



UNSWORTH PRIMARY SCHOOL

Child Protection Policy



Introduction

The health, safety and well-being of all our children are of paramount importance to all the adults who work in our school. Our children have the right to protection, regardless of age, gender, race, culture or disability. In our school we respect our children. The atmosphere within our school is one that encourages all children to do their best. We provide opportunities that enable our children to take and make decisions for themselves. We work to create a culture of security to enable them to feel valued, listened to and to know that their wishes and feelings are respected.

We recognise that abuse and neglect can result in underachievement. We strive to ensure that all our children make good educational progress.

Teaching personal, social and health education and citizenship, as part of the National Curriculum helps to develop appropriate attitudes in our children, and makes them aware of the impact of their decisions on others. We also teach them how to recognise different risks in different situations, and how to behave in response to them.

This policy has been developed to ensure the school fulfils the principles, requirements and any statutory duties established by:

- Section 175 of the Education Act 2002
- Children Act 2004
- Working together to safeguard children February 2017
- What to do if you're worried a child is being abused March 2015
- The Prevent Duty Advice June 2015
- Guidance for Safer Working Practice October 2015
- Keeping Children Safe in Education September 2016
- The school will also follow the procedures set out by Bury Safeguarding Children Board and the Greater Manchester Safeguarding Partnership:

<http://www.safeguardingburychildren.org/>

<http://greatermanchesterscb.proceduresonline.com/index.htm>

The policy has also been informed by reference to:

- The School Inspection Handbook, Ofsted (October 2017)
- Inspecting Safeguarding in Early Years, Education and Skills Settings, Ofsted (August 2017)

This policy applies to all staff, governors and volunteers working in the school. All policies are subject to ongoing evaluation and full annual review.

All policies are made available and explained to parents and are available for inspection and reference at all times. A copy of this Child Protection Policy is on the school's website. <http://unsworth-primary.co.uk/safeguarding/>

Role of the Governing Body

Training

- All staff, governors and regular volunteers are given a copy of this Child Protection Policy and the implications on their role are fully explained.
- All members of staff are made aware of the main forms of abuse and their symptoms, as outlined in “Recognition and Referral Handbook” (BSCB)
- All members of staff are made aware of their responsibilities in relation to the disclosure or discovery of child abuse and the school’s procedures for dealing with such incidents.
- All staff members of staff are made aware of Bury (BSCB) procedures and where to locate them.
- The Designated Safeguarding Lead (DSL) is responsible for ensuring that appropriate **ongoing** training is provided to ensure that staff maintain knowledge of child protection issues and are aware of any new developments.
- The DSL is responsible for the provision of appropriate levels of management and supervision to ensure all staff can fulfil their responsibilities with regard to child protection and are supported in doing so.
- All staff and governors receive statutory safeguarding training every three years. Staff who are appointed between training points are sent on statutory training. The DSL attends additional training in line with the recommendations of the BSCB and disseminates this on an ongoing basis to staff.
- The DSL undertakes Prevent Awareness training and provides advice and support to members of staff on protecting children from the risk of radicalisation.

Staff Roles and Responsibilities

We understand that the school should provide a stable and secure element in the lives of all children and that all staff have a role to fulfil in relation to safeguarding children. We recognise that, because of the day to day contact with children, staff are well placed to observe children and spot potential indicators of abuse.

- The Head Teacher (Mrs. C. Reynolds) is the Designated Safeguarding Lead within the school. The deputy DSL is the Deputy Head Teacher, Mr. A. Rhodes. The job description for the DSL is contained in Annex A of this policy.
- The nominated governor responsible for safeguarding is Mrs. S. Channon.
- All members of staff understand their responsibility to be alert to the signs and symptoms of abuse and their responsibility for the immediate referral of any concerns to the designated senior person responsible for child protection.
- All members of staff will establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- All members of staff will implement the school’s Health and Safety policies in order to maintain a safe and secure setting.
- All members of staff will ensure that children know that there are adults in the school whom they can approach if they are distressed or worried.
- All members of staff will promote anti-discriminatory and anti-oppressive practice in line with school policy by providing positive role models, promoting diversity and by acknowledging and respecting the individual needs of the child.
- All members of staff will be made aware of the school’s whistle blowing policy and are encouraged to raise any concerns relating to practice in school in line with the policy.
- More detailed guidance for staff is contained within the *Staff Behaviour Policy, 2017*.

Raising Awareness of Safeguarding Issues

The school is committed to raising awareness of safeguarding and to equipping children with the skills needed to keep them safe. It aims to do this by:

- Ensuring staff have access to ongoing appropriate training and resources.
- Including planned and ongoing opportunities in the PSHE curriculum that will help children to develop skills they need to recognise and stay safe from abuse.
- Teaching children of all ages about E Safety, including pupils with SEN/D and pupils in the Early Years Foundation stage.
- Utilising the PSHE curriculum resources and the PATHS materials to develop pupils' ability to understand, express and cope with emotions.

Safe Caring

All members of staff are made aware of the school's safeguarding procedures and are committed to working in accordance to the principles of safe caring. Further guidance is set out in the *Guidance for Safer Working Practice October 2015* and in *Keeping Children Safe in Education September 2016*.

Every effort will be made to avoid or minimise the time when members of staff are left alone with a child. If it is necessary for a member of staff to be alone with a child then the door of the room should be kept open and another member of staff should be informed.

If a child makes inappropriate physical or verbal contact with a member of staff or another child the incident must be reported to the DSL and must be recorded on an incident sheet.

Members of staff will never carry out a personal task for a child that they can do for themselves. If such contact is essential, a member of staff will assist the child as required but will always be accompanied by another member of staff whilst doing so.

Unless a child has a specific need staff should not accompany children into the toilet.

Pupils needing assistance in intimate care will receive that care in line with the intimate care policy and guidelines.

All members of staff will be mindful of how they approach children both physically and verbally. All contact should be appropriate to the child's age and emotional understanding and unnecessary or potentially inappropriate contact will be avoided.

Members of staff are aware that their actions, however well intentioned, may be misconstrued and therefore they must ensure that they consider, and are aware of, the implications of their actions at all times.

Recognising Child Abuse

Abuse is 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.

For the purpose of this policy abuse is defined under 4 categories:

- **Physical Abuse** – this can involve hitting, shaking, throwing, poisoning, kicking, scalding, burning, drowning and suffocating. It can also occur when a parent or carer deliberately causes the ill health of a child to see attention through fabricated or induced illness.
- **Emotional Abuse** – this is where a child’s need for love, security, recognition and praise is not met. It is 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 involve not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say and how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- **Sexual Abuse** – this 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. This may include 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.
- **Neglect** – this is the persistent failure to meet a child’s basic physical and/or psychological needs which can significantly harm their health and 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.

More detailed information is provided in *BSCB Recognition and Referral Handbook updated October 2015* and in *Keeping Children Safe in Education September 2016*.

- All members of staff are aware of the signs and symptoms of abuse.
- All members of staff are aware that a child may display a range of symptoms and that these may have other causes.
- All members of staff will maintain an objective and non-judgemental approach when considering symptoms but will remember that their first priority is the protection of the child.
- Unless the initial concerns are related to sexual abuse or fabricated illness they will always be discussed with parents / carers and their explanations / comments will be noted.

Further information can be found in the DfE document *What to do if you’re worried a child is being abused March 2015*.

Dealing with Suspected Abuse / Allegations of Abuse

The school is committed to fulfilling its responsibilities by treating any suspected or alleged abuse seriously, objectively and sensitively. Any suspicion or disclosure of abuse must be reported to the designated senior person immediately to ensure that initial inquiries and records comply with (BSCB) procedures.

- All members of staff must report any concerns to the DSL.
- Initial concerns should be discussed with parents / carers by the DSL or member of the Leadership Team, unless they are related to sexual abuse or fabricated illness.
- Full written records of all reported incidents will be produced and maintained, even where there is no need to refer the matter immediately.
- Written information is kept by the Head Teacher (who is the DSL) and kept securely in her office.
- All members of staff will demonstrate great care in distinguishing between fact and opinion when recording suspected incidents.
- The DSL will ensure that all records are kept securely, separate from the main children's records.
- All members of staff will ensure that all suspicions and allegations are treated sensitively and confidentially.
- Any child involved in alleged incidents will be comforted and reassured.

In incidents where a child makes an allegation or a disclosure the member of staff concerned **will:**

- Remain calm.
- Listen carefully to all the child has to say.
- Ensure the child is safe, comfortable and not left alone.
- Reassure the child that they are not to blame.
- Ask open questions that will encourage the child to speak in their own words.
- Make any observable judgement
- Not ask leading questions that put words into the child's mouth.
- Not make promises that cannot be kept e.g. promising not to tell anybody else.

