

**Child Safeguarding/Protection Policy 2018**

**St Mary’s Church of England Primary School & Nursery**

**1.0 Purpose**

* 1. We take seriously our responsibility to protect and safeguard the welfare of the children in our care. We ensure that parents/ carers have an understanding of this by making the policy readily available. Our Policy applies to all staff, volunteers and sessional workers, agency staff, students, governors and anyone working on behalf of St Mary’s.
	2. The purposes of this policy are to:
* Protect children that attend St Mary’s, and ensuring we educate them in skills to help to keep them safe
* Provide staff and volunteers with principles that guide our approach to safeguarding and child protection

**2.0 Legal and Policy framework**

2.1 This policy has been written using legislation and guidance:

* Children Act 1989
* United Nations Convention on the Rights of the Child 1991
* Section 175 Children Act 2002
* Keeping Children Safe in Education: Schools and Colleges 2016
* Working Together to Safeguard Children 2017 (update)

2.2 This policy should be read alongside local policies and procedures:

* South West Child Protection Procedures (SWCPP), [www.swcppp.org.uk](http://www.swcppp.org.uk/)
* Bath and North East Somerset Local Safeguarding Children Board Guidance

**3. Principles**

3.1 We recognise that all staff, because of their contact with and knowledge of children in their care, are well placed to identify abuse and offer support to children in need. We recognise that:

* The welfare of the child is paramount, as enshrined in the Children Act 1989.
* All children, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, have an equal right to protection from all types of harm or abuse.
* Some children are additionally vulnerable due to age, communication styles, disability, previous experiences or other issues.
* Working in partnership with children, their parents, carers and other agencies is essential to promoting the young person’s welfare.

3.2 As part of the ethos of the school, the staff and governors are committed

to keeping children safe by:

* ensuring the school practises safer recruitment in checking the suitability of staff and volunteers to work with children1;
* ensuring we have a Designated Safeguarding Lead (DSL) for Safeguarding/child protection and a Deputy DSL who has received appropriate training and support for this role: Sue Jones & Cathie Lampert (Co-Headteachers);
* ensuring that all staff and volunteers understand, and adhere to, the school’s code of conduct;
* establishing and maintaining a safe school environment, where all pupils feel secure, can learn and develop, are encouraged to talk and are listened to, where their views are valued and respected;
* supporting pupils who have been abused, and carrying out specific actions in accordance with the agreed child protection plan;
* including opportunities in the curriculum for children to develop the skills they need to recognise, and stay safe from, abuse;
* ensuring all teaching and support staff are aware of signs and symptoms of physical, sexual, emotional abuse and neglect and know the correct procedure for referring concerns, or reporting allegations against staff, in line with Keeping Children Safe in Education 2016 and the Local Authority Managing Allegations procedures, and receive appropriate training to enable them to carry out these requirements;
* ensuring all volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the Headteacher;
* exercising our duty to work in partnership with other agencies and to share information with them, including attendance at child protection conferences, core groups and preparation of reports for conferences;

**1 *Please refer to the South West Child Protection procedures for further information on safer recruitment.***

***http://www.online-procedures.co.uk/swcpp/contents/safer-recruitment/***

3.3 The school recognises that it is an agent of referral and not of investigation.

3.4 The child protection policy should be read in conjunction with other relevant policies including:

* Behaviour policy, incorporating Anti-bullying
* Health and Safety
* Exclusions
* Inclusion, Diversity & Equality
* PSHE
* Internet Safety
* Managing Medicines Guide
* First Aid
* Whistle Blowing
* Attendance
* SEND

**4.0 Types of Abuse**

**4.1 Definition of abuse:**

4.2 A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.

**4.4 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 misuse. 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)
* Ensure access to appropriate medical care or treatment

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

4.5 **Physical abuse:** 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.

4.6 **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 and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

4.7 **Child sexual exploitation:** Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

4.8 **Emotional abuse:** is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on a child’s emotional development. It may involve conveying to children that they are worthless and 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. These may include interactions beyond the child’s developmental capability as well as the overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation of corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

**5.0 Procedures for Referral**

5.1 Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that abuse may have occurred **must** report it immediately to the Headteacher. In the absence of either, the matter should be brought to the attention of the most senior member of staff.

5.2 The Head, as Designated Safeguarding Lead, will immediately inform the Children and Families Assessment and Intervention Team (CAFAIT) by telephone

 **01225 396312/313** or the Emergency Duty Team **01454 615165,** if the issue is out of normal work hours.

5.3 Telephone referral to the Children and Families Assessment and Intervention Team (CAFAIT) will be confirmed in writing using the C2 form within a maximum of 48 hours, ideally 24 hours. This can be downloaded here: <http://www.bathnes.gov.uk/services/children-young-people-and-families/child-protection>

5.4 Essential information will include the pupil’s name, address, date of birth, family composition, and reason for referral, previous concerns, name of person receiving the referral and any advice given. The referral must be signed and dated by the referrer.

5.5 The referral will be shared with the parent/carer, and where appropriate with the child/young person, unless to do so may place the pupil at increased risk of significant harm, in which case advice should be sought from the Duty social work team. **If a child discloses physical or sexual abuse,** **where the alleged abuser is either a family member or someone resident within the household, the school must consult the Duty** **Social Worker before informing parents, unless the child is subject to a Child Protection Plan in which case schools must contact the** **allocated Social Worker**. The relevant Social Worker will advise the school when, and by whom, parents will be informed.

5.6 Confidentiality must be maintained and information relating to individual pupils/families shared with staff on a strictly need-to-know basis.

5.7 Referrals for Alleged Perpetrators of Sexual Abuse – where a pupil is being investigated by the police for allegedly committing sexual offences, and the police have said they will make a referral to the Duty social work team, the school will **still** telephone the CAFAIT without delay to raise awareness of the concerns relating to the alleged perpetrator.

**6.0 Alleged Abuse by Staff**

6.1 If staff have a concern about another member of staff then this should be referred to the Head teacher. Where there are concerns about the Head Teacher, they should be referred to the Chair of Governors.

6.2 The school will follow the LSCB Managing Allegations Protocol available on LSCB website and the South West Child Protection Procedures for managing allegations against staff.

 <http://www.safeguarding-bathnes.org.uk/children/working-children/7-managing-allegations>

6.3 The school will contact the Local Authority Designated Officer (LADO), Mel Argles on 01225 396810. **The LADO must be notified within one working day.**

6.4 The LADO will co-ordinate the next steps, including possible strategy discussion and police liaison. The LADO will record notes and advise on the appropriate action to be taken.

6.5 An allegation must not be discussed with the alleged perpetrator or other members of staff/governors, unless advised to do so by a LA designated officer.

6.6 The school is legally obliged to make a referral to the Disclosure and Barring Service (and NCTL for teachers) if at the end of the allegation process a member of staff or volunteer is removed from their position, or if they leave while under investigation for allegedly causing harm or posing a risk of harm to children

6.7 The school has a Code of Conduct for all adults within the school, which clearly states what behaviours are acceptable and what behaviours are not. All staff sign to say that they have read and understood the document.

**7.0 Disclosure and Record Keeping**

7.1 Any member of staff receiving a disclosure of abuse, or noticing possible abuse, must make an accurate record as soon as possible, noting what was said or seen, putting the event into context, and giving the date, time and location. All records must be dated and signed and discussed with the Headteacher. Where staff have observed injuries to a child, these should be recorded on a body map outline, with some indication given about the size of the injury. Staff should not take photographs of injuries.

7.2 When listening to a disclosure, staff must ensure that they have enough information to make an assessment on context and risk, and for the child to feel heard, but to be mindful that their role is not to investigate.

7.3 Staff should follow the “TED” principles when talking with children: Tell, Explain and Describe.

7.3 All hand-written records will be retained, even if they are subsequently typed up in a more formal report.

7.4 Written records of concerns about children must be kept, even where there is no need to make a referral immediately. Where concerns do not meet the threshold for a referral to children’s social care, consideration should be given to the appropriateness of completing a CAF and holding a Team around the Child meeting.

7.5 All records relating to child protection concerns will be kept in a secure place and will remain confidential. They do not form part of the pupil’s educational records and must be kept separate from other records.

7.6 A chronology is kept at the front of individual pupils’ files, which is reviewed and updated whenever a new concern is raised or additional relevant information becomes available, noting actions and outcomes.

7.7 The quality of child protection records is monitored by the Headteacher.

7.8 Where a child moves school, copies of child protection documentation must be passed immediately and confidentially to the receiving school, separate from general records, with the original records retained by the school. The Headteacher will also telephone the Head Teacher or DSL at the new school to raise awareness of child protection concerns, and that records are being transferred. *It is worth considering a handover record-slip.*

7.9 The school will refer to the NSPCC document entitled Records Retention and Storage.

**8.0 Parental Involvement**

8.1 We are committed to helping parents/carers understand our responsibility for the welfare of all pupils, and working in partnership with them to address concerns.

8.2 Parents/carers will be made aware of this policy via the school website, prospectus and initial meetings with parents of new pupils.

8.3 Concerns will be discussed with parents/carers. Where a referral is needed, the Head should seek the agreement of parents/carers before making the referral, unless to do so may place the pupil at increased risk of significant harm. However, a lack of agreement should not stop a referral going ahead.

**9.0 Training**

9.1 The Headteachers ensure that all staff read and are familiar with Part One: Safeguarding Information for all staff in Keeping Children Safe in Education 2018. All staff should understand and discharge their responsibilities as set out in Part One of this Guidance.

9.2 The Headteachers, as DSLs, receive **multi-agency** child protection training every 2 years. (minimum as set out by the LSCB) and undertake refresher training on specific issues as required.

9.3 All staff, both teaching and support, are provided with child protection training on a regular basis, at least every 3 years (minimum).

9.4 In addition to standard child protection training, all staff members receive regular safeguarding and child protection updates at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

9.5 Temporary and supply staff must be made aware of basic information in respect of the school’s child protection procedures, including the name of the Designated Safeguarding Lead.

9.6 The Designated Safeguarding Lead will have undertaken Trainers the trainers Course and will induct new staff/volunteers to ensure they are aware of the CP practices, policies and codes of behaviour within the school, and ensure they receive appropriate training

9.7 Training records must be kept up to date, recording the date, focus and level of training received by individuals (on SCR).

9.8 Safeguarding Training is available from the Local Safeguarding Children Board [http://bathnes.learningpool.com](http://bathnes.learningpool.com/)

**10.0 The Role of the Governing Body**

10.1 The governing body will ensure that all statutory duties with regard to child protection are fulfilled, as detailed in “Safer Recruitment in Education Guidance” and Keeping Children Safe in Education 2018.

10.2 The school completes an annual safeguarding audit, in partnership with the designated governor for safeguarding.

10.3 The governing body will ensure that weaknesses identified within the annual safeguarding audit and through on-going monitoring of child protection procedures are addressed explicitly within the School Development Plan. They regularly monitor the implementation and impact of the identified actions.

10.4 The Chair of Governors (or designated governor for child protection, if they are not the chair), in liaison with the DSL, will ensure that the school has a child protection policy and procedures in place, which are known to all members of staff, and up-dated annually.

10.5 The governing body controls the use of school premises both within and outside of school hours and has a duty to safeguard children and young people using the premises. Where services or activities are provided separately by another body, the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

**11.0** **Review**

11.1 This policy will be reviewed on an annual basis, and up-dated where appropriate, however if a weakness is identified in school procedures, the policy will be reviewed and revised immediately.

Date when policy was last reviewed: September 2018

Date when next review is due: September 2019

Signed: