



Pursuing Excellence ♦ Engaging Minds ♦ Inspiring Futures

## **Hillsgrove Primary School**

### **Safeguarding & Child Protection Policy**

Statutory Policy

Updated July 2017  
Next review: September 2018

#### **Designated Teacher for Safeguarding and Child Protection:**

Yvette Ketchell, Inclusion Leader

#### **Deputy Designated Teacher:**

Peter Rhodes, Head

#### **Safeguarding Team:**

Peter Rhodes - Headteacher  
Janice Collins - Deputy Headteacher  
Yvette Ketchell - Inclusion Leader  
Oliver Winstone - Assistant Head  
Tania McKean - EYFS Leader  
Peter Wilson - Executive Headteacher

**If you are concerned about a child, please see Yvette Ketchell in the first instance or in her absence any other member of the Safeguarding Team**

**Approved by Hillsgrove Governing Body**

**Chair of Governors**

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## **Part 1 - Introduction**

Safeguarding and Child Protection relates to the protection of children from maltreatment, preventing impairment of health and/or development, ensuring that children grow up in the provision of safe and effective care and optimising children's life chances to enter adulthood successfully.

"All those who come into contact with children and families in their everyday work, including practitioners who do not have a specific role in relation to child protection, have a duty to safeguard and promote the welfare of children"

(HM Govt 2003)

Safeguarding is 'everybody's responsibility' (Lord Laming). All staff and volunteers must be alert to the signs of abuse (neglect, physical injury, emotional abuse, neglect and sexual abuse) and report any concerns or suspicions to the Designated Senior Person for Safeguarding and Child Protection or their Deputy. All staff and volunteers are responsible for complying with the child protection procedures as detailed in this and other related policies.

## **Policy Statement**

The Governors and Staff of Hillsgrove Primary School fully recognise the responsibility and duty placed upon them to have arrangements in place to safeguard and promote the welfare of all children at the school and that all staff and volunteers have a full and active part to play in protecting children from harm.

We believe that our school provides a positive, caring, safe and stimulating environment in which children can learn and which promotes the social, physical and emotional wellbeing of each individual.

## **Aims**

- To ensure that the welfare and safety of children is paramount and there is a climate of trust, where disclosures are taken seriously and acted upon quickly.
- To establish and maintain an environment where children feel safe, secure, respected and valued and which fosters resilience.
- To ensure that children feel confident that there are adults in the school who they can talk to if they are worried or in difficulties.
- To ensure that children feel they will be listened to and will receive appropriate support.
- To ensure that all teaching and support staff are aware of their responsibilities in safeguarding children.
- To establish and maintain an environment where school staff are encouraged to talk and feel they are listened to when they have concerns about the safety and well-being of a child.
- To ensure that there are clear procedures, which are known to everyone, for reporting child protection concerns.
- To establish and maintain effective working relationships with other agencies involved in safeguarding children and young people.

- To ensure that all adults within our school, who have access to children, have been checked as to their suitability to work with children and young people.
- To include opportunities within the curriculum for children to develop the knowledge and skills they need to stay safe and to recognise abuse.
- To provide a means of monitoring children known or thought to be at risk of harm and ensure that we contribute to assessments of need and support plans for those children.

## **Part 2 - Safeguarding and Child Protection Procedures**

### **Safeguarding is the duty to:**

- **Protect:** children from impairment
- **Prevent:** impairment of children
- **Promote:** wellbeing of children

### **What to do if you are worried that a child is being abused**

**Recognise:** something gives you cause for concern

**Respond:** talk it through with the Designated Teacher as soon as possible

**Refer:** the Designated Teacher may then inform the appropriate safeguarding professional.

School staff are often the people children will turn to when they want to disclose information about abuse. More than 70% of disclosures are made to non-teaching staff in schools. It is important that staff pass on information quickly so that others can make the appropriate decision on actions.

### **Definitions of Child Abuse**

**All staff must be aware of the main categories of abuse. 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.**

There are 4 categories of abuse under which a child can be registered:

#### **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. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to a child's basic emotional needs and also an absence of boundaries.

#### **Physical Abuse**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

Physical harm may be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. This situation is commonly described by the term Munchausen Syndrome by proxy.