Dealing With Allegations Against Staff

Any allegation made against any member of school staff will be fully investigated.

- If an allegation is made against a member of staff the Head Teacher / Deputy Head Teacher will immediately follow BCSB guidelines and those set out in the Whistle Blowing Policy.
- If the allegation is against the Head Teacher the Chair of Governors will be notified and he will follow the above procedures.
- The Local Authority Designated Officer (LADO) will be contacted for further advice as required.

Referring Allegations to Child Protection Agencies

If the DSL has reasonable grounds to believe that a child has been, or is in grave danger of being, subject to abuse, the following procedure will be implemented, in line with (BSCB) procedures:

- Contact will be made, at the earliest opportunity, with the local social services department.
- The DSL will communicate as much information about the allegation and related incidents as is consistent with advice from the social services and the police.
- At all times the safety, protection and interests of the children concerned will take precedence. The school will work with and support parents / carers as far as they are legally able.
- All members of staff will assist the social services and the police, as far as they are able, during any investigation of abuse. This will include disclosing written and verbal information and evidence and may require attendance at case conferences.

Supporting Victims / Witnesses of Abuse

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helpless, humiliated and guilty. At school their behaviour may be challenging and defiant or they may be withdrawn. We understand that school may be the only predictable element in the lives of children at risk and as such, the school will endeavour to support the pupil, in accordance with any agreed child protection plan, through:

- The content of the curriculum.
- The school mission statement which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school Behaviour Policy which is aimed at supporting vulnerable pupils. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not blamed for any abuse which has occurred.
- Establishing effective relationships, and liaison with other agencies that support the pupil such as social services, child and adult mental health service, education welfare service and educational psychology service.
- Notifying social services if there is an unexplained absence of more than two days for any pupil who is on the child protection register.
- Ensuring that, where a pupil with safeguarding concerns leaves, their information is transferred to their new school immediately and that the child's social worker is informed.
- Recognising that children come from multi-cultural backgrounds and developing policies that ensure we embrace:
 - Diversity in religion and faith
 - Diversity of race
 - Diversity of ethnicity
 - Diversity of gender and sexual orientation
 - The disability equality duty

This policy is to be used in conjunction with the *Bury Safeguarding Procedures for Schools (2014)* which outlines procedures and meetings for TAF (Team around the Family), CIN (Children in Need) and Child Protection.

Specific safeguarding issues

All staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting 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 base violence/sexual assaults and sexting. Staff should be clear as to the school's policy and procedures with regards to peer on peer abuse.

Safeguarding action may be needed to protect children and learners from:

- neglect
- physical abuse
- sexual abuse
- emotional abuse
- bullying, including online bullying and prejudice-based bullying
- racist, disability and homophobic or transphobic abuse
- gender-based violence/violence against women and girls
- radicalisation and/or extremist behaviour
- child sexual exploitation and trafficking
- the impact of new technologies on sexual behaviour, for example 'sexting' and accessing pornography
- teenage relationship abuse
- substance misuse
- issues that may be specific to a local area or population, for example gang activity and youth violence
- domestic violence
- female genital mutilation
- forced marriage
- fabricated or induced illness
- poor parenting, particularly in relation to babies and young children

Expert and professional organisations are best placed to provide guidance and practical support on specific safeguarding issues e.g TES, MindEd and the NSPCC websites:

www.tes.com

www.minded.org.uk/mod/page/view.php?id=1590

www.nspcc.org.uk

Staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

Bullying, including cyber-bullying

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Children missing education

<https://www.gov.uk/government/publications/children-missing-education>

Children missing from home or care

<https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>

Child Sexual Exploitation (CSE)

<https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>

Drugs

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

Fabricated or induced illness

<https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>

Faith abuse

<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

Female genital mutilation (FGM)

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

Forced marriage

<https://www.gov.uk/guidance/forced-marriage>

Gangs and youth violence

<https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>

Gender based violence against women and girls

<https://www.gov.uk/government/policies/violence-against-women-and-girls>

Hate

<http://educateagainsthate.com/>

Mental health

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools-2>

Missing children and adults

<https://www.gov.uk/government/publications/missing-children-and-adults-strategy>

Private fostering

<https://www.gov.uk/government/publications/children-act-1989-private-fostering>

Preventing radicalisation

<https://www.gov.uk/government/publications/prevent-duty-guidance>

Relationship abuse

<https://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/>

Sexting

<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

Trafficking

<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

Safeguarding Disabled Children

Disabled children have exactly the same human rights to be safe from abuse and neglect, to be protected from harm as non-disabled children.

