



## Introduction

Our School is concerned about the welfare and safety of its pupils and works to create a culture of security for them, to enable all our children to feel valued, listened to and to know that their wishes and feelings are respected.

This school recognises its legal and moral duty to promote the well-being of children, and to protect them from harm, and respond to child abuse.

Safeguarding is recognised as: **“reasonable measures [taken by an agency] to ensure that the risks of harm to children’s welfare are minimised. Where there are concerns, all agencies take action to address those concerns, working to agreed local policies and procedures in full partnership with other local agencies”** - Joint Chief Inspectors’ report 2002.

Child protection procedures are one part of the school’s safeguarding measures.

Everyone at our school has a responsibility to ensure that our children are safe, this includes staff, governors, parents, students and volunteers. In most cases this will mean the referral of concerns to the designated child protection officer (DCPO) or deputy designated child protection officer (DDCPO). The needs and safety of the child must be at the centre of any decision they may need to take regarding protecting and ensuring a child’s welfare.

### Aims

- Provide an environment where children feel secure, are encouraged to talk, and are listened to.
- To ensure that we practice safe recruitment and check the suitability of staff and volunteers to work with children.
- To ensure that all staff understand their individual responsibilities in identifying and reporting possible abuse.
- To provide a systematic means of monitoring, recording and reporting concerns and cases in line with the Oxfordshire Safeguarding Children Board.
- To provide guidance on recognising and reporting suspected child abuse.
- Support children who have been abused in accordance with his/her agreed child protection plan.
- Maintain a safe environment where children can learn and develop.

### RESPONSIBILITIES

#### 1. Designated Child Protection Officers

The **Designated Child Protection Officer (DCPO) is The Headteacher**

All incidents should be reported to her in the first instance.

**The Deputy Child Protection Officer is Amanda Clegg.**

- Reports should be made to Amanda if the DCPO is unavailable.

The designated people will:

- Ensure that proper procedures and policies are in place and are followed with regard to child safeguarding issues.
- Be first person to whom members of staff report concerns.
- Refer cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by the Oxfordshire Safeguarding Children Board.
- Act as a source of advice, support and expertise within the school

- Where they have concerns that a referral has not been dealt with in accordance with the child protection procedures, ask the Local Authority Head of Safeguarding to investigate further.
- Ensure that each member of staff and volunteers at the school, and regular visitors are aware of and can access readily, this policy and know who the designated people are and what their role is.
- Develop effective, co-operative links with other agencies and attend case conferences.
- Ensure that this policy is updated and reviewed annually and work with the designated governor for child protection regarding this.
- Keep detailed accurate written records of referrals and concerns which are not referred, and ensure that these are held in a secure place.
- Ensure that parents are aware of this policy in order to alert them to the fact that the school may need to make referrals.
- Where children leave the school, ensure that any child protection file is transferred to their new placement as soon as possible, separately from the main file, and is addressed to the designated person for child protection.
- Notify a child's social worker if there is an unexplained absence of a child who has a Child Protection Plan
- Where a child leaves and a new placement is not known, ensure that the local authority is alerted so that the child's name can be included on the database for missing pupils.
- Ensure that safe recruitment practices are always followed.
- Develop and follow procedures where an allegation is made against a member of staff.
- Ensure that all staff and volunteers receive appropriate training.
- Attend appropriate level C training every three years.

## **2. Designated Governor**

The **Designated Governor for Child Protection is: David Allen**

The Governing body will ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under inter-agency procedures.

The Governors will ensure that the designated member of staff for child protection is given sufficient time to carry out his or her duties, including accessing training.

The Governors will review safeguarding practices in the school on a regular basis, and no less than annually, to ensure that:

- The school is carrying out its duties to safeguard the welfare of children at the school.
- Members of staff and volunteers are aware of current practices in this matter, that staff receive training where appropriate and that everyone is confident to carry out the school's procedures.
- Child protection is integrated within the induction procedures for all new members of staff and volunteers.
- The school follows the procedures agreed by Oxfordshire Safeguarding Children Board and any supplementary guidance issued by the Local Authority.
- Only persons suitable to work with children shall be employed in the school, or work here in a voluntary capacity.
- Where safeguarding concerns about a member of staff are substantiated, appropriate disciplinary action is taken.

