;
- find an appropriate opportunity to explain that it is likely that the information will need to be shared with others – do not promise to keep secrets;
- allow the child to continue at her/his own pace and do not interrupt if the child is freely recalling events;
- you do not need to find a ‘witness’;
- ask questions for clarification only, and at all times avoid asking questions that suggest a particular answer. Questions should be framed an open manner and not lead the child in any way. For example say, “Tell me what has happened”, rather than, “Did s/he do...”;
- reassure the child that s/he has done the right thing in telling you;
- explain what you will do next and with whom the information will be shared;
- do not ask the child to repeat the disclosure to anyone else in school or ask him/her to write a statement;
- contact your Designated Safeguarding Lead or deputy as soon as you can or, where such contact is not possible, ensure a referral is made without delay to the appropriate Children’s Services (numbers at front of this document);
- record in writing what was said, including the child’s own words, as soon as possible – note date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated;
- do not discuss with parents/carers. The Designated Safeguarding Lead will agree with Children’s Services when parents/carers should be contacted and by whom.

Remember: It is important that everyone in the school is aware that the person who first encounters a case of alleged or suspected abuse is not responsible for deciding whether or not abuse has occurred and should not conduct an investigation to establish whether the child is telling the truth. That is a task for Children’s Services and the Police following a referral to them of concern about a child. Your role is to act promptly on the information you have received.

What to do if you have concerns about a child.

Any adult receiving a disclosure or noticing signs or indicators of abuse must make an accurate record as soon as possible, using cpoms.

Note what was said or seen, putting the event in context and give date, time and location. Making records should not delay contacting the Designated Safeguarding Lead or making a referral to the appropriate Children's Services.

As far as possible, record verbatim what was said and by whom. Ensure that you use the child's words and not your interpretation of them. Where physical injuries have been observed, these should be carefully noted but should not be photographed. Do not ask to see injuries that are said to be on an intimate part of the child's body.

Notes which are not stored on cpoms should be kept in a confidential file which is separate to other files and stored in the Head Teacher's office. This applies to notes being kept on a child being monitored for child protection reasons.

If staff are just beginning to have low level concerns e.g. frequent headlice or dirty clothing they should keep classroom records until concerns build to be of sufficient number or severity to warrant action of a different nature. Staff still should keep the Designated Safeguarding Lead or their deputy informed.

If the Designated Safeguarding Lead or their deputy are not available you should discuss your concerns with either another senior member of staff or the Torbay Children's Services Safeguarding Hub (number at front of document).

When notified of safeguarding concerns, the Designated Safeguarding Lead should telephone the referral to the Safeguarding Hub without delay, following discussion with parents/carers unless informing the parents/carers may cause greater risk to the child.

Consent is not needed for a Prevent referral due to the terrorism implications. The Designated Safeguarding Lead will keep a record of the conversation with the Safeguarding Hub, noting what actions will be taken and by whom, giving the date and time of the referral.

Any referral to the Safeguarding Hub should be followed up in writing by the Designated Safeguarding Lead (or referrer if different) and a written response should be received from Children's Services.