

Policy & Practice Guidance

Safeguarding Children

(Crooksbar Primary School)



VERSION: 4

DATE ISSUED: January 2016

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1 SAFEGUARDING CHILDREN STATEMENT

For Crooksbarne Primary School

This school believes that children must be protected from harm at all times.

1. We believe every child should be valued, safe and happy. We want to make sure that children we have contact with know this and are empowered to tell us if they are suffering harm.
2. We want children who use or have contact with this organisation to enjoy what we have to offer in safety.
3. We want parents and carers who use or attend our organisation to be supported to care for their children in a way that promotes their child's health and well being and keeps them safe.
4. We want organisations who work with or commission work from us, or who provide funding to us to have confidence and recognize that we are a safe organisation.
5. We will achieve this by having an effective safeguarding children procedure and follow National guidance (What To Do If You're Worried A Child Is Being Abused.)
6. If we discover or suspect a child is suffering harm we will notify Children's Social Care via Stockton-on-Tees Borough Council Childrens Hub, 01429 284284 Email: childrenshub@hartlepool.gcsx.gov.uk or the police, in order that they can be protected if necessary.
7. This safeguarding children policy statement and our safeguarding children procedure apply to all staff, volunteers and users of Crooksbarne and anyone carrying out any work for us or using our premises.
8. We will review our safeguarding children policy and procedures annually or when legislation changes to make sure they are still relevant and effective.
9. We will work with the Police on 'Operation Encompass'.
10. We will adopt the PREVENT strategy and have a single point of contact for this (Mr Twiby)

Signed:	_____	Date
	Head Teacher	
Signed:	_____	Date
	Chair of Governors	

2 SAFEGUARDING CHILDREN POLICY For Crooksbarne Primary School

This School will:

1. Arrange to take all reasonable measures to ensure the risks of harm to children are minimised
2. Arrange to take all appropriate actions to address concerns about the welfare of the child, or children, working to agreed local policies and procedures in full partnership with other local services.
3. Ensure Safe Recruitment and Employment practices are observed as we recognise this is an important part in safeguarding children.
4. Have a senior member of the organisation to take lead responsibility for dealing with safeguarding / child protection issues, providing advice and support to other staff, liaising with other staff, and working with other agencies, who will be known as the (Designated Officer). All staff will be made aware of this role:

The Designated Officer for this school is Mr Twiby. In his absence the Nominated Deputy will be Mrs Hoffman or Mrs Wilkes.

5. Listen to children, encourage them to respect and care for others and take action to stop any inappropriate verbal or physical abuse taking place.
6. Endeavour to create an open and accountable environment, permitting adults and young people to voice their concerns about inappropriate behaviour and misconduct while providing strong sanctions to deter abuse, victimisation and cover up of serious malpractice
7. Ensure our policies and procedures apply to all staff (paid or unpaid), children, young people, parents and carers regardless of gender, ethnicity, disability, sexuality or religion.

The school is aware of the responsibilities, which its Management Committee / Trustees and Staff (paid and unpaid) have with regard to the protection of children from abuse and from inappropriate and inadequate care, and is committed to responding in all cases where there is concern.

The link below provides the framework for the organisations responsibilities as part of a co-ordinated shared response to the health and well being of children.

<http://www.teescpp.org.uk/>

Staff should also be aware of:

- School Staff Handbook/New Starters and Students pack.
- Confidential Reporting Policy

Date Policy Agreed: 1st February 2016
Reviewed on: 1st September 2016

In addition this policy should be read in conjunction with the following, pertinent school policies:

- Behaviour & Discipline and the Use of Reasonable Force
- Anti-Bullying and E-Safety
- Inclusion & Special Educational Needs (SEN) Policy

- Attendance Policy
- Looked After Children (LAC) Policy
- Educational Visits (EV) Policy
- School Risk Assessments

3 Practice Guidance

3.1 How to Respond to Child Abuse or the Suspicion of Abuse

3.1.1 Immediate Action to Ensure a Child's Safety

Immediate action may be necessary at any stage in involvement with children and families.

IN ALL CASES IT IS VITAL TO TAKE WHATEVER ACTION IS NEEDED TO SAFEGUARD THE CHILD/REN i.e.:

- If emergency medical attention is required this can be secured by calling an ambulance (dial 999) or taking a child to the nearest Accident and Emergency Department.
- If a child is in immediate danger the police should be contacted (dial 999) as they alone have the power to remove a child immediately if protection is necessary, via Police Protection Order.

3.1.2 Recognition of Abuse or Neglect

Child Abuse and Neglect

'Child abuse and neglect' is a generic term encompassing all ill treatment of children, including serious physical and sexual assaults as well as cases where the standard of care does not adequately support the child's health or development.

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by 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 a stranger for example, via the internet. They may be abused by an adult or adults, or another child or children.

Working Together to Safeguard Children, 2010 sets out definitions and examples of the four broad categories of abuse:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

These categories overlap and an abused child does frequently suffer more than one type of abuse. e.g. a child may be suffering physical and emotional abuse.

a) Physical Abuse

Physical Abuse is a form of Significant Harm which may involve including hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child, including fabricating the symptoms of, or deliberately causing, ill health, to a child. (*Working Together, 2010*).

b) 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 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 the 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. (Working Together, 2010).

c) 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. (Working Together, 2010).

d) 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. (Working Together, 2010).

N.B. Children need to be protected even when it appears that they are not aware that the physical abuse, or sexual activity that they are involved in or witness, or the neglect they experience, is harmful to them.

3.1.3 What To Do If Children Talk To You About Abuse Or Neglect

It is recognised that a child may seek an adult out to share information about abuse or neglect with, or talk spontaneously individually or in groups when a member of your staff is present. In these situations they must:

- Listen carefully to the child, and NOT directly question the child.
- Give the child time and attention.
- Allow the child to give a spontaneous account; do not stop a child who is freely recalling significant events.
- Make an accurate record of the information given taking care to record the timing, setting and people present, the child's presentation as well as what was said. Do not throw this away as it may later be needed as evidence.
- Use the child's own words.
- Explain that they (staff member) cannot promise not to speak to others about the information they have shared.
- Reassure the child that:
 - ❖ They are glad they have told them;
 - ❖ S/he has not done anything wrong;

- ❖ What they are going to do next.
- ❖ Explain that they will need to get help to keep the child safe.
- ❖ They must NOT ask the child to repeat his or her account of events to anyone.

The Designated Officer or Nominated Deputy must be made aware of any disclosures.

3.1.4 Consulting about the concern

The purpose of consultation is to discuss concerns in relation to a child and decide what action is necessary. Staff may become concerned about a child who has not spoken to them, because of their observations of, or information about that child.

It is good practice to ask a child why they are upset or how a cut or bruise was caused, or respond to a child wanting to talk. This practice can help clarify vague concerns and result in appropriate action.

If staff are concerned about a child they must share their concerns. They should talk to the Designated Officer or the Nominated Deputy who will take the appropriate action.

If one of the people is implicated in the concerns staff can discuss their concerns directly with Children's Social Care in their Local Authority or their sector representative on the Local Safeguarding Children Board.

Our staff will consult externally with them in the following circumstances:

- we remain unsure after internal consultation as to whether child protection concerns exist;
- there is disagreement as to whether child protection concerns exist;
- staff are unable to consult promptly or at all with your Designated Officer;
- the concerns relate to any member of the school, speak directly to the LADO (Local Authority Designated Officer) within 1 working day

Consultation is not the same as making a referral but should enable a decision to be made as to whether a referral to Children's Social Care or the Police should progress.

In Office Hours:

Telephone 01429 284284

childrenshub@hartlepool.gcsx.gov.uk

Out Of Hours

	Children's Services	
	<u>Emergency Duty Team</u>	<u>Police</u>
Telephone	08702 402994	101

3.1.5 Making a referral

A referral involves contacting Children's Services or the Police, using the contact numbers shown above and giving information about concerns relating to an individual or family in order that enquiries can be undertaken by the appropriate agency followed by any necessary action. The Designated Officer will take the appropriate action according to the Tees LSCB's procedures.

In certain cases the level of concern will lead straight to a referral without external consultation being necessary.

Parents/carers should be informed if a referral is being made **except** in the circumstances where:

- sexual abuse is suspected;

- organised or multiple abuse is suspected;
- fabricated or induced illness (previously known as Munchausen Syndrome by proxy) is suspected;
- where forced marriage or cultural / honour based violence is suspected;
- where contacting parents / carers would place a child at further risk.

Inability to inform parents for any reason will not prevent a referral being made. It would then become a joint decision with Children's Services about how and when the parents should be approached and by whom. Seeking advice from Children's Services about who will inform the parents in all circumstances is part of the referral process.

If the concern is about abuse or risk of abuse from someone not known to the child or child's family, make a telephone referral directly to the police and advise the parents.

If the concern is about abuse or risk of abuse from a family member or someone known to the children, make a telephone referral to Children's Social Care.

Information required

Completing the multi agency referral form is a requirement to confirm the referral.

Our staff will give as much information as possible (in emergency situations all of this information may not be available). However, unavailability of some information should not stop anyone making a referral.

- Name, telephone number, position and request the same of the person to whom you are speaking.
- Full name and address, telephone number of family, date of birth of child and siblings.
- Gender, ethnicity, first language, any special needs.
- Names, dates of birth and relationship of household members and any significant others.
- The names of professionals' known to be involved with the child/family e.g.: GP, Health Visitor, School.
- The nature of the concern; and foundation for them.
- An opinion on whether the child may need urgent action to make them safe.
- Your view of what appears to be the needs of the child and family.
- Whether the consent of a parent with parental responsibility has been given to the referral being made.

Action to be taken following the referral

Ensure that an accurate record is made and kept detailing your concern(s) made at the time (chronology of all actions and concerns leading to the referral).

Make sure the concerns are confirmed in writing to Children's Social Care following the referral (within 48 hours).

Accurately record the action agreed or that no further action is to be taken and the reasons for this decision.

3.2 Confidential Records of Concern

Our school will ensure that an accurate record is made and kept detailing the concern(s) made, the time, recording the named and contact details of the person to whom staff have spoken to when making the referral and the author of the information referred.

We will ensure that concerns are confirmed in writing following the referral within 48 hours.

We will accurately record the action agreed or that no further action is to be taken and the reasons for this decision.

Records in respect of the children, young people, their parents and / or carers are kept restricted / confidential in a secure place. Information will only be shared on a need to know basis. Where the sharing of information is vital to protect a child, this school understands that the issue of confidentiality is secondary to the child's need for protection.

3.3 Safe Recruitment and Selection

3.3.1 Recruitment

Our School will take all possible steps to prevent unsuitable people working with children. When interviewing potential staff we will ensure that:

- There is an open recruitment process
- There is a rigorous interview
- We verify the applicants identity and any academic or vocational qualifications claimed
- References are taken up by direct contact with referees
- Evidence of the date of birth and address of the potential employee is sought
- An enhanced disclosure via the Criminal Records Bureau is provided

Where a position requires an enhanced disclosure make this clear on the application form, job advert and any other information provided about the post. All applicants should complete an application form enabling each of them to have the same opportunity to provide information about themselves and which can assist in identifying any gaps in employment

In any interview the interview panel should explore:

- The candidates attitude toward children and young people
- His or her ability to support the schools agenda for safeguarding and promoting the welfare of children
- Gaps in the candidates employment history and
- Concerns or discrepancies arising from the information provided by the candidate and / or a referee

A job offer should only be made subject to the necessary checks being satisfactory.

All staff will be provided with a job description with safeguarding the welfare of children being a specified part of all staffs role and contract of employment, a clear code of conduct or safer working practice guidance and be required to work a probationary period.

3.3.2 Post Appointment

The school will provide an induction programme for all staff (paid or unpaid), regardless of previous experience.

The purpose of which should be to:

- Provide training about the organisations policies and procedures
- Support individuals in away that is appropriate for the role they have been engaged.
- Provide opportunities for a new member of staff to discuss any issues or concerns about their role or responsibilities and
- Enable the person's line manager, supervisor or mentor to recognize any concerns about the person ability or suitability at the outset and address them immediately.

The content and nature of the induction process will vary according to the role and previous experience but as far as safeguarding and promoting the welfare of children is concerned the induction programme should include information about, and written statements of:

- Policies, procedures and statements in relation to safeguarding and promoting the welfare of children.
- How and with who to raise concerns with
- Other relevant procedures, e.g. disciplinary, capability and confidential reporting (previously known as whistle blowing)
- The School's Performance Management System

All staff should be provided with the opportunity to engage in appropriate training relating to the nature and level of responsibility they hold. All staff working in school should have access to basic safeguarding children training during induction or a refresher course (Working Together states the minimum for this is 3 yearly however Ofsted request this is every 2 years) for more experienced staff.

3.4 Allegations / Complaints Against Staff or Volunteers / Confidential Reporting

Our school will provide members of staff, parents / carers and the public with information regarding how to let them know if they have concerns about inappropriate behaviour by a member of staff. The allegations are usually covered in two areas:

1. Allegations that a child is being harmed by a member of staff, known as Allegations Management
2. General allegations of wrongdoing known as Whistle-Blowing / Confidential Reporting.

3.4.1 Allegations Management

- a) Concern about another worker or professional

If anyone has a concern about a professional or volunteer where they have:

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

The process for dealing with these types of concerns is now known as Allegations Management and all organisations should have clear guidelines how to deal with them.

- b) Reporting Concerns

The school has a Named Senior Officer who has responsibility for Allegations Management. They should be advised of any allegations. To make sure the child is protected the Named Senior Officer will consider, after seeking advice from the Local Authority Designated Officer (LADO) if necessary, whether a serious criminal offence has been committed and if so s/he must inform the Police.

Regardless which organisation the Senior Nominated Officer is from they must inform the Local Authority Designated Officer for the Allegations Management. The LADO will advise on how to proceed, whether the matter can be dealt with within the organisations own arrangements or whether a multi –agency strategy meeting is required.

Where the LADO decides that the issue can be dealt with internally by the organisation concerned, the reasoning and advice will be recorded and sent to the Senior Nominated Officer for the organisation, Children's Social Care and the Police Vulnerability Unit. The organisation must however comply with the timescales in the guidance and inform the LADO of the outcome of their investigation.

Where the LADO decides the case needs to proceed to a strategy meeting s/he will make a referral to Children's Social Care and convene a strategy meeting in accordance with guidance.

Complaints made directly to the police will be reported to the LADO as soon as possible and again s/he will decide whether to hold a strategy meeting. This however will not prevent the Police interviewing the complainant if they feel this is appropriate.

This school will act on all allegations made against members of staff or volunteers.

LADO Contacts

Stockton-on-Tees LADO

Phil Curtis

Stirling House Tedder Avenue,

Thornaby,

Stockton-on-Tees

TS17 9JP

Telephone: 01642 527413.

Mobile: 07717301565

secure email:

LADO@stockton.gcsx.gov.uk

3.4.2 Confidential Reporting / Whistle-Blowing Policy

Members of staff may be the first to spot anything that is seriously wrong within the school. However, they might not say anything because they think this would be disloyal, or they might be worried that their suspicions are not justified. They may also be worried that they or someone else may be victimised.

Members of the public may also have concerns and should also be encouraged to contact you with their concerns.

This school would like to make it clear that if anyone wants to raise any concern, they can do so with confidence and without having to worry about being victimised, discriminated against or disadvantaged in any way as a result.

What types of action could be covered by the policy?

The policy should deal with **serious or sensitive concerns about wrongdoings such as the following –**

- Concerns about the conduct of another staff member
- Fraud or corruption
- Member groups, children or students, particularly children and adults in our care, being mistreated
- Unauthorised use of money
- An unlawful act
- Any danger to health and safety
- A person abusing their position for any unauthorised use or for personal gain
- A person deliberately not keeping to a policy, a code of practice or any law or regulation
- A person failing to meet appropriate standards
- A person being discriminated against because of their race, colour, religion, ethnic or national origin, disability, age sex, sexuality, class or home life

The concern may be about members of staff, people who work directly for or with the organisation, as part of a collaborative/ partnership agreement.

What is not covered?

Confidential Reporting / Whistle-Blowing policies cannot be used to deal with serious or sensitive matters that are covered by other procedures.

Such Procedures include the following –

- Staff's complaints about their employment. These complaints should be dealt with through a Grievance Procedure.
- Customers' complaints about services. These complaints should be dealt with through a Complaints Policy.

Individuals utilising the Confidential Reporting / Whistle-blowers Policy should feel confident in knowing how to raise issues as where an allegation is true they have nothing to fear. If necessary you will take appropriate action under the Public Interest Disclosure Act 1998 to protect them from any harassment, victimisation or bullying.

Anonymous allegations

As actions will be taken to protect members of staff (as explained above), you are encouraged to give their name when you make an allegation. Concerns raised anonymously tend to be far less effective and if, for example, you do not have enough information, we may not be able to investigate the matter at all.

If you feel that you still do not want to give their name this school will decide whether or not to consider the matter. The decision should depend on:

- The seriousness of the matter;
- Whether the concern is believable; and
- Whether you can carry out an investigation based on the information provided.

How to raise a concern via the confidential reporting / whistle-blowing concern policy

The Head Teacher is responsible for providing advice and guidance in respect of confidential reporting / whistle blowing.

If the person raising the matter works for the school, they should first raise their concern with their manager or the nominated person (obviously this will depend on the seriousness and sensitivity of the matter, and who is suspected of the wrongdoing).

It is best to request concerns are put in writing giving as much information as possible – including any relevant names, dates, places and so on. The earlier the issue is raised, the easier it will probably be to take effective action.

Although the individual raising the concern will not have to prove beyond all reasonable doubt that the allegation is true, they will have to show that there are good reasons for their concern.

3.5 Risk Assessments

This school undertakes risk assessments to ensure the safety and wellbeing of everyone who can access our facility and staff.

External Activities

Activities provided by the organisation will undergo a risk assessment before the activity or action takes place to assess any potential health and safety risks. Parental consent will be obtained.

Risk assessments will work through and provide assurance that everything has been taken into account. e.g.:

- What is the hazard?
- Who might be harmed & how?
- Are any further controls required?
- Is insurance required?
- Have we emergency contact details?
- Have appropriate checks been carried out for staff and / or volunteers?

This is not an exhaustive list.

Hire of Facilities

This school requires all potential hirers to meet the hire terms and conditions set out in the agreement. The agreement includes a section regarding what the respective responsibilities are and what is expected from the school and the hirer. We will only hire the facilities out if the hirer can provide assurance that they also take their safeguarding responsibilities seriously.

3.6 Code of Behaviour

At this school we are child-centred in all that we do. Being excellent role models for children who attend our school is of paramount importance. This is reinforced to all staff and volunteers through supervision, training and development.

3.6.1 Working with Children

It is essential that care is taken to minimise the possibility for abuse and misunderstanding and misinterpretation. False allegations are rare but general good practice will help prevent them. The following list includes behaviour that the majority of staff/volunteers working with children should never engage in:

- Be alone with children out of public view. Leaders should not ask staff/volunteers to work with children in situations where staff/volunteers will be completely unobserved
- Kiss children
- Engage in rough or sexually provocative games
- Make sexual comments
- Invite or allow children into their home (childminders being an exception)
- Give a child a lift in their car except in emergencies (unless it is part of their job)
- Let allegations, made by anyone, go unacknowledged, unresolved or not acted upon

Staff/volunteers are made aware of the potential for misunderstanding when touching children.

If it is an accepted part of an activity, touching should be appropriate to the situation and follow accepted guidelines where they exist. Consoling a child who is upset, administering first aid or supporting a participant in an activity is acceptable and necessary behaviour.

Staff/volunteers should, however, endeavour to minimise any possible misunderstanding of their actions.

(N.B. For some children, abuse is a normal part of their lives and they may not show any outward signs of ill treatment. Children who are being abused may also be over achievers and eager to please.)

3.6.2 Listening to Children.

If a child says that he or she is being abused or provides information that suggests that they are being abused, the person receiving that information should:

- Be calm and reassure the child but not make promises that may not be kept, e.g. telling the child that no else will be told.

- Discuss with the child who needs to be told about the situation
- Take what the child says seriously.
- Ask questions only to clarify understanding of what the child has said. (Do not interrogate the child.)
- Let the child know you understand what they have said and that you will act upon it.

3.7 Complaints Procedure

It is reasonable for children, young people, parents and carers to have the right to complain or make comment if they are unhappy with the care or service they receive. This school has a Complaints policy which is available within school. It demonstrates the openness and hopes to reassure everyone that this school takes the care of children and young people seriously.

3.8 Role of the Governing Body

The Governing Body has a statutory duty to ensure that all aspects of Safeguarding are implemented. The designated Governor with responsibility for safeguarding is Peter Windram and he has a clear understanding of role, responsibilities and training requirements.