## **3. Staff**

All staff are responsible for reporting any concerns about a child's well-being or safety. They are also responsible for reporting any concerns they may become aware of about the well-being or safety of members of the child's immediate family, e.g. because a child tells them something or because of something they observe. Should anyone

else disclose information about a child or his/her family that person should be made aware of the procedures for reporting concerns to the Family Support and Assessment at Children, Young People and Families or to the police.

All concerns about a child should be reported following the procedures contained in Appendix 1 of this document, using the form shown in Appendix 2. Injuries should be recorded on the body map form shown in Appendix 3. Guidance on recognising abuse can be found in Appendix 3 of this policy.

#### **4. Volunteers and Students**

Volunteers and students have the same responsibilities as members of staff. They will be made aware of this by the person who conducts their induction.

### **RECRUITMENT**

In order to ensure that children are protected whilst at this school: we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised. We will ensure that at least one member of every interview panel has successfully completed Safer Recruitment training.

We accept that it is our responsibility to follow the guidance set out in “Safeguarding Children and Safer Recruitment in Education.”

- Before appointing someone, follow up each reference with a telephone call or personal contact during which we will discuss the applicant’s suitability to work with vulnerable children.
- Ensure that all adults with access to children have an enhanced Criminal Records Bureau check prior to final confirmation of appointment and that a copy of the CRB is seen before the start of the appointed position.

In addition, we will ensure that the following checks are satisfactorily completed before a person takes up a position in the school:

- Identity checks to establish that applicants are who they claim to be<sup>1</sup>
- Academic qualifications, to ensure that qualifications are genuine
- Professional and character references prior to offering employment
- Satisfy conditions as to health and physical capacity
- Previous employment history will be examined and any gaps accounted for.

### **VOLUNTEERS**

We understand that some people otherwise unsuitable for working with children may use volunteering to gain access to children: for this reason any volunteers in the school, in whatever capacity, will be given the same checks as paid staff.

Where a parent or other volunteer helps on a one-off basis, he/she will only work under the direct supervision of a member of staff, and at no time have unsupervised one to one contact with children. However, if a parent or other volunteer is to be in school regularly (more than 3 days in a 30 day period) or over a longer period then they will be checked to ensure their suitability to work with children.

### **STUDENTS**

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<sup>1</sup> e.g., through birth certificate, passport, new style driving licence, etc...

Whilst students placed with us come from organisations who will have checked their suitability for working with children we will ensure that we check their identity and that they have a current enhanced CRB. Students coming from schools on work experience placements will at no time be left alone with children.

### **INDUCTION & TRAINING**

All new members of staff, students and volunteers will receive induction training, which will include how to identify and report abuse, and confidentiality issues.

All staff will be expected to attend 'Safeguarding for Schools' training that will enable them to fulfil their responsibilities in respect of child protection effectively.

Staff will attend refresher training every three years, and the designated people every two years.

### **CONDUCT OF STAFF**

The school has a duty to ensure that professional behaviour applies to relationships between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries.

At all times, members of staff are required to work in a professional way with children. All staff should be aware of the potential dangers inherent in:

- working alone with a child
- physical interventions
- cultural and gender stereotyping
- dealing with sensitive information
- giving to and receiving gifts from children and parents
- contacting families through private telephones (including texting), e-mail, MSN, or social networking websites.
- disclosing personal details inappropriately
- meeting children and their families outside school hours or school duties

**If any member of staff has reasonable suspicion that a child is suffering harm, and fails to act in accordance with this policy and Oxfordshire Safeguarding Children Board procedures, we will view this as misconduct, and take appropriate action**

### **RESTRICTIVE PHYSICAL INTERVENTION**

A restrictive intervention is defined as the use of physical force to control a child's behaviour. Restrictive physical interventions with a child should only be engaged in if the child is at serious risk of hurting him/herself or someone else. Restrictive physical interventions should involve the minimum amount of force for the minimum amount of time. All incidents of restrictive physical intervention should be reported to the DCPO or DDCPO using an incident reporting form.

