



POLICY FOR SAFEGUARDING AND CHILD PROTECTION

The Comenius Trust have approved this policy for use in

Name of school: Weston All Saints Primary School

This policy is being adhered to by all schools within the MAT.

Any named persons in this policy are outlined below:

Name	Role
Sharon Badger	Designated Safeguarding Lead
Sarah Halls	Deputy Safeguarding Lead
Amanda Trim	Deputy Safeguarding Lead



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1. Introduction

This document is a statement of the aims, principles and strategies for **Safeguarding and the protection of children**. It was developed by Weston All Saints Primary School, through a process of consultation with teaching staff and approved by the Board of Directors.

This policy will be reviewed annually.

Introduction

Comenius Trust (CT) is committed to the safeguarding of all children in its care.

The school complies with the requirements of 'Safeguarding Children and Safer Recruitment in Education' and adopts procedures which are in accordance with the B&NES inter-agency Child Protection procedures.

CT endeavours to make sure that procedures are in place for the following;

- Safe recruitment of staff and volunteers to work with children (see separate policy on Safe Recruitment)
- Prevention of abuse through the teaching and pastoral support offered to pupils including establishing a safe environment in which children can learn and develop
- Raising awareness of child protection issues and equipping children with the skills needed to keep themselves safe
- Following procedures for identifying and reporting cases, or suspected cases, of abuse
- Support for pupils who may have been abused (Abuse comprises 'neglect, physical injury, sexual abuse and emotional abuse')

It is recognised that staff play an important role in identifying potential cases of child abuse. It is also important that all relevant agencies involved in child abuse cooperate together for the benefit of the child. All schools have a Designated Safeguarding Lead (DSL) who liaises with Social Care and with teachers in school. For this procedure to work, it relies on the skills and expertise of every class teacher and adult within school to recognise and report concerns.

**The named Director of the Comenius Trust for Safeguarding is Richard Garforth.
The Executive Headteacher of The Comenius Trust is Dr Anne Bull OBE.**

All staff have total commitment to child protection. We raise the children's awareness about themselves through Personal, Health and Social Education and aim to develop a trusting climate so that children feel able to talk and share their thoughts and feelings.

CT has a policy of partnership between home and school, but with child abuse, or suspicion of child abuse, the well-being of the child is paramount. Parents will be contacted and consulted in most cases, except where the member of staff believes the child may be put in danger or a criminal investigation may be compromised.

2. Aims and Objectives of Policy

This policy endeavours to make sure that all staff and volunteers in our school are clear about the actions necessary with regard to a child protection issue. The aims are:

- to raise awareness of all staff and volunteers and identify responsibility in reporting possible cases of abuse;
- to ensure effective communication between all staff when dealing with child protection issues;
- to lay down the correct procedures for those who encounter an issue of child protection.

3. Main Body of Policy

Guidelines

In reporting concern or suspicion, all adults in school must follow the following procedures. The DSL & Deputy DSL's will then follow the B&NES Child Protection Procedures.

If any member of staff suspects that a child in his/her care may be a victim of abuse, they will immediately inform the DSL. All concerns are logged on a 'Concern Form'. This form is handed to the DSL or a Deputy DSL in their absence. The DSL reports cases of abuse or suspected abuse to the Social Care team.

Adults working in the school are reminded that abuse constitutes physical, emotional or sexual abuse and neglect.

In following the laid down procedures our aims are to:

- protect the child to the best of our ability
- avoid delay
- provide consistency
- protect staff
- endeavour that, whether further action is taken by another agency or not, the school has followed the appropriate procedures

Staff are in contact with children all day and are in a position to detect possible abuse. According to the Children Act, 1989, a referral should be made *'if a child is considered to be suffering or likely to suffer Significant Harm'*.

If a child discloses abuse or staff are concerned about possible abuse, there are three things to remember in the first instance:

- Report the information immediately to the DSL
- Do not speak to the parents at this stage
- Do not promise confidentiality to the child (but give a commitment to support the child).

The school's DSLs & HT work closely with the Social Care Service and the Local Safeguarding Children's Board (LSCB) when investigating any allegations of abuse. All parties involved handle such investigations in a sensitive manner but the interest of the child is of paramount importance throughout. If staff have concerns about another member of staff, this should be reported to the DSL immediately. If the allegation is about the Headteacher, this should be reported to the Chair of Directors. The Local Authority **must** be informed of all allegations that are made against a member of staff.

If a child alleges abuse, before the school makes a referral, parents should be asked for their consent. However, if this is not given, the school will make the referral without consent. In some cases the referral will be made without seeking prior consent, in order to safeguard the child, if it is believed the safety of the child may be put at greater risk, or a criminal investigation may be jeopardised.

If a child protection referral is made, a course of action will be decided upon within one day. A case conference will then take place to share information and formulate a plan of action. If the reported case is taken up and investigated by an external agency, any meetings, case conferences or action taken will be followed through and the teacher concerned informed.

We regard all information relating to individual child protection issues as confidential and we treat this accordingly. We only pass information on to the appropriate persons.

CT requires all adults employed or volunteering in school to have their application vetted through the Disclosure and Barring Service (DBS) in order to ensure that there is no evidence of offences involving children or abuse. Any interview panel must follow -Safer Recruitment procedures.

All adults in the school receive regular training in Safeguarding. The DSL & Deputy DSL's are required to have completed LA Child Protection Practices and Procedures at Level 1 and Level 2. This training will be updated every two years.

Children making an allegation often feel they will not be believed or that they will be punished. Staff should reassure the child that whatever has happened is not their fault. Fear of the consequences of making an allegation is very common. It is crucial not to ask leading questions, but only the bare minimum of 'Tell me', 'Explain', 'Describe' questions in order to clarify what is being said. Our role is to enable the child to speak and then know what to do next.