Disabled children do however, require additional action. This is because they experience greater risks and '*created vulnerability*' as a result of negative attitudes about disabled children and unequal access to services and resources, and because they may have additional needs relating to physical, sensory, cognitive and/or communication impairment.

Unsworth Primary School will ensure that our disabled children are listened to and responded to appropriately where they have concerns regarding abuse. In order to do this we will ensure that our staff and volunteers receive the relevant training to raise awareness and have access to specialist staff in the event they have concerns regarding abuse of a child.

Safeguarding children in the Early Years Foundation Stage

Young children may be at risk because of their age and inability to recognise abuse or communicate their concerns. Unsworth Primary School will ensure that our youngest children are listened to and responded to appropriately where they have concerns regarding abuse. In order to do this we will ensure that our staff and volunteers receive the relevant training to recognise potential abuse and to raise awareness and have access to specialist staff in the event they have concerns regarding abuse of a child.

The above list is not exhaustive and as new policy guidance and legislation develops within the remit of Safeguarding we will review and update our policies and procedures as appropriate and in line with the Bury Safeguarding Children Board and Local Authority.

Policy compiled by: Mrs. C. Reynolds (Head Teacher and DSL)

Revised: November 2017
(This policy is revised annually)

Annex A: DSL Job Description

LEADERSHIP AND MANAGEMENT

- To lead in facilitating the development of safeguarding and child protection policies, training and procedures and guidance for the School, ensuring that the Child Protection Policy is reviewed annually by the Governing Body.
- Taking the lead responsibility to coordinate the multi-agency approach to prevent and address child protection issues and children in need within the school/setting.
- To maintain confidentiality at all times.

PERSONAL TRAINING AND OWN STAFF DEVELOPMENT

To undertake appropriate Safeguarding and Child Protection Training at least every 2 years as a minimum with annual updates in order to:

- Understand the assessment process for providing “Early Help” and intervention, through locally agreed common and shared assessment processes.
- Have a working knowledge of how Local Authorities conduct Child Protection Case Conferences and be able to attend these as required.

SCHOOL /SETTING STAFF DEVELOPMENT

- To contribute to staff development, including responsibility of the delivery of new staff induction package and arrangements for all staff training on safeguarding and Child Protection issues.
- Ensure each member of staff whether they be teaching staff or support staff, full time, part time, N.Q.T. or supply has **access** to and **understands** the school’s Child Protection Policy and Procedures.
- Ensure there is evidence to support that all staff mentioned above have read **Part One** of “Keeping Children Safe” and there are “mechanisms in place to assist staff to understand and discharge their role and responsibilities”.

ADMINISTRATION

- To maintain accurate, confidential and up to date documentation on all cases of safeguarding and child protection. Ensuring that all records are forwarded to any new school the child may attend.
- To receive and coordinate referrals, arranging action and reviewing services for children and families.

PROFESSIONAL DELIVERY

- To work directly with children in need and their families in the community in order to promote, strengthen and develop the potential of parents/carers and their children to prevent children becoming looked after and/or suffering significant harm.
- To support the care of children (including Local Authority placements).
- To provide support and guidance to carers as part of agreed interventions for children.
- To ensure that students who are victims of abuse are supported appropriately and sensitively and that all actions assigned by intervention meetings are successfully carried out and monitored.

LIAISON

- To act on issues such as ongoing enquiries under Section 47 of the Children Act 1989 and police investigations covered by Counter-Terrorism and Security Act 2015.
- To act as a source of support, advice and expertise to staff on matters of safety and safeguarding particularly on referral issues.
- To Liaise regularly with the SENCOs re vulnerable children at risk.
- To ensure that the school is always presented positively.

Liaison with the Virtual Head-teacher in the Local Authority re:

- Looked after children
- Post LAC children (Adopted Children)
- Special Guardianship Arrangements

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- To undertake such other duties, training and/or hours of work as may be reasonably required and which are consistent with the general level of responsibility of this very important post.

Job Description devised by:
Christine Reynolds
November 2017
(The JD will be revised annually)