

Bathampton Primary School



Together on a learning adventure

Child Protection Policy **Part of our Safeguarding Strategy**

(See also our policies on: Behaviour Management, Anti-Bullying, Health and Safety, E-Safety, Equality, Educational Visits, Internet Use, Visitor, Medical Needs, Asthma, Safer Recruitment and Whistleblowing. See also Staff Code of conduct, Work Experience expectations, Visitor code of conduct)

1.0 Introduction

Bathampton Primary School has been described as having a ‘welcoming and delightfully happy environment in which pupils thrive and want to do their best.’ We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own ‘learning adventure’. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils’ varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitude and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

The staff and governors believe that our school should provide a caring, positive safe and stimulating environment, which promotes the social, physical, spiritual and moral development of the individual child.

The school takes seriously its responsibility to protect and safeguard the welfare of the children and young people in its care. Our policy applies to all staff, governors and volunteers working in or on behalf of the school.

The governors and staff of Bathampton Primary School fully recognise the contribution the school makes to safeguarding children. We recognise that all staff, governors and volunteers, have a full and active part to play in protecting our pupils from harm.

The staff, because of their contact with and knowledge of the children in the school, are well placed to identify abuse and offer support to children in need.

The school recognises that:

- The welfare of all children is paramount, as enshrined in the Children Act 1989
- All children, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, have an equal right to protection from all types of harm or abuse
- Some children are additionally vulnerable due to age, communication styles, disability, previous experience or other issues
- Working in partnership with children, young people, their parents, carers and other agencies is essential to promoting the young person’s welfare

This policy has been written using legislation and guidance:

- Children Act 1989
- United Nations Convention on the rights of the child 1991
- Section 175 Children Act 2002
- Keeping Children Safe in Education: Schools and Colleges 2016
- Working Together to Safeguard Children 2017

We will follow the procedures/guidance set out by the Local Safeguarding Children Board (LSCB) and take account of the legislation/guidance issued by the Department for Education. This policy should be read in conjunction with the other relevant policies as indicated at the start of this document.

2.0 Responsibilities

The Designated Safeguarding Lead has particular responsibilities for managing issues relating to the safeguarding of pupils within the school. This person is Paul Falkus

There is a member of staff who will act in the Designated Safeguarding Lead's absence. The deputy is Nicola Lake.

We have one member of the Governing Body who is responsible for Safeguarding including Child Protection. This is Alison Deane. She is responsible for liaising with the Headteacher and members of staff over all matters regarding child protection issues

The **Designated Safeguarding Lead** is responsible for:

- Adhering to the Local Safeguarding Children Board/ South West Shared Child Protection Procedures, and school procedures with regard to referring a child if there are concerns about possible abuse
- Keeping on-going written records of concerns about a child, even if there is no need to make an immediate referral, which will be signed and dated.
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records
- Ensuring that an indication of further record keeping is marked on the pupil records.
- Ensuring that any pupil who is subject of a Child Protection Plan who is absent without explanation for two days is referred to the Locality Social Care Team
- Ensuring that the nominated governor is informed when Child Protection issues arise.
- Ensuring that information about Child Protection concerns are passed on to the next school in a timely fashion

3.0 Prevention

The school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk and will always be listened to
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty

- Include opportunities in the curriculum for the children to develop the skills they need to stay safe from abuse including within PSHE and ICT. The school now has an Online Safety pupil group called the e-champions who focus on issues related to specific apps, games and forums. Teachers are asked to include online safety within a wide range of lessons so that the issue is repeatedly reinforced.

4.0 Types of abuse and neglect

All Staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Definition of Abuse: a form 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 others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

Physical abuse: a form of abuse which 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.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and 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 cyberbullying), 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, although it may occur alone.

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.

Child sexual exploitation: Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an

imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent 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.

Specific safeguarding issues

All staff should have an awareness of safeguarding issues. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truancy and "sexting" put children in danger.

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyber-bullying), gender based violence/sexual assaults and "sexting". Staff should be clear as to the school policy and procedures with regards to peer on peer abuse.

5.0 Managing Disclosures

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

All members of staff should be aware of the signs and indicators of abuse. A case of abuse may be suspected from a variety of sources:

- A pupil discloses to a member of staff personally
- From behaviour of, or marks on, the pupil (i.e. bruises, welts or lacerations)
- A pupil is asked if everything is all right and he/she discloses abuse
- A pupil indicates through schoolwork that he/she is being abused
- A pupil tells a member of staff that he/she knows that another pupil is being abused
- A third party informs a member of staff that he/she knows a pupil is being abused

All members of staff must know how to respond to a pupil who discloses abuse. If a pupil starts to disclose abuse:

- Staff should reassure the pupil that he/she is right to tell them and is not to blame
- Staff must not promise confidentiality. They should explain that they have to make sure the pupil is safe and that they may need to ask other adults to help

- Staff must not interrogate the pupil or ask leading questions; they must let the pupil tell the member of staff what he/she wants to and no more; the pupil may have to disclose to a specialist later and too much detail may interfere with later investigations. Staff should follow the “TED” principles when talking with children: Tell, Explain and Describe
- Staff must listen carefully and repeat the pupil’s words. They should not take notes during disclosure. They should make a written report as soon as possible after the disclosure
- Staff must take the child seriously and try to remain calm and caring. They should not react emotionally to what is being said
- Staff must not attempt a detailed examination or remove a pupil’s clothes to look further at an injury. Under no circumstances should photographs be taken – the child should only be examined by a doctor. If a pupil wants to show a member of staff ensure that a colleague of the same sex as the pupil is also present
- The pupil, when finished, should be made to feel secure and told what the member of staff proposes to do next. This pupil has chosen the member of staff as an adult to be trusted
- The pupil must not be asked to repeat what they have said to other staff members at any point. It is the staff member’s responsibility to record and report what the pupil has disclosed

6..0 Procedures for Referral

- 6.1 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 Designated Safeguarding Lead (Paul Falkus) or if unavailable to the Deputy Designated person (Nicola Lake). In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.
- 6.2 The Designated Safeguarding Lead will immediately inform the Children and Families Assessment and Intervention Team (CAFAIT) by telephone **01225 396312/313** or the Emergency Duty Team **01454 615165**.
- 6.3 Telephone referral to the Children and Families Assessment and Intervention Team (CAFAIT) will be confirmed in writing using the form marked C2 within a maximum of 48 hours, ideally 24 hours.
- 6.4 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.
- 6.5 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 CAFAIT 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.

- 6.6 Confidentiality must be maintained and information relating to individual pupils/families shared with staff on a strictly need to know basis.
- 6.7 Referrals for Alleged Perpetrators of Sexual Abuse – Where a pupil is being investigated by the police for allegedly committing sexual offences, and the police have said they will make a referral to CAFAIT, the school will still telephone the CAFAIT without delay to raise awareness of the concerns relating to the alleged perpetrator.

6.0 Supporting Children

We recognise that children who are abused or witness abuse or violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn.

The school will support all pupils by:

- Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying
- 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 the Locality Social Care Team as soon as there is a significant concern.
- Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school.

7.0 Confidentiality

All matters relating to Child Protection are confidential and the Designated Safeguarding Lead will only disclose any information about a pupil to other members of staff on a need to know basis. Information will not be disclosed to other pupils, or parents of other children, excepting to detail how their child is effected.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children in line with information sharing protocols and in the best interests of children.

8.0 Training

The following training will be given to staff:

- Designated Safeguarding Lead and deputy will receive multi-agency child protection training every 2 years (minimum as set out by the LSCB), and refresher training on specific issues as required

- Child Protection Governor, and other governors as available, will undertake standard Child Protection Training every 3 years (minimum).
- All staff, both teaching and support, will be provided with child protection training on a regular basis, at least every 3 years
- The Designated Safeguarding Lead will induct all new staff/volunteers to ensure they are aware of the Child Protection practices, policies and codes of behaviour within the school and ensure they receive appropriate training
- All staff will receive safeguarding and child protection updates (for example, via e-mail and staff meetings) as required, but at least annually to provide them with relevant skills and knowledge to safeguard children effectively

All staff are asked to read and familiarise themselves with Part 1 of *Keeping Children Safe in Education 2016*.

9.0 Supporting Staff

The Designated Safeguarding Lead will see all new staff/volunteers as part of their induction to explain the Child Protection Policy and procedures.

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. The Designated Safeguarding Lead is available for staff to talk through their anxieties and to seek further support as appropriate.