### **Sexual Abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways, this includes activities or materials on-line.

### **Emotional Abuse**

Emotional abuse is the persistent emotional ill treatment 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 feature age or developmentally inappropriate expectations being imposed on children. It may involve 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 ill treatment of a child, though it may occur alone.

### **Other forms of Child Abuse**

In law forced marriages and female genital mutilation are forms of child abuse in the UK and a violation of the human rights of girls and women. FGM occurs mainly in Africa and to a lesser extent, in the Middle East and Asia. Although it is believed by many to be a religious issue, it is a cultural practice. There are no health benefits. Communities particularly affected by FGM in the UK include girls from Somalia, Kenya, Ethiopia, Sierra Leone, Sudan, Egypt, Nigeria, Eritrea, Yemen, Indonesia and Afghanistan. In the UK, FGM tends to occur in areas with larger populations of communities who practice FGM, such as first-generation immigrants, refugees and asylum seekers. Witnessing domestic violence can also be considered a form of abuse.

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind. Extremism is defined as the holding of extreme political or religious views.

**All staff should be concerned about any child who presents indicators of possible harm. See Appendix 1.**

### **How to respond to a child who is disclosing abuse**

If you are the first point of contact for a child wishing to disclose *you are a very important person* for that particular child.

- Believe what the child is saying in the first instance
- Reassure the child but don't promise confidentiality
- Tell the child you take what they are saying very seriously.
- Let the child know that you understand how difficult it is to talk about such experiences and that s/he is brave to tell.
- Reassure the child that s/he is not to blame.

- Ensure the child feels safe - Be aware of your body language, eye contact
- React calmly – Keep responses short, simple, slow quiet and gentle
- Don't interrogate the child: observe and listen, don't put words in their mouth
- Don't stop a child who is freely recalling significant events
- Don't judge the abuser
- Listen carefully. Make accurate notes at the time or asap about what has been told, seen or heard

Suggestions of what to say: 'You're very brave'. 'I believe you'. 'It's not your fault'. 'Well done'. 'I am worried about you'. 'I will need to talk to someone else about what I can do next'. 'You will be asked to share this with someone else'.

### **Essential Dos and Don'ts**

Don't probe any further than what the child initially wishes to disclose. You need to find out just enough about the alleged abuse in order to pass the information on.

Don't put words or suggestions into the child's mind. Should a case go to court you may be called as a witness and the court will need to be convinced that you have not contaminated the evidence.

Do be supportive in your response at each stage as this will encourage the child to make further disclosures. Children often drip-feed information, giving small clues over a period of time.

**Do pass on your concerns immediately** to Yvette Ketchell, Leader of Inclusion, or in her absence Peter Rhodes, Head, or Janice Collins Deputy Head. In their absence speak to any other member of the Safeguarding Team.

### **Do not wait until the end of the day.**

The Designated Teacher or member of the Safeguarding Team will, if appropriate, speak to the child themselves.

### **Child protection issues are always treated as a priority.**

**Online safety** is exceptionally important and will continue to receive a high priority as an issue, as it is often how issues are facilitated CSE, radicalisation, bullying etc. Appropriate filters and monitoring are in place, as well as education of staff and pupils.

### **Peer on Peer Abuse** – sexting/cyberbullying/assaults

This will always be taken seriously and acted upon, under the appropriate policy e.g. safeguarding, bullying, not dismissed as 'banter' or 'part of growing up'. These issues will be part of SEMH lessons and discussions. Victims will be supported through the schools pastoral system, DSL/Trained

Staff. Any hate crime/incident will be reported through Trust reporting mechanisms.

All incidences of bullying, including cyber-bullying and prejudice-based bullying will be recorded and reported and will be managed through our behaviour procedures. If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the Headteacher and the DSL will consider implementing child protection procedures.

### **Record Keeping**

All staff should use the Child Concern forms (kept on a notice board in the staffroom) to record their concerns. Any verbal information or referrals must be followed promptly by a written record on the concern form.

Written reports should be marked with the date and time, persons involved and notes on the event and action taken.

