

HOLLINS GRUNDY PRIMARY SCHOOL

Happiness, Health and Respect for Confident, Creative Learners

Child Protection and Safeguarding Policy

Reviewed and Revised June 2018

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 and 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:

- Education Act 2002
- Children Act 2004
- Safeguarding Children and Safer Recruitment in Education 2007
- Safer Working Guidance DfE 2014
- Working together to safeguard children 2015
- What to do if you are worried a child is being abused – Advice for practitioners March 2016
- The Prevent Duty Advice June 2015
- Keeping Children Safe in Education 2016
- The school will also follow the procedures set out by Bury Safeguarding Children Board (BSCB) (2016) www.safeguardingburychildren.org.

This policy applies to all staff, governors, trainees and volunteers working in the school.

All policies are subject to ongoing evaluation and full annual reviews.

All policies are made available and explained to parents as part of the enrolment procedure and are available for inspection and reference at all times. A copy of this Child Protection and Safeguarding Policy is on the school's website.

Role of the Governing Body

Safer Recruitment & Induction of Staff, Governors and Volunteers

Our safe recruitment policy, set out in a separate document, acknowledges our responsibility for protecting children from unsuitable people through safe recruitment practices.

Training

- All staff, governors and regular volunteers are given a copy of this Child Protection and Safeguard Policy and the implications on their role are fully explained. This policy is updated every year.
- 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 Head Teacher 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 Head Teacher 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. 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 designated Safeguarding lead will undertake Prevent Awareness training and will be able to provide advice and support to members of staff on protecting children from the risk of radicalisation.
- 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 Department for Education Bury Safeguarding Children Board and Local Authority.

- The designated officer for Child Protection for Hollins Grundy is **Mr S Waddington**
- The deputy designated person is **Mr P McCrudden**
- The nominated governor responsible for Child Protection is **Mrs G Trow**

The Role of the Designated Safeguarding Lead

- Refer cases of suspected abuse to the Local Authority
- Support staff who make referrals
- Refer cases to the Channel programme where there are radicalisation concerns
- Support staff who make referrals to the Channel programme
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required.
- Liaise with own staff and outside agencies
- Keep up to date with training
- Undertake Prevent training
- Keep detailed accurate records

Other Staff Responsibilities

- 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.

Raising Awareness of Child Protection Issues

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

- Ensuring staff have access to appropriate training and resources.

- Including opportunities in the PSHE curriculum that will help children to develop skills they need to recognise and stay safe from abuse.
- Teaching children about E Safety.
- Utilising the Social and Emotional Aspects of Learning (SEAL) curriculum resources 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 Keeping Children Safe Document 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 senior designated person and must be recorded in the Incident Record Book in line with Incident Reporting Policy.
- 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.
- 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

Child abuse manifests itself in a variety of ways, some overt and some less obvious. All members of staff are committed to maintaining a vigilant approach to identify potential cases. Safeguarding is not just about protecting children from deliberate harm. For our school it includes such things as pupil safety, bullying, racist abuse and harassment, educational visits, intimate care, children missing education and internet safety.

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

Physical Abuse – Physical Abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Example of warning signs

- Unexplained or unconvincing explanation of recent injuries
- Bruises which have a distinct shape or pattern, like handprints, grasp or finger marks
- Lingering illnesses
- Unusual aggressive or passive behaviour

Emotional Abuse – Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Examples of warning signs

- A child who is constantly blamed for things that go wrong
- A child who is made to carry out tasks inappropriate to their age
- A child in a household where there are arguments and violence

Sexual Abuse – Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing or 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.