At Goring C.E Primary School we believe that it is quite acceptable to appropriately make physical contact with young children, for example to give reassurance to a child who is hurt or distressed. Staff should however be aware that children respond differently to touch and a child's personal boundaries should always be respected.

## **PHOTOGRAPHING CHILDREN**

We will not allow others to photograph or film pupils during a school activity without the parent's permission.

We will not allow images of pupils to be used on school websites, publicity, or press releases, without express permission from the parent, and if we do obtain such permission, we will not identify individual children by name.

We understand that parents like to take photos of or video record their children during events at the school. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes. At school events we remind parents that photographs and video footage taken at the school may not be posted on the internet or sent electronically. However, the school cannot be held accountable for photographs or video footage taken by parents or families at school functions.

## **CONFIDENTIALITY**

The school, and all members of staff, will ensure that all data about pupils is handled in accordance with the requirements of the law, and any national and local guidance.

Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who **need to know**.

Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child, or person closely connected to the child, may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the Designated Child Protection Officer or Deputy DCPO.

No member of staff, student or volunteer should assure a child or family member that they will be able to give confidentiality to anything they tell them.

## **ALLEGATIONS AGAINST STAFF**

The nature of teaching is such that there is always potential for allegations to be made by pupils or parents of abuse by a member of staff. All adults within the school should be aware of this potential and should not place themselves, as far as possible, in situations where they risk such allegations. Staff should not forget however that their personal and pastoral intervention in support of the children is an essential part of school life. There is a delicate balance to be drawn between support and care of children and being placed in a vulnerable situation.

Where allegations are made against a member of staff or adult working in the school it is essential that these accusations are investigated fully with an open mind and that speedy decisions are taken to determine what course of action should be taken. No-one should dismiss light heartedly an allegation against an adult but it must be remembered that such allegations can be hugely damaging. Where allegations are made against a teacher or Head teacher there will be urgent consideration from the deputy designated officer or in the case of allegations against the Head teacher by the **Chair of Governors**, who should be notified immediately of any such allegations. In all cases the guidance given by the LA in the personnel document Guidance for Dealing with Allegations of Child abuse against Education Staff should be closely followed as should the guidance by the DFE, Misconduct of Teachers and workers with children.

In all cases immediate priority will be to determine whether a child is at significant risk. If this appears to be the case urgent referral must be made to the local authority. If an investigation reveals that the allegations is false no further actions should be warranted.

Consideration of accusations against a teacher or Head teacher would be made after consultation with the appropriate agencies. In such cases the management of information will be crucial and the guidance in documents will be followed closely.

### **School Security**

The Governing body of the school have insisted upon the introduction of a door security system. It is the duty of all adults working in this school to make sure that all aspects of its security system are adhered to as far as it is possible.

All staff should check that every entrance and exit to the school is closed and that visitors to the school enter the school by the appropriate entrance and obtain a visitors pass. **Blue means they are NOT CRB checked. Orange means CRB cleared.**

All members of staff should challenge any individual who does not possess the appropriate authority. In addition to this all new employees and all voluntary workers in the school will be required to complete the appropriate security check. In this school there will be no exception to that rule, no matter how small the potential contact with children

### **Success Criteria:**

1. Staff say that they feel confident that they know what to do, or who to contact, when they have concerns about children or their families.
2. Information on Incident Reporting Forms show that they are being completed appropriately and that incidents are being appropriately followed up.
3. Staff say that they believe that safeguarding procedures set out in the policy are being consistently followed throughout the school.
4. Content of the policy remains up to date with reference to Oxfordshire Safeguarding Children Board and all other legislation.

**Date: October 2009**

**Review Date: October 2010**

### Child Protection Reporