



# Higher Failsworth Primary School

## Child Protection / Safeguarding Policy and Procedures 2017-2018

**'Working together for an Education for Life.'**

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Staff Member:	Helen Hampson / Joanne Jervis
Chair of Governors:	Alan Smith
Designated LAC and Safeguarding Governor:	Clare Duff

## Higher Failsworth Primary School

### Introduction:

*The principles embedded in this policy link into other policies relating to: Health and Safety, PHSE, Sex and Relationship Education, Anti-bullying, Equal Opportunities, Special Educational Needs and Disabilities, Confidentiality, Attendance, Substance Misuse (including drugs and alcohol), Racism and Homophobia, Educational visits, E-safety etc.*

**This policy sets out how the Governing Body of the above school or college is carrying out its statutory responsibility to “safeguard and promote the welfare of children” in accordance with the Government guidance ‘Working Together to Safeguard Children’, ‘Keeping Children Safe in Education’, Section 175/157 of the Education Act 2002 and Ofsted requirements. It may be supplemented by more detailed procedures.**

This policy applies to all staff (teaching and non teaching), governors and volunteers, temporary and supply/visiting staff working in the school. It will be reviewed annually by the Governing Body, and is in line with the expectations of Ofsted/ISI which inspects safeguarding arrangements as part of the school’s Leadership and Management and the requirements of the (Local) Safeguarding Children Board (LSCB).

### Aims:

- To ensure that all necessary internal and inter-agency child protection procedures are in place as required when children may be suffering or are at risk of “significant harm”
- To give guidance to staff to ensure best practice
- To demonstrate the links with other relevant policies to safeguard the general welfare of children
- To provide a clear statement of the school’s responsibilities in the event of a concern about the conduct of a member of staff
- To identify key individuals and their specific roles

### Principles:

- This school recognises its responsibility to protect and safeguard the welfare of the children trusted to its care by establishing a safe and trusting environment in which children can learn and develop. The policy applies to all children between the ages of 0-18 whose care and education comes within the remit of Higher Failsworth Primary School (including siblings).
- The staff and Governing Body of Higher Failsworth Primary School are committed to establishing and maintaining an environment where children feel secure, are encouraged to talk, and are listened to. We will ensure that children know that there are adults in the school who they can approach if they are worried and that the principles of confidentiality are made clear to children. The school promotes a positive, supportive and secure ethos, giving pupils a sense of being valued.
- We recognise that because of the day to day contact with children, staff in school are well placed to observe the signs of possible abuse and therefore need to be constantly vigilant.
- **This school recognises its responsibility to discuss with Social Care/ Children’s Services or the Police any significant concerns about a child or young person which may indicate:**

**physical abuse**  
**emotional abuse**  
**sexual abuse**  
**neglect**

**in accordance with the LSCB procedures. These concerns cannot be kept confidential.**

- Staff will be enabled to contribute to any assessment or meeting about the child held under LSCB procedures as required.
- This school also recognises its duty to work with other agencies in protecting children from harm and in responding to concerns about possible abuse, including the Police, Child and Adolescent Mental Health Services, Education Welfare Service, Educational Psychology Service and other agencies/services coming into school to support individual pupils/groups of pupils.
- Higher Failsworth Primary School will ensure that parents have an understanding of the responsibility placed on staff for child protection by setting out its obligations on the school website. The school's child protection policy is made available to parents on request and published on the school website.

### **The Designated Senior Person/Safeguarding Lead**

- **The Designated Senior Person for Child Protection/Safeguarding (DSP/SL) Lead is a member of the Senior Leadership Team and is: Mrs Jervis**
- The school has identified either, Mrs Hampson, Mrs Forster or Mrs Yates to act as deputy Designated Senior Person/Safeguarding Lead when Mrs Jervis is unavailable.
- In the absence of the DSP and the deputy DSP the most senior member of staff in school will assume responsibility for any child protection matters that arise.
- The DSP/SL will co-ordinate action on child protection within the school. This includes ensuring that all staff, teaching and non-teaching (including supply staff and Place 2 Be) know who the Designated Senior Person is and that they are aware of their individual responsibility to be alert to the signs of abuse and to discuss any concerns with the DSP. Also that they are aware of what happens once a concern has been raised.
- Where appropriate the Designated Senior Person will liaise with the DSP of the school(s) attended by other family members of the child causing concern in order to gather information to inform the referral.
- The DSP will keep a written record of any actions taken as a result of concerns raised (see below).
- The Designated Senior Person will ensure that the school's child protection policy is put on the agenda of the Governing Body once a year for discussion, monitoring, review and renewal. In this way the Governing Body authorises the DSP for Child Protection to carry out their responsibilities as outlined in the statutory Guidance.

### **Responding and Referring:**

- Any member of staff who has safeguarding concerns about a child must report their concerns to the Designated Senior Person for Child Protection without delay.

- In accordance with local inter-agency procedures, the agreement of the child's parent for an external referral should normally be sought where possible. **However, if it is felt that seeking any such agreement would increase the level of risk of harm to the child, the matter will be discussed with Social Care/ Children's Services and their advice sought first.** This must not contribute to a delay in making a referral.
- The school will ensure that the relevant social worker is notified if there is an unexplained absence of any pupil who is currently subject to a child protection plan. When discussing concerns in respect of a child who is Looked After by the Local Authority the child's named social worker must be informed.

**Contact details for a referral:** MASH team 0161 770 7777  
[child.mash@oldham.gov.uk](mailto:child.mash@oldham.gov.uk)

### **Concerns relating to a member of the school staff or other person in a 'Position of Trust':**

- We take our responsibility for the welfare of children in our care extremely seriously. All schools and colleges are now required by Government guidance to have a Staff Behaviour Policy or Code of Conduct. As a school we have a code of conduct in our staff handbook, and annual updates are given to staff. This sets out the standards of personal and professional behaviour that are expected of all staff and volunteers. A copy is available for parents on request. Any concern about staff conduct that may suggest a risk of harm to anyone under 18 should be reported to the headteacher, Chair of Governors, Social Care or the Police as appropriate without delay.
- The Sexual Offences Act 2003 established a criminal offence of 'abuse of trust' affecting teachers and others who work with children and young people. A relationship of trust is one where a teacher, member of education staff or volunteer is in a position of power or influence over a pupil or student by virtue of the work or nature of the activity being undertaken. **Any sexual relationship with a pupil under 18 in the same school is an offence.** This legislation is intended to protect all young people in education who are under 18 years of age. 'Grooming' a child with a view to a future sexual relationship may also be an offence in this context, including inappropriate on-line contact.
- The principle of equality embedded in the legislation applies irrespective of gender or sexual orientation: neither homosexual nor heterosexual relationships are acceptable within a position of trust. Any concern raised by a parent, child or young person will be listened to and taken seriously.
- The headteacher and Chair of Governors will act in accordance with procedures issued to all schools by the Local Authority Designated Officer (LADO) and the Department for Education. If the suspicion involves the headteacher, advice should be sought from the LADO and the Chair of Governors is to be informed immediately. Other school staff should assist parents to do this if required and anyone can contact the LADO directly.

**The LADO for Oldham is** Collette Morris 0161 770 8870

**The Chair of Governors is** Alan Smith

- The Headteacher, Associate Headteacher or Chair of Governors will attend any inter-agency meetings relating to allegations against staff. This is the forum for deciding what action may be necessary.

- Parents and students are advised that it is now an offence to publish any details (including on social media) that may identify any teacher under investigation for alleged abuse until they are either charged with an offence or subject to formal disciplinary proceedings.

### **Use of physical interventions:**

- There is an absolute ban on the use by any member of staff of any form of corporal punishment. This includes any physical contact which is deliberately intended to punish a pupil, or any action which is primarily intended to cause pain, injury or humiliation.
- It is important to allow children to do what they can for themselves, but depending on age and circumstances it may be necessary for some physical contact to take place; (e.g. a child who is hurt, who needs instruction in the use of a particular instrument/piece of equipment, safety issues such as the need to prevent a child hurting themselves, running into the road etc.).
- Section 93 of the Education and Inspections Act 2006 enables school staff to use 'reasonable force' to prevent a pupil from:

\*committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);

\*causing personal injury to, or damage to the property of, any person (including the pupil himself);  
or

\*prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during the teaching session or otherwise.

- School staff may also be empowered to carry out physical searches for weapons, illegal drugs, pornography etc. Actions by school staff must at all times be in accordance with guidance and procedures. In the event of searches or physical restraint being needed, parents will be informed the same day and this will be recorded on our CPMOS system and in our Positive Handling Record Book.

- Team Teach (Positive Handling)

All staff have now had 2 day training in Team Teach. This is a nationally accredited behavior management strategy which aims are through the promotion of de-escalation strategies and the reduction of risk and physical handling, to support teaching, learning and caring, by increasing staff confidence and competence, in responding to behaviors that challenge, whilst promoting and protecting positive relationships.

Team Teach Behavior Management is:

\* 95% non-contact de-escalation techniques

\* 5% positive handling to ensure the safety of the pupil and/or those around them

### **E-safety**

- Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved in activities which are inappropriate, or possibly illegal through social networking sites etc. including 'cyber-bullying'.
- Staff at this school have a major responsibility to educate our students in the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies. It is also important to include parents as much as possible in this process given that children often have access to computers at home.

- It is appropriate to take photographs of children to capture a curriculum activity or a celebration of school life using school equipment providing we have permission to do so from the parents. Staff **must not** however use their personal mobile phone, camera (still or moving images) or other devices to take, edit or store images of children from this school.
- Staff should not communicate with pupils through private email accounts, social networking sites, even on educational matters, but should use official email and networking sites sanctioned by the school. Staff should be circumspect in their private use of social networking sites and must not discuss school business or school issues on their personal social networking site or risk breaching confidentiality about the pupils.

### **Record keeping:**

- Any member of staff receiving a disclosure of abuse from a child, or noticing signs or symptoms of possible abuse in a child, will make notes as soon as possible (within the hour), writing down as exactly as possible using the child's own words, what was said or seen, putting the scene into context, and giving the time and location. Dates and times of events should be recorded as accurately as possible, together with a note of when the record was made. All records must be recorded on CPOMS (Child Protection Online Monitoring System). Children will not be asked to make a written statement themselves or to sign any records.
- All records of a child protection nature (handwritten or typed) will be given to the DSP for safekeeping. School encourages all staff to use the CPOMS system to record their concerns. This includes child protection conference minutes and written records of any concerns. Access to any records will be on a 'need to know' basis. All records must be held separately from the main pupil file, and in a secure place.
- When a child who has had a child protection plan leaves the school and/or transfers to another school, the DSP will inform the child's new school immediately and discuss with the child's social worker the transfer of any confidential information the school may hold.
- When pupils transfer between schools or move school part way through an academic year, all information about any past or current child protection concerns will, if possible, be sent confidentially to the DSP of the receiving school. Any records that cannot be passed on will be retained confidentially until the child's 25th birthday as required.

### **Supporting the Pupil:**

- The school will support pupils in accordance with his/her agreed child protection plan as required. The school will notify any concerns about a child who has a child protection plan or is known to have an allocated social worker to the child's social worker or in her/his absence the manager or a duty officer in the team.
- We recognise that children who are abused or who witness violence may experience difficulties which impact on their 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 endeavour to support the pupil through the content of the curriculum and the school ethos of valuing the pupil.

### **Vulnerable Children**

Our Vulnerable groups are known to be the least safe, we consider the following groups of children to fall in the category of 'vulnerable' :

- \* looked after children
- \* traveller children
- \* bullied/cyber bullied children
- \* children who experience peer on peer abuse
- \* children who go missing from home/school
- \* children suffering from neglect, physical abuse, sexual abuse or emotional abuse
- \* children suffering from bereavement
- \* children who are experiencing emotional well being issues, including self harm
- \* children of parents who are refugees/asylum seekers
- \* children experiencing drugs or alcohol abuse
- \* children with special educational needs or a disability
- \* children excluded from school

### **Missing children**

Children should never be allowed to leave the premises during school time without the Headteacher's permission (or most senior person on the premises). It is possible that on a very rare occasion, a child may leave the premises without the knowledge or permission of the Headteacher.

1. If a child cannot be found by it's teacher the Head teacher must be notified immediately and told when and where the child was last seen. Time is of the essence and prompt actions must be taken by all.
2. The remaining children will be left safe in the care of suitable staff and all available staff will conduct a thorough search of the child's classroom, storage areas, toilets, the school building and the school grounds.
3. If the child is not found within a short period of time (this will be determined by the most senior member of staff) the police must be called by the SLT
4. If a child goes missing during an outing or school visit, the teacher in charge must ensure that the remaining children are safely cared for by the other adults. An urgent but thorough search should be made of the immediate vicinity and if the child is not found the police must be called and then the Headteacher notified.
5. As soon as possible, the parents will be notified that their child is missing.
6. Members of staff, who are not supervising children, will be sent to search area in the immediate vicinity of the school.
7. If a member of staff finds the child the Executive Headteacher must be told at once. Parents, Police and social care will be notified.
8. The Headteacher will investigate how the incident occurred and will take appropriate action to ensure that similar events do not happen again.

In the event of a child has gone missing off site:

1. Inform the party leader
2. Search the area
3. Inform the police and the Head teacher
4. Notify the school
5. When the child is found review security procedures

**Children Missing from Education:** See Attendance policy

### **Child Sexual Exploitation (CSE) and Female Genital Mutilation (FGM)**

**The Headteacher, Safeguarding Manager and the Senior Leadership Team will:**

- assess the risk of children being drawn into child exploitation
- take the lead in dealing with child protection issues and in deciding what steps should be taken;
- raise awareness that female genital mutilation (FGM) affects girls particularly from north African

- countries and it is illegal to allow girls to undergo this practice either in this country or abroad;
- ensure that all concerns regarding FGM and vulnerability to radicalisation are reported;
- raise awareness of the need to protect pupils who might be vulnerable to radicalisation and involvement in terrorism;
- create a safe and stimulating learning environment where pupils feel safe and confident to fully;
- participate in lessons and other learning activities;
- ensure that e-safety procedures are very robust and that pupils are taught about online safety skills;
- ensure the pastoral care worker / parental liaison works closely with parents and promotes preventative parenting and practice with regards to child exploitation;
- work with parents to prevent pupils being sexually exploited;
- work in close partnership with the LSCB;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff and governors so that they are well informed about self-harm;

### **School staff will:**

- recognise that child protection is their main responsibility;
- treat children's welfare with the utmost importance and sensitivity;
- develop pupils self-confidence and self-esteem;
- attend any available awareness training that deals with the risk factors, signs and indicators of

### **Child Sex Exploitation:**

- teach a curriculum that raises awareness of:
  - \* the importance of healthy relationships and friendships
  - \* appropriate touch
  - \* keeping safe (including 'online' safety)
  - \* recognising and assessing risk
  - \* knowing how and where to get help when needed
- be alert at all times to the signs of abuse namely physical, emotional, sexual or neglect;
- know how to report any suspected case of harm or abuse;
- report any concerns that they have about girls at risk of FGM;
- report any concerns that they have about pupils who may be vulnerable to radicalisation;
- establish a school and classroom environment where children feel safe to talk and where school personnel listen to children;
- provide opportunities through the curriculum to address relevant issues and topics in order to promote their safety and well-being;
- encourage pupils to assess risks to themselves;
- report any concerns to the Designated Safeguarding Lead or the deputy Designated Safeguarding Lead;
- know what to do if a child makes a disclosure;
- not promise confidentiality to any child but always act in the interests of a child;
- receive support and counselling if they feel distressed from being involved with a case or incident;
- ensure that they conduct themselves correctly at all times and do not put themselves at risk;

### **The curriculum:**

- Through the curriculum, staff will raise pupils' awareness and build their confidence and resilience so that they have a range of contacts and strategies to ensure their own protection and that of others, recognising that pupils need opportunities to develop the skills they need to stay safe from harm.

### **Training:**

- The Governing Body will ensure that all staff, both teaching and non-teaching, receive appropriate induction and regular training to equip them to carry out their responsibilities for child protection effectively, as prescribed in government Guidance and in accordance with the expectations of the LSCB.
- The Governing Body will ensure that the Designated Senior Person for Child Protection attends appropriate training organised through the LSCB at least every 2 years, or as required under local procedures.

Training that staff have undertaken to enable them to effectively carry out their safeguarding and child protection duties include.

- \*Safer recruitment
- \*Working together to safeguard children
- \*Neglect core and assessment toolkit
- \*Parental Substance Misuse and the effects on children
- \*Children who self-harm
- \*AFRUCA covering Female Genital Mutilation (FGM), Witchcraft.
- \*Managing Medication
- \*Vulnerable Babies
- \*Domestic Abuse, MARAC and Safeguarding children
- \*Real Love Rocks
- \*Child Sexual Exploitation (CSE)
- \*Team Teach
- \*Paediatric First Aid
- \*Emergency Procedure for Swimming
- \*Fire Warden

### **Safer Recruitment of staff and volunteers and maintaining appropriate background checks:**

- The relevant current Guidance will always be followed in respect of creating a safer working environment in school. It is a requirement to have at least one person specifically trained in Safer Recruitment on every appointment panel, as a school we have a selection of staff who have undertaken the training. This is intended to deter and identify anyone who may be unsuitable or pose a risk of harm.
- These procedures may now allow for different levels of background checks according to whether or not the individual is primarily in an unsupervised setting or has only occasional contact with children. Evidence of all these checks (the Single Central Record or Register) will be maintained as required by the current Guidance.

#### Pre - Employment Checks for the Successful Candidate

Before taking up the post the following checks will be undertaken on the successful candidate:

1. References (2)
2. Proof of identity with current photographic ID and proof of address
3. Provision of a Disclosure and Barring Service (DBS) disclosure (with a Barred List check) where the person will be engaging in regulated activity
4. A barred list check if a DBS certificate is not available before an individual begins regulated activity
5. Proof of qualifications
6. Proof of a right to work in the UK
7. Employment history references

### **Relevant supporting documents**

- \* Children Act 1989
- \* Education Act 2002

- \* Female Genital Mutilation Act 2003
- \* Sexual Offences Act 2003
- \* Children Act 2004
- \* Safeguarding Vulnerable Groups Act 2006
- \* Education and Inspections Act 2006
- \* Children and Young Persons Act 2008
- \* Childcare (Disqualification) Regulations 2009
- \* School Staffing (England) Regulations 2009
- \* Equality Act 2010
- \* Education Act 2011
- \* Keeping Children Safe in Education 2016
- \* Counter Terrorism and Security Act 2015