Examples of warning signs

- A child who displays sexual knowledge or behaviour inappropriate for their age

- Injuries or unusual appearance to private areas of the body
- A child who is being encouraged into a secretive relationship with an adult
- A child who hints at sexual activity through words, play or drawings

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

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

Examples of warning signs

- A child with illnesses that have not been treated
- A child who is constantly hungry or tired
- A child who lacks needed medical care

More detailed information is provided in BSCB “Recognition and Referral Handbook” 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 – Advice for practitioners 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 designated senior person using CPOMS.
- Initial concerns should be discussed with parents / carers by the designated person, unless they are related to sexual abuse, fabricated illness or if it is considered that to do so would put the child at risk of harm.
- Full written records of all reported incidents will be produced and maintained – using CPOMS, even where there is no need to refer the matter immediately.
- Written information is stored securely using CPOMS.
- All members of staff will demonstrate great care in distinguishing between fact and opinion when recording suspected incidents.
- The senior designated person 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.
- Note any observable significant signs
- 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
- Record concerns using CPOMS
- Contact/referrals will be made to the Multi Agency Safeguarding Hub (MASH) 0161 253 5678

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 will be contacted for further advice as required (LADO 0161 253 5342).

Referring Allegations to Child Protection Agencies

If the senior designated person 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 (MASH team).
- The senior designated person 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 immediately if there is an unexplained absence for any pupil who is on a child protection plan.
- Ensuring that, where a pupil on a child protection plan 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 (2016) which outlines procedures and meetings for CAF, TAC, CIN (Children in Need) and Child Protection.

Additional Information and Guidance

The following Safeguarding issues are all considered to be Child Protection issues and should be referred immediately to the most relevant agency.

Forced Marriage

Hollins Grundy does not support the idea of forcing someone to marry without their consent. The Force Marriage Unit has published Multi-Agency guidelines. If advice or information is required contact 020 7008 0151 or email fm@fco.gov.uk. Underage marriage In England, a young person cannot legally marry until they are 16 years old (without the consent of their parents or carers) nor have sexual relationships.

Female Genital Mutilation (FGM)

It is the statutory duty upon teaching staff to report the policy if the disclosure that FGM appears to have been carried out on a girl under 18 years. This is against the law yet for some communities it is considered a religious act and cultural requirement. It is illegal for someone to arrange for a child to go abroad with the intention of having her circumcised.

Ritualistic Abuse

Some faiths believe that spirits and demons can possess people (including children). What should never be considered is the use of any physical or psychological violence to get rid of the possessing spirit. This is abusive and will result in the criminal conviction of those using this form of abuse even if the intention is to help the child.

Children Missing Education

Children are best protected by regularly attending school where they will be safe from harm and where there are professionals to monitor their well-being. At Hollins Grundy we will encourage the full attendance of all of our children at school. Where we have concerns that a child is missing education because of suspected abuse, we will liaise with the appropriate agency including our Attendance Office to effectively manage the risks and to prevent abuse from taking place. The school follows the Bury Local Authority guidance on Children Missing in Education.

Safeguarding Disabled Children

Disabled children have exactly the same human rights to be safe from abuse and neglect, to be protected from harm and achieve the Every Child Matters outcomes 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. Hollins Grundy 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.

Honour Based Violence

Honour based violence 'is a crime or incident, which has or may have been committed to protect or defend the honour of the family and/or community'. It is important to be alert for signs of distress and indications such as self-harm, absence from school and truancy, infections resulting from female genital mutilation, isolation from peers, being monitored by family, not participating in school activities, unreasonable restrictions at home. Where it is suspected that a child/young person is at risk from Honour based violence Hollins Grundy will report these concerns to the appropriate agency in order to prevent this form of abuse taking place.

Trafficked Children

Child trafficking involves moving children across or within national or international borders for the purposes of exploitation. Exploitation includes children being used for sex work, domestic work, restaurant/sweatshop, drug dealing, shoplifting and benefit fraud. Where Hollins Grundy is made aware of a child is suspected of or actually being trafficked/exploited we will report our concerns to the appropriate agency.

Domestic Abuse

The Government defines domestic abuse as "Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members regardless of gender or sexuality." Staff need to understand what is required of them if children are members of the household where domestic abuse is known or suspected to be taking place. Our policy includes action to be taken regarding referrals to the Police and Children and Young People's Services and any action to be taken where a member of staff is the alleged perpetrator or victim of domestic abuse. At Hollins Grundy we will follow our safeguarding policy and report any suspected concerns regarding Domestic Abuse to the relevant agency.

Private Fostering

Private fostering is an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote his/her welfare. A privately fostered child means a child under the age of 16 (18 if a disabled child) who is cared for and provided with accommodation by someone other than:

- A parent
- A person who is not a parent but has parental responsibility
- A close relative
- A Local Authority For more than 28 days and where the care is intended to continue.

It is a statutory duty for us at Hollins Grundy to inform the Local Authority where we are made aware of a child or young person who may be subject to private fostering arrangements.

Child Sexual Exploitation

Child sexual exploitation (CSE) is a form of child abuse involving children and young people receiving something, such as accommodation, drugs, gifts or affection, as a result of them performing sexual activities, or having others perform sexual activities on them. Children or young people may be tricked into believing they're in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed online. This attention can make them feel special and

grown up. Child sexual exploitation is a hidden crime. Young people often trust their abuser and don't understand that they're being abused. They may depend on their abuser or be too scared to tell anyone what's happening. It can involve violent, humiliating and degrading sexual assaults, including oral and anal rape. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status.

E-Safety (see Pupil & Parent Acceptable Use Policy)

Peer to Peer Abuse Children and young people can be exploited and suffer bullying through their use of modern technology such as the internet, mobile phones and social networking sites. In order to minimise the risks to our children and young people Hollins Grundy will ensure we have in place appropriate measures such as security filtering, and an acceptable use policy linked to our E Safety Policy. Children are taught how to behave appropriately on-line and how to protect themselves from cyberbullying and of the dangers of sexting.

We will ensure that all members of staff are aware of how not to compromise their position of trust in or outside of the school and are aware of the dangers associated with social networking sites. Our Code of Conduct clearly states that mobile phone or electronic communications with a student at our school is not acceptable other than for approved school business e.g. coursework, mentoring. Where it is suspected that a child is at risk from internet abuse or cyber bullying we will report our concerns to their parents and the appropriate agency.

Anti-Radicalisation and Extremism (Prevent Duty)

At Hollins Grundy we recognise our duty to have “due regard to the need to prevent people from being drawn into terrorism”. This is our duty under Section 26 of the CounterTerrorism and Security Act 2015 and the statutory guidance in The Prevent Duty DfE document June 2015.

Radicalisation – refers to process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. Extremism – is defined by HM Government as ‘*vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas*’.

In this school we recognise that safeguarding against radicalisation and extremism is no different from safeguarding against any other vulnerability. Our curriculum promotes respect, tolerance and diversity. Children are encouraged to share their views and to understand that they are entitled to have their own different beliefs which should not be used to influence others. Citizenship helps to provide pupils with the knowledge, skills and understanding to prepare them to play a full and active part in society. Pupils learn about democracy, government and how laws are made and upheld. Pupils are also taught about the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding. We recognise that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves. Children are taught about how to stay safe when using the internet and are encouraged

to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet.

If staff have any concerns that a child or young person is at risk of radicalisation contact MASH for discussion. If you believe a child or young person is at risk ring 999.

Monitoring

The Safeguarding Governor holds termly review meetings – one annual review meeting in the autumn term with the Headteacher and two further meetings with the Headteacher and/or other appropriate staff, e.g. PSA, SENCO.

The annual review meeting will include a rigorous examination of an ongoing anonymous case study to evaluate effectiveness of in-school procedures and the school's multi-agency involvement. The Spring and Summer term meetings will have a clear focus and provide an opportunity to ensure that all recording procedures, including provision mapping are coherent and that evaluation evidence is properly triangulated.

The Headteacher reports to the governing body in HT's reports to governors on training, implementation & monitoring of safeguarding procedures. All review meetings are also mentioned in HT's reports to Governors and discussed further if necessary.

Key Contacts

Designated Safeguarding Lead Mr S Waddington

Deputy Designated Safeguarding Lead Mr P McCrudden

Named Governor for Child Protection Mrs G Trow

Safeguarding Referrals to be made to the MASH team (Multi Agency Safeguarding Hub)

- **0161 253 5678**

Early Help Team – 0161 253 5200

NSPCC Helpline – 0808 800 5000