

**May 2017**

## **Safeguarding Children and Child Protection**

### **An informative summary for all School Staff/Volunteers**

#### **Introduction**

These guidelines for staff (paid/unpaid) in schools have been devised to ensure that all adults in the building can easily access summary information relating to Safeguarding and Child Protection. There are intended to provide the fundamental basics (in a condensed form) in addition to detailed information readily available from a variety of sources. Many of the sources included in this document are hyperlinks. The school website has a specific area devoted to Safeguarding with a wide range of information (including a definitive – Safeguarding and Child Protection Policy) documents and resources accessible to all.

The summary information also gives a clear indication on what all adults in the school building must adhere to, the responsibilities and procedures that must be followed. In addition to this, these guidelines will pinpoint specific questions (and related answers) which all adults should be able to answer if asked. It is this aspect (as reflected in KCSIE Sep 2016) where schools are expected to demonstrate and provide evidence that *'mechanisms are in place to assist staff to understand discharge their role and responsibilities'*. Assessing and providing evidence that staff has understood key information/statutory guidance/procedures will be through:

- Online CPD/courses/training attendance – in school and provided externally

- Through daily practice -

#### **What is Keeping Children Safe in Education? Why is it so important?**

- This **statutory** guidance document issued by the Department for Education under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2011. Schools and colleges must have regard to it when carrying out their duties to safeguard and promote the welfare of children.

#### **Part One covers:**

##### **Part One – Safeguarding Information for All Staff:**

- Safeguarding information for all school staff; 
- What school and college staff should know and do to discharge their safeguarding responsibilities effectively;
- Types of abuse and neglect; 
- Specific safeguarding issues with clickable links to further guidance on issues including:

Child missing from education;

Child missing from home or care;

Child sexual exploitation (CSE);

Bullying including cyberbullying;

Domestic violence;

Drugs;

Fabricated or induced illness;

Faith abuse;

Female genital mutilation (FGM);

Forced marriage;

Gangs and youth violence;

Gender-based violence/violence against women and girls (VAWG);

Mental health

Private fostering;

Preventing radicalisation;

Sexting;

Teenage relationship abuse;

Trafficking.

#### **Who has overall responsibility for Child Protection and Safeguarding at Barkway First School?**

As first acknowledged previously the responsibility for ensuring children are safeguarded lies with **everyone** and this is made explicitly clear in Keeping Children Safe in Education (2016) for example

The following have an overview/lead in this area.

Designated Senior Person for Safeguarding Children:  
Sharon Brown

Deputy Senior Person for Safeguarding Children: Rachel Gleadow

Nominated Governor responsible for Child Protection:  
Anne McCormick

### **What to do if an allegation is made against the Headteacher?**

When an allegation is made against the Headteacher (Sharon Brown) it should be reported to the chair of governors (Alison Gower) who will then contact the local authority designated officer (LADO)

### **What are the categories of abuse?**

Child abuse is any action by another person – adult or child – that causes significant harm to a child. It can be physical, sexual or emotional, but can just as often be about a lack of love, care and attention. We know that neglect, whatever form it takes, can be just as damaging to a child as physical abuse. An abused child will often experience more than one type of abuse, as well as other difficulties in their lives. It often happens over a period of time, rather than being a one-off event. And it can increasingly happen online.

We estimate that over half a million children are abused in the UK each year.

### **Some indicators of abuse?**

Child abuse can present in many different ways. In simple terms there may be physical evidence such as marks or bruises, or in their presentation or appearance such as weight loss. There may be behavioural evidence such as reluctance to change for P.E, becoming aggressive or withdrawn, falling out with friends. A child may disclose abuse, they may do this directly by telling

you what happened or indirectly by telling friends or by asking for advice about a situation, say involving another person.

In school you may particularly notice changes in presentation, behaviour, friendships, application to learning etc. Staff may also notice concerns and behaviour changes with adults within the setting, including staff and parents/carers. We ask that you be curious and report anything which may worry you to your Designated Safeguarding Lead (DSL)

### **Categories of abuse (explained)**

**Neglect** This can range from ignoring a child's developmental needs to not feeding or clothing her/him adequately and not properly supervising her/him. Persistent neglect can lead to serious impairment of health and development, and long-term difficulties with social functioning, relationships and educational progress. Neglect may occur by omission or commission – it is important that problems for a child's parent do not obscure neglect of a child in the family. Unborn babies may now be regarded as suffering neglect due to maternal substance misuse.

**Emotional Abuse** This ranges from rejecting a child, refusing to show a child love or affection, or making a child unhappy by continually belittling her/him or verbally abusing her/him. It has a measurable impact on a developing child's mental health, behaviour and self-esteem. It may also include developmentally inappropriate expectations including overly high expectations which the child cannot fulfil. Domestic violence, adult mental health problems and parental substance misuse may be features in families where

children are exposed to such abuse. Emotional abuse may occur by omission or commission and it is important the problems for a child's parents do not obscure professionals' view of the child's emotional development. Bullying – serious bullying causing a child to feel frightened or in danger can be regarded as emotional abuse.

**Physical abuse** This can range from over-chastisement, slapping with the hand, a belt, a stick or other object, to shaking, punching or throwing a child across the room. It can lead directly to neurological damage, physical injuries, disability or – at the extreme – death. Harm may be caused by the abuse itself and by abuse taking place in a wider family or institutional context of conflict and aggression. It also includes a parent/carer fabricating symptoms of or inducing illness in a child. Some physical abuse is reactive and some may be clearly premeditated with an intent to cause harm.

**Sexual Abuse** Is the involvement of a child or adolescent in sexual activities that s/he does not understand, cannot give consent to and which are not acceptable by our society. This includes inappropriate touching, taking of obscene photographs, producing/trading in child pornography (including via the Internet) as well as attempted or actual sexual intercourse. Its adverse effects may endure into adulthood.

**Disclosure – What to do if a child starts to disclose abuse?**

Reassure the child that s/he is right to tell and is not to blame:

\* **DO NOT** promise not to tell anyone else; explain that you have to make sure the child is safe and may need to ask other adults to help you to do this

\* **DO NOT** question the child; let her/him tell you what s/he wants to tell you and no more; s/he may need to have to disclose to a specialist later, and too much detail now may interfere with later investigations.

When the child is finished, make sure s/he feels secure; explain what you are going to do next. **Complete the following form** (see below) including the date and time of the interview and sign them; record as much as you can remember, using the child’s own words.

Accessing the form in the office



**What other CPD/training opportunities in relation to safeguarding/Child Protection are available to staff?**

Staff receive training currently in a variety of forms. For example;

- Staff internal training (From Sharon Brown) -
- Updates provided by the Headteacher which may include further reinforcement of procedures or known changes to legislation -
- External training delivered by Hfl

**Why is new technology/social media a safeguarding risk? What to do if a child contacts you via social media?**

The internet and related technologies has created opportunities for creativity, learning and communication. However with this have come increased risks for adults and children including about sexual grooming, abuse and exploitation, cyberbullying, Sexting and access to inappropriate material. Online Safety (e-Safety) is viewed as part of the schools safeguarding role and responsibility. Staff should be aware of the schools Online Safety Policy and procedures and be aware of the schools safer practice advice and acceptable use of technology expectations – Staff must sign this to declare that they have read it. It imperative that staff also ensure that privacy settings are at the highest possible level if using social media (Facebook etc) and not to add or provide access to the pupils

**The Prevent Duty: What it means for schools?**

In order for schools to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of schools’ wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

Schools can also build pupils’ resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, schools should provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

**Unconfirmed worries about child abuse?**

Staff/volunteers often have unconfirmed worries about pupils, but little real evidence, and so feel unsure about how to proceed. Many cases have shown that these unconfirmed worries are in fact the tip of the iceberg; that if the adults’ information were placed alongside that of other school colleagues it all added up to a serious cause for concern. It is vital, therefore, that even vague “worries” are passed on at the earliest stage to (Sharon Brown or Rachel Gleadow) who are both in a position to involve other agencies, collate information and make decisions about further referral.

Again, as stipulated previously staff should record incidents or suspicions (using the appropriate form) where it will be kept in a secure part of the school with other confidential material.

**Protecting children in the event of a fire – what to do during an evacuation?**

In all the rooms in the school you will see what the classroom evacuation procedure is. Key information is visible and includes a defined access route. It is different in each room/depending on where you are in the school building as different evacuation routes are used. The muster point is located in the corner of the playground.

**Staff must familiarize themselves with this.**

**What is the procedure for first aid treatment?**

During break/lunch times trained staff will be on first aid duty for both KS1 and KS2 children. First aiders will administer the treatment and record the relevant details in the first aid book (kept in the main office) In some cases (if it is a serious/head injury) parents will be contacted directly. **If you have any questions on first aid please speak to Fiona Harris in the office.**