Any original rough notes made during the interview must be kept and attached in case they are needed by a court

The following may be helpful as guidelines generally but especially where a disclosure has been made about alleged abuse:

- Written recording during the interview  
It may be possible to write down phrases and words whilst the child is talking which can be used to trigger recall when a full report is made. This should only be done if the child is in agreement and if it feels comfortable.
- Recording your own responses  
Your verbal and non-verbal responses should be recorded and it should be clear that a non-leading approach has been used.
- Written recording immediately after the interview  
It is very important to try to record exactly what the child said and using the child's vocabulary even if the meaning is unclear.
- Recording the context of the disclosure  
The context in which a child chooses to tell about an incident of abuse can provide valuable information to the investigating team e.g. the child had just finished reading a particular book or had been involved in a class discussion on.....
- Recording the emotional context of the disclosure  
The emotional context can provide valuable clues to the investigating team. A child may make serious statements in a joking way or may present as tearful and distressed. Describe any non-verbal behaviour
- Recording repetition  
If a child repeats statements these should be recorded. Consistency in a child's repeated statements adds to the strength of the evidence.
- Draw a Diagram  
If there is any obvious bruising or injury draw a diagram to indicate its position.

The Designated Teacher may attach the report to a social care referral form filling in appropriate sections and recording any further action. This will be emailed, faxed or sent via internal mail to Social Care.

All reported concerns, whether eventually considered to be Safeguarding Child Protection issue or not, must have written records and proper standards of confidentiality must be observed. Colleagues will be informed on a 'need to know' basis.

- All Child Protection records will be kept in a locked filing cabinet or cupboard.
- Confidential Safeguarding and Child Protection Records must be transferred securely to the Child's new school or setting within five working days of it being identified.

### **Disclosure by a 3<sup>rd</sup> party**

If a 3<sup>rd</sup> party e.g. another parent, neighbour or member of the public discloses information they should be encouraged to report their concerns directly to Social Care or the police (anonymously if necessary). The school also has a duty to pass these concerns on to the appropriate agency. This will be done by the Designated Teacher or their representative.

### **Interagency Procedures**

We ensure that effective working relationships are developed with all external services involved in Safeguarding and Child Protection

- The Designated Teacher will contact Social Care or other relevant agency for advice where there are sufficient concerns regarding a child's safety and welfare
- If a referral to Social Care is accepted by email, a hard copy together with any disclosure reports will be faxed and sent within one working day.
- It will be agreed with recipient what the child and parents will be told, by whom and when.
- Social Care will decide on the next course of action within one working day and feedback to referrer.
- If Social Care make an initial assessment which confirms concerns about child's safety, a Social Worker and Child Abuse Investigation Team may interview the child
- If no emergency action necessary an initial assessment will be completed by Social Care within 7 working days and fed back to referrer
- The Designated Teacher or their representative will keep relevant staff informed on a need to know basis.

- The Designated Teacher or an appropriately informed member of staff attends strategy meetings or case conferences or other multi agency planning meetings and written reports are produced for these meetings
- If the child is the subject of a Child Protection Plan, the assigned Social Worker is informed of any concerns, exclusions or changes in the child or their circumstances
- Any absence without satisfactory explanation, of a child who is subject to a Child Protection Plan is referred to the Designated Teacher or member of the safeguarding team, the EWO and/or Social Worker

### **Parental Involvement**

Schools may need to share information and work in partnership with parents and with other agencies where there are concerns about a child's welfare.

- Hard copies of the school's Safeguarding and Child Protection Policy and procedures are available to parents. They are informed of its availability by newsletter.
- The school will always undertake to share our intention to refer a child with their parent's consent unless to do so would put the child at greater risk of harm, or impede criminal investigation
- The child's view may also be taken into account in deciding to inform the family in some circumstances particularly where the child is sufficiently mature to make informed judgements about the issues
- Where there are doubts or reservations about involving the child's family, the Designated Teacher will clarify with the statutory agencies whether, and if so when and by whom, the parents should be told about the referral
- A referral will be made if it is in the interests of the child according to the Children Act (1989), or a police investigation.

### **Confidentiality**

We recognise that all matters relating to Child Protection are confidential. But all staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another child. The Designated Teacher will disclose personal information to other staff on a need to know basis only. However, all members of staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

### **Support for Staff**

It is recognised that dealing with disclosure from a child and a child protection case in general, is likely to be a stressful experience. We will support such staff by providing an opportunity to talk through their anxieties

with the Designated Teacher and/or to seek further support. In cases of serious abuse or trauma a member of staff could be referred to Occupational Health for advice.

We recognise that the Designated Teacher should also have access to support as well as access to appropriate workshops, courses or meetings as organised by the LA. The Designated Teacher is line managed and supported by the Head of School.

### **Training of Staff in Safeguarding and Child Protection**

- **The Designated Teacher and all members of the Safeguarding Team** will receive Local Safeguarding Children's Board (LSCB) approved training every two years.
- **All members of the Safeguarding Team**, during the intervening period, also have a duty to keep up to date with the latest guidance and will have access to appropriate workshops, courses or meetings as organised or promoted by the LA.
- **All newly appointed staff** receive prompt training delivered by either a member of the Safeguarding Team or the LA as part of their induction programme.
- **All NQTs** receive additional training delivered by the LA as part of their induction programme. Additional training is accessed from the LSCB for staff new to the LA.
- **All teaching and support staff** will receive training every three years.
- **All temporary staff and volunteers** will be given guidance about their responsibilities by their Line Manager, be directed to familiarise themselves with the relevant policies and where to access them and be given a summary copy of procedures so that they may be able to recognise and refer any concerns.
- **The Head, Chair of Governors** and other appropriate Governors and Senior Staff involved in appointing staff will be accredited with Safer Recruitment Training.
- **The Educational Visits Co-ordinator** will have undertaken LA training
- **All Leaders of Educational Visits** will have a duty to be familiar with the Educational Visits Policy and be guided through by their Line manager with particular reference to elements on Health, Safety and Welfare.
- **All staff on Educational Visits** will have a duty to be familiar with the Health, Safety and Welfare elements of the Educational Visits Policy and be guided through these by the Visit Leader
- **Governors** should receive Child Protection training as part of their induction when appointed and refreshed every three years. New Governors should also have an induction session with the Designated Person to familiarise themselves with the school policy.
- **Termly updates will be given to the Governing Body** on Child Protection & Safeguarding issues.

### **Complaints and Allegations Against Staff**

Principles, responsibilities and procedures are laid out in the Policy on Complaints and Allegations made Against Staff / Whistleblowing Policy.

- If the disclosure concerns allegations made about a member of staff these should be reported directly to the Peter Rhodes, Head
- The Chair of Governors is nominated to be responsible in the event of an allegation being made against the Head or Executive Head.

### **Children in Care**

The Designated Teacher for Child Protection is also the Designated Senior Person for Children in Care. It is their responsibility to ensure that:

- They attend appropriate training or meetings as organised by the LA and keeps up to date with the latest legislation and guidance.
- A register is kept of all Children in Care
- Their progress is reported on annually to the Local Authority
- Relevant information and documentation is prepared for Personal Education Plan (PEP) Meetings co-ordinated every six months by the child 's Social Worker
- The assigned Social Worker is informed of any concerns, exclusions or changes in the child or their circumstances
- The school is represented at Looked After Children (LAC) Reviews or relevant paperwork is contributed
- Excluded Children in Care are offered alternative arrangements for their education from the first day of their exclusion and the Social Worker and LA are informed
- The LA Children's Service are notified if they believe a child to be living with someone in a private arrangement.

### **Children with Special Needs**

We recognise that children with special needs may be especially vulnerable to abuse and expect staff to take extra care to interpret apparent signs of abuse.

- We will provide a school environment in which all children including those with Special Educational Needs, Disabilities or Medical Needs can feel confident and able to discuss their concerns
- At Hillsgrove, the Designated Teacher is also the Inclusion Leader / Special Educational Needs Coordinator. Care is taken to ensure that children with special needs, in relation to Child Protection issues are responded to appropriately e.g. for a child with communication needs.

### **Risk Assessments**

All the staff who work with children and young people are constantly carrying out informal risk assessments as part of their everyday practice e.g. stopping a child from swinging back on a chair. However, there are times when more Formal Risk Assessments may be necessary. The most common of these used in school are:

<b>Risk Assessment</b>	<b>Staff responsible and other consultants</b>
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Admitting or re-admitting children whose behaviour may place other children or staff at risk	Designated Teacher , staff with greatest knowledge of the child/concerns, parents and relevant LA advisors and external services
Assessing children who self harm or in doing so may place others at risk	Designated Teacher, staff with greatest knowledge of the child/concerns, parents and relevant LA advisors and external services
Healthcare Plans	Attendance Welfare Officer, Deputy Head and Inclusion Leader, School Nurse, parents and child
Educational Visits and Journeys	Trip Leaders, Senior staff with responsibility for Educational Visits and Journeys (Mrs McKean), Phase Leaders/Mentors
Off site Education and Partnership Activity	Senior member of staff responsible liaising with partners and providers and agreeing arrangements
Practical Subjects	Senior staff and LA Advisors
Annual Health and Safety Checks	Premises Manager and LA advisor
Site Security	Premises Manager
Building work or contractors on site	Premises Manager

- Outcomes of completed risk assessments will need to be communicated with those who need to know as defined in the risk assessment.
- Ongoing Risk Assessments will be reviewed every six months or at a date indicated and agreed with all parties involved when the risk assessment is drawn up.

### **Restraint - Positive handling**

Legislation that came into force on 1 September 1998 (Section 550 of the Education Act 1996), together with national guidance (DfEE Circular 10/98), establishes the powers of teachers and other staff who have lawful control or charge of pupils, to use reasonable force in order to prevent children committing a crime, causing injury or damage, or causing disruption. These apply both on school premises and also off-site when teachers and other staff are responsible for pupils, for example on school trips.

Restraint is an action of last resort and is not a substitute for behaviour management strategies as set out in the behavior policy.

There are three broad categories in which reasonable force may be appropriate, or necessary, to control or restrain a pupil.

- Where action is necessary in self defence because there is an imminent risk of injury.

- Where there is a developing risk of injury, or significant damage to property;
- Where a pupil is behaving in a way that is compromising good order and discipline.

There is no legal definition of reasonable force. This will always depend on the circumstance of the case. The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result. Types of restraint which may be appropriate:

- Any holding tactic in which a young child is restrained without injury until the young child calms down.
- Physical contact with a young person designed to control the young person's movements which pose a danger (e.g. holding by the arms against the side of the body). Standing by the side of the young person is likely to minimise the risk to adult and young person.
- The holding of a young person's arms or legs to prevent/restrict striking/kicking.

### **Physical Restraint Procedures**

As soon as a member of staff has decided to intervene physically in order to prevent injury occurring to any person, or serious damage to property, then he/she should:

- (i) Give clear instruction warning the young person of the consequences of failure to comply.
- (ii) If at all possible, a second adult should be called. The importance of the presence of a colleague is twofold:
  - (a) Another member of staff may be able to reduce the risk of the member of staff or young person suffering bodily harm – a solitary person is in a very exposed position if, for example a fight is in progress.
  - (b) There is a witness if allegations of assault are subsequently made by a young person or parents/carers.
- (iii) While intervening the member of staff must:
  - employ minimum physical force necessary for the minimum period needed to restrain the young person;
  - wherever appropriate keep talking to the young person for example 'if you stop kicking I will release my hold';
  - avoid committing any act of punitive violence;
  - keep his or her temper under control.
  - ensure that there is a record of the incident.
- The use of sufficient physical force – without causing injury – to remove a weapon/dangerous object from a young person's grasp (if foreseeable this requires specialised training).

- Physically preventing a young person from exposing themselves to possible danger by leaving the premises.
- In all of the above, the person exercising the restraint must be authorised and must have received appropriate approved training.
- The member of staff involved should advise the young person calmly and repeatedly that he/she could stop the need for restraint by applying self-control.
- The young person should be released from restraint as soon as it is safely possible.
- Release must always be carried out in a planned, controlled way.

Positive handling incidents must be recorded in the monitoring book and the behaviour book. The parents of those children who have a Provision placement will complete a positive handling consent form which is reviewed annually.

### **Adult Restraining Orders**

Should a parent or family member be in possession of a Restraining Order, the school will take a copy of the order and a photograph of the person of whom the children are to be protected against. Staff will be alerted and pupils only released to the named and recognised known carer. Police will be called should the defendant attend Hillsgrove School, as this would be in breach of a restraining order under s.5(5) of the Protection from Harassment Act 1997.

### **Awareness Raising for Children**

We recognise that it is important to make children aware of behaviour towards them that is not acceptable and how they can help keep themselves safe. Opportunities for children to learn about safekeeping, who to ask for help if their safety is threatened and how to develop a healthy safer lifestyle will be provided through:

- PSHE
- Citizenship activities
- SEAL
- Positive Behaviour sessions during circle time
- Assemblies
- Met Police Education sessions
- Health and Safety awareness
- School Nurse
- E-safety
- Daily contact with all staff

## **Part 3 - Roles and Responsibilities**

### **Role of the Governing Body**

**The Governing Body has overall responsibility for ensuring that there are sufficient measures in place to safeguard children at Hillsgrove Primary School.**

In particular the Governing Body must ensure that the following are in place and adhered to:

- The Safeguarding and Child Protection Policy and procedures
- Health, Safety and Welfare Policies and procedures
- The policies and procedures are made available to parents on request
- A member of the school's Senior Leadership Team is appointed as Designated Teacher for Safeguarding and Child Protection
- There is appropriate line management for the Designated Teacher.
- There is an appointed Deputy Designated Teacher: currently the Head.
- Appropriate training is undertaken by the Designated teacher and members of the Safeguarding Team and is refreshed every two years
- Appropriate Child Protection Training is undertaken by staff, volunteers and governors and refreshed every three years
- Temporary staff and volunteers are made aware of the school's arrangements and responsibilities
- A senior member of staff is appointed as Designated Teacher for Children in Care
- The school site is secure and safe
- Safer Recruitment Procedures including CRB checks and accredited Safer Recruitment Training for the Head of School and Executive Headteacher, appropriate Governors, and other relevant senior staff involved in appointing staff.
- Safe management of allegations
- The ethos of the school promotes positive practice in relation to Safeguarding
- Prompt and effective steps are taken to address complaints, concerns or deficiencies in Safeguarding and Child Protection arrangements
- The Chair of Governors is nominated to be responsible in the event of an allegation of abuse being made against the Head and Executive Headteacher.
- A member of the Governing Body is nominated as Safeguarding and Child Protection Governor and will annually monitor and evaluate the effectiveness of child protection work carried out by the school and report back to the full Governing Body

- The Chair of Governors will ensure that Safeguarding is an item at all meetings of the Governing Body.
- Safeguarding and Child Protection Policies and Procedures are reviewed annually in consultation with the full Governing Body.

### **Role of the Executive Head & Head of School**

#### **Are responsible for:**

- Ensuring the Safeguarding Team is in place, their respective roles are clear and training is implemented.
- Ensuring that the Safeguarding and Child Protection Policy together with the Health Safety and Welfare policy are in place
- Being the point of referral for allegations against staff.

### **Role of the Designated Teacher**

#### **Is responsible for ensuring that:**

- The school has a Safeguarding and Child Protection Policy which is communicated to all staff, volunteers and governors and is available for parents.
- The policy is reviewed annually.
- The school works within the legislative framework and recommended guidance.
- The Safeguarding Team receives formal training every two years, attends appropriate inter-agency training and workshops, courses or meetings as organised by the LA and keeps up to date with the latest legislation and guidance.
- All newly appointed, temporary staff and volunteers receive induction in Safeguarding and Child Protection.
- The Governing Body receives training in Child Protection issues and is updated regularly.
- All staff and volunteers are aware of and follow the Safeguarding and Child Protection Policy and procedures and know how to recognise and refer any concerns.
- All staff and volunteers receive refresher training every three years on Safeguarding and Child Protection.
- The Governing Body is provided with an annual report detailing: any changes to the Policy and procedures; training undertaken by the Designated Teacher and by all staff, volunteers and Governors; relevant curricular issues; the number and type of incidents/cases and the number of children referred to appropriate agencies; the number of

children who have a Child Protection Plan in place. In addition the Head of School will report on allegations against staff and actions taken; appointment of staff and checks undertaken.

- Safeguarding is a termly standing item on all Governing Body Committees.
- Appropriate concerns are discussed with and/or formally referred to Social Care and/or the Police and/or other appropriate agencies e.g. GP, CAMHS etc.
- A detailed and accurate written record is made (dated, timed and signed) of any disclosure or observation of a Safeguarding or Child Protection nature
- All reported concerns, whether eventually considered to be Safeguarding Child Protection issue or not, must have written records which are kept in a sealed brown envelope in the Child 's file marked 'confidential' including any rough notes (which may be needed in a court case).
- Confidential Safeguarding and Child Protection Records are transferred securely to a child's new school.
- Children who have been identified as at risk are monitored effectively and further action taken if needed
- Effective working relationships are developed with all external services involved in Safeguarding and Child Protection
- The Designated Teacher or an appropriately informed member of staff person attends strategy meetings or case conferences or other multi agency planning meetings and that written reports are produced for these meetings
- Accurate records relating to children subject to a Child Protection Plan are kept in a secure place
- Any absence, without satisfactory explanation, of a child who is subject to a Child Protection Plan is referred to the AWO and/or Social Worker
- If the child is the subject of a Child Protection Plan, the assigned Social Worker is informed of any concerns, exclusions or changes in the child or their circumstances
- The Head of School is kept aware of any Safeguarding or Child Protection concerns

### **Responsibilities of all Staff and other relevant adults**

Safeguarding being 'everybody's responsibility' was emphasised in Lord Laming's report to the Government.

All staff should:

- be familiar with the School Safeguarding and Child Protection Policy and procedures.
- ensure that they are aware of their responsibilities in safeguarding children.
- know who to contact if they are concerned about a child.
- know who to contact about allegations made against staff.
- be sensitive to signs which may indicate possible safeguarding concerns; including, for example, poor or irregular attendance

#### **Part 4 - Monitoring and Evaluating the Safeguarding and Child Protection Policy and procedures**

- The policy and procedures will be reviewed annually by the Designated Teacher and updated where necessary
- The updated policy will be made available for consultation with parents and staff.
- A member of the Governing Body nominated as Safeguarding and Child Protection Governor will annually monitor and evaluate the effectiveness of child protection work carried out by the school and report back to the full Governing Body
- Whenever possible all concerns are raised with the Designated Teacher will be discussed with the Head or Executive Head before any action is taken.
- The delivered curriculum, providing opportunities for children to learn about safekeeping, who to ask for help if their safety is threatened and how to develop a healthy safer lifestyle will be reviewed annually as part of reviewing the School Improvement Plan.
- Children will be surveyed annually about how safe they feel in school, who to ask for help if their safety is threatened.

#### **Part 5 - Related School Policies, Procedures and Guidance Documents**

**We acknowledge that safeguarding is not just about protecting children from deliberate harm but includes issues addressed in the following school policies**

**Absence from school** – see Attendance Policy

**Bullying** - see Anti Bullying Policy and Behaviour Policies

**Complaints and Allegations made Against Staff** – see policy of the same name

**First Aid** – see Health & Safety Policy (including accidents & first aid procedures)

**Harassment, Racist Abuse and Discrimination** – see Equal Opportunities Policy, Race Equality Policy and Behaviour Policies including Bullying Policy

**Internet Safety** - see E-Safety policy

**Medical Conditions and Intimate Care** – see Disability Equality Policy, SEN Policy, Intimate Care Policy

**Parental involvement** - see Home School agreement

**Physical Intervention** – see Restraint Policy

**Safety Procedures and Security** – see Health and Safety Policy

**Safer Recruitment** – see Appointments and Recruitment Policy

**Safety on Trips** – see Educational and Recreational Visits Policy

**Sex and Relationships** – see Sex and Relationships Policy

**Professional boundaries and standards** – see Staff Code of Conduct Policy

**Complaints from parents and children** – see Complaints Policy

### **Appendix to Safeguarding Policy**

#### **INDICATORS OF POSSIBLE SIGNIFICANT HARM**

##### **POSSIBLE SIGNS OF PHYSICAL ABUSE**

- Unexplained injuries or burns, particularly if they are recurrent
- Injuries not typical of accidental injury
- Frequent injuries even with apparently reasonable explanations
- Improbable or conflicting explanations for injuries
- Refusal to discuss injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted
- Bald patches
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home
- Fear of medical help / parents not seeking medical help
- Self-destructive tendencies
- Aggression towards others
- Chronic running away
- Frequently absent from school

##### **POSSIBLE SIGNS OF EMOTIONAL ABUSE**

- Probably the most difficult type of abuse to recognise. An emotionally abused child is often withdrawn, introverted and depressed.