Staff have an important role in hearing what children have to say. The school can provide a neutral place where the child feels it is safe to talk. Sensitivity to the disclosure is vital. Staff must listen carefully to what the child is saying, treat it seriously and value what they say.

Confidential information about children causing concern is securely held in a central place in the 'Safeguarding' file and this information will be sent on to the child's next school in confidence and where relevant. This includes children who, for whatever reason, need to be monitored. Staff are kept informed of any child in their class who is noted in this way. Teachers must inform the DSL of any changes/additions so that this list can be kept up to date.

In the unlikely event of the DSL and all of the Deputy DSLs being unavailable to deal with an emergency involving Child Protection, then the teacher must speak to the most senior member of staff, who will know what to do. This would only occur in extreme circumstances.

Signs and symptoms – a guide

It is important to remember that the presence of one or more factors does not give proof that abuse has occurred. It may, however, indicate that investigation should take place.

- unexplained delay in seeking treatment which is needed
- incompatible explanations for an injury

- constant minor injuries
- unexplained bruising:
 - bruise marks in or around the mouth
 - black eyes, esp. if both eyes are black and there are no marks to forehead or nose
 - grasp marks
 - finger marks
 - bruising of the ears, or behind the ears
 - linear bruising (particularly buttocks or back)
 - differing age bruising
- bite marks
- burns and scalds
- cigarette burns
- general physical disability
- unresponsiveness in the child
- soiling and wetting
- change in behavioural patterns
- 'frozen' look
- attention seeking
- apprehension
- antisocial behaviour
- unkempt appearance
- sexually precocious behaviour
- sexualised drawings and play
- sudden poor performance in school
- poor self-esteem
- self-mutilation
- withdrawal
- running away
- reluctance to return home after school
- resistance to PE (undressing)
- resistance to school medicals
- difficulty in forming relationships
- confusing affectionate displays
- poor attendance – repeated infections etc

Definitions of Child Abuse

An abused child is a boy or girl under the age of 18 who has suffered from physical injury, physical neglect, failure to thrive, or emotional or sexual abuse, which the person who has had custody, charge or care of the child either caused or knowingly failed to prevent. Having custody, charge or care includes any person, in whatever setting, who at the time is responsible for that child.

Physical Abuse

is a physical injury to a child, including deliberate poisoning, where there is definite knowledge, or a reasonable suspicion that the injury was deliberately inflicted or knowingly not prevented.

Sexual Abuse

is the involvement of dependent, developmentally immature children and adolescents in sexual activities that they do not truly comprehend, and to which they are unable to give informed consent, or which violate the social taboos of family roles.

Neglect

is the persistent or severe neglect of a child (for example by exposure to any kind of danger including cold or starvation) which results in serious impairment of the child's health or development, including non-organic failure to thrive.

Emotional Abuse

is the severe adverse effect on the behaviour and emotional development of a child by persistent or severe emotional ill-treatment or rejection. All abuse involves some emotional ill-treatment. This category should be used where it is the main or sole form of abuse.

We recognise that abuse may occur in the following forms:

- **Female Genital Mutilation** – comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. whether for cultural or non-therapeutic reasons
- **Child Sexual Exploitation**- 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
- **Children Missing From Education**- Have been out of any educational provision for a substantial period of time (usually agreed as ten days without provision of reasonable explanation).
- **Forced Marriage**- A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used.
- **Honour Based Violence**- is a term used to describe violence committed within the context of the extended family which are motivated by a perceived need to restore standing within the community, which is presumed to have been lost through the behaviour of the victim

B&NES Safeguarding procedures

These procedures will be followed in cases of reported abuse or suspicion of abuse. Copies of the procedures are held by the HT.

Central to all procedures for safeguarding is a case conference, arranged by Social Care. The following people and agencies may be involved:

- Social Care Service
- DSL and/or Deputy DSL
- Head Teacher
- Senior Medical Officer
- Senior nurse
- NSPCC
- Probation Service
- Police
- Clinical or educational psychologist
- Consultant psychiatrist (if hospital is involved)

- Senior education welfare officer
- HT from siblings' school
- Community worker if appropriate
- Housing dept

Information concerning confirmed or suspected cases of child abuse are held in the Safeguarding File in the secure central location.

Sexual abuse cases are investigated by the Police. Social Care can be present to assist the Police when interviewing a child.

Designated Safeguarding Lead

The Board of Directors, proprietors and management committees should appoint an appropriate senior member of staff, from the school or college leadership team, to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection. This should be explicit in the roleholder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and interagency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

Deputy Designated Safeguarding Leads

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding lead(s). Any deputies should be trained to the same standard as the designated safeguarding lead.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead; this lead responsibility should not be delegated.

Manage referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- 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.

Work with others

The designated safeguarding lead is expected to:

- liaise with the Headteacher or principal to inform him or her of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the “case manager” (as per Part four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

Training

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the school or college’s child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

The designated safeguarding lead should:

- ensure the school or college’s child protection policies are known, understood

and used appropriately;

- ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child protection file

Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.

It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

4. Publication of Information

The CT Safeguarding File is held by the DSL. In this is held relevant information about vulnerable children. Information is shared as appropriate with the relevant class teacher. Relevant information about any pupils who are vulnerable is shared with all teachers in order that everyone can be vigilant and prepared to handle any situations arising in the day with care and sensitivity.

5. Review of Policy

The Board of Directors regularly reviews this policy and its implementation.

**The Role of the Designated Safeguarding Lead
(as defined in Keeping Children Safe in Education 2016)**