10.0 Alleged Abuse by Staff

- 10.1 If staff have a concern about another member of staff then this should be referred to the Headteacher. Where there are concerns about the Headteacher they should be referred to the chair of Governors
- 10.2 The school will follow the LSCB Managing Allegations Protocol available on LSCB website and The Hub and the South West Child Protection Procedures for managing allegations against staff.
- 10.3 The school will contact the Local Authority Designated Officer (LADO) Mel Argles on **01225 396810**. **The LADO must be notified within one working day.**
- 10.4 The LADO will co-ordinate the next steps, including possible strategy discussion and police liaison. The LADO will record notes and advise on the appropriate action to be taken.
- 10.5 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. *Schools must be clear they are following the revised guidance in Keeping Children Safe in Education 2016.*
- 10.6 The school is legally obliged to make a referral to the Disclosure and Barring Service (and NCTL for teachers) 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

- 10.7 The school has a code of conduct in place for members of staff and governors. This clearly states what behaviours are acceptable and what behaviours are not. All staff sign to say that they have read and understood the document.
- 10.8 Visitors are asked to sign that they have understood the conduct required from them while they are on the school premises. This forms part of the entry checks when they visit the school.

11.0 Parental Involvement

- 11.1 This school is committed to helping parents/carers understand its responsibility for the welfare of all pupils and working in partnership with parents to address concerns.
- 11.2 Parents/carers will be made aware of the school's child protection policy via the school prospectus and initial meetings with parents of new pupils. Parents will also be made aware of how they can access the full child protection policy. This policy, along with linked policies, is available on the school website.
- 11.3 Concerns will be discussed with parents/carers. Where a referral is needed, the designated person should seek the agreement of parents/carers before making the referral, unless to do so may place the pupil at increased risk of significant harm. However, a lack of agreement should not stop a referral going ahead.

12.0 Whistleblowing

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and should know that their concerns will be taken seriously by the leadership team.

All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. This is in line with the Safer Recruitment policy and practices. Also see the Whistleblowing Policy.

- Where there are concerns about the behaviour of individuals within the schools or practices (i.e. behaviour management practices), that cause concern or alarm, these must be reported to the Designated Safeguarding Lead in the first instance who must follow the Allegations Management process
- Where practices that raise concern are sanctioned by the Designated Safeguarding Lead, these should be shared with the Local Authority Designated Officer (LADO) Mel Argles (01225 396810)

13.0 Governing Body

The governing body is responsible for ensuring:

- The school has a Child Protection policy & procedures in accordance with LA / LSCB guidelines
- the school operates safe recruitment procedures and ensures appropriate checks are carried out on all new staff and volunteers
- 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 with regard to safeguarding children and child protection
- The school has at least one senior member of the school's leadership team designated to lead on Child Protection issues and that Designated staff have multi-agency refresher training every two years and undertake refresher training on specific issues as required; Head Teachers and all other staff, both teaching and support, who work with children undertake training at three yearly intervals; temporary staff and volunteers are made aware of the school's arrangements for Child Protection and their responsibilities
- The governing body remedies any deficiencies or weaknesses brought to its attention without delay
- The school has procedures for dealing with allegations of abuse against staff/volunteers
- A member of the governing body is nominated to be responsible for liaising with the LA/partner agencies in the event of allegations of abuse being made about the Headteacher
- The governing body reviews its policies/procedures and the efficiency with which related duties have been discharged annually and provides information to the LA when and as required
- The nominated governor should liaise with the Headteacher and Designated staff to produce an annual report for governors

14.0 Restraint

Our policy on restraint by staff is included in the Behaviour Management Policy. We acknowledge that staff must only ever use physical intervention as a last resort, and that this must be the minimal force necessary to prevent injury to another person.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

15.0 Online Safety

This school operates within the Local Safeguarding Children Board (LSCB) E-safety strategy. The school has a separate policy on e-safety that links with this child protection policy. Any incidents are recorded and referred as appropriate to the IT provider local social care team, LADO or police. The school has a clear policy known to all staff about any correspondence or contact with children via mobile phones or the internet or any behaviour that may be considered to be an abuse of their position of trust.

16.0 Bullying

Our policy on bullying is set out in the Anti-bullying policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. Bullying will be managed and recorded in accordance with the LSCB requirements.

17.0 Health and Safety

Our Health and Safety policy and Educational Visits policy reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

18.0 Review

The governing body reviews this policy annually. The governors may, however, review this policy earlier than this if the governing body receives recommendations on how this policy may be improved.