- Admission of punishment which appears excessive
- Over-reaction to mistakes
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Chronic running away
- Compulsive stealing
- Scavenging for food or clothes
- Continual self depreciation
- Air of detachment – ‘don’t care’ attitude
- Social isolation – does not join in and has few friends
- Desperate attention-seeking behaviour
- Eating problems, including over-eating or lack of appetite
- Depression, withdrawal

### **POSSIBLE SIGNS OF SEXUAL ABUSE**

- Demonstrate sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
- Wetting or other regressive behaviours e.g. thumb sucking
- Inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- Stop enjoying previously liked activities
- Be reluctant to undress for PE
- Become fearful of, or refuse to see, certain adults for no apparent reason; show dislike of a particular baby-sitter, relative or other adult
- Draw sexually explicit pictures
- Urinary infections, bleeding or soreness in the genital or anal areas
- Soreness or bleeding in the throat
- Chronic ailments, such as stomach pains or headaches
- Take over the parental role at home; seem old beyond their years
- Develop eating disorders, such as anorexia or bulimia
- Depression, suicidal thoughts
- Poor self-image, self-harm, self-hatred
- Physical discomfort
- Use drugs or drink to excess
- Unexplained pregnancy
- Memory loss
- Frequent running away
- Restricted social activities
- Find excuses not to go home or to a particular place
- Have recurring nightmares/be afraid of the dark
- Be unable to concentrate; seem to be in a world of their own
- Have a ‘friend who has a problem’ and then tell about the abuse of the friend
- Sudden changes in school work habits, become truant
- Withdrawal, isolation or excessive worrying
- Outbursts of anger or irritability
- Unexplained sums of money
- Act in a sexually inappropriate/harmful or seductive way towards others

### **POSSIBLE SIGNS OF NEGLECT**

- Constant hunger
- Poor personal hygiene
- Inappropriate clothing, clothing in a poor state of repair
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Low self-esteem
- Poor social relationships
- Compulsive stealing
- Constant tiredness
- Emaciation
- Destructive tendencies.
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Chronic running away
- Scavenging for food or clothes

### **POSSIBLE INDICATORS OF A PLANNED FORCED MARRIAGE (particularly re.**

#### **Year 6 children)**

**Forced marriage** was made illegal in the UK in June 2014, and usually involves additional criminal activity e.g. false imprisonment, rape, assault.

- Absence and persistence absence
- Fear about forthcoming school holidays
- Request for extended leave of absence and failure to return from visits to country of origin
- Surveillance by older siblings / cousins
- Not allowed to attend extra-curricular activities
- Decline in behaviour, engagement, performance or punctuality
- Being withdrawn from school by those with parental responsibility

#### **FGM: Key Points**

- Not a religious practice
- Occurs mostly to girls aged from 5 – 8 years old; but up to around 15
- Criminal offence in UK since 1985
- Offence since 2003 to take girls abroad
- Criminal penalties include up to 14 years in prison

#### **Reasons for FGM cultural practice include:**

- Cultural identity – An initiation into womanhood
- Gender Identity – Moving from girl to woman – enhancing femininity
- Sexual control – reduce the woman's desire for sex
- Hygiene/cleanliness – un-mutilated women are regarded as unclean

#### **Risk Factors for FGM include:**

- low level of integration into UK society
- mother or sister who has undergone FGM
- girls who are withdrawn from PSHCE
- a visiting female elder from the country of origin
- being taken on a long holiday to the family's country of origin
- talk about a 'special' event or procedure to 'become a woman'

#### **Post-FGM Symptoms may include:**

- difficulty walking, sitting or standing

- spend longer than normal in the bathroom or toilet
- unusual behaviour after a lengthy absence
- reluctance to undergo normal medical examinations
- asking for help, but may not be explicit about the problem due to embarrassment or fear

### **Radicalisation and Extremism**

- Distributing extremist literature and documentation
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partner schools, local authority services and police reports of issues affecting pupils in other schools or settings
- Pupils voicing opinions drawn from extremist ideologies and narratives
- Changes in behaviour which could indicate that they are in need of help or protection
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line within our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views

**In addition to all the above signs within the different categories a child may disclose an experience in which he/she may have been harmed, or there may be any other cause to believe that a child may be suffering harm.**



**Hillsgrove Primary School  
Child Protection & Safeguarding Policy:**

**All staff will be issued with the policy annually and are required to sign and return this form.**

DSL: Yvette Ketchell (Leader of Inclusion/SENCO)

**Child Protection & Safeguarding Policy**

I have read and understood the Child Protection & Safeguarding Policy of Hillsgrove School. I understand my role in helping create an environment where children are protected and kept safe.

Name: \_\_\_\_\_

Role in school: \_\_\_\_\_

Signed: \_\_\_\_\_  
\_\_\_\_\_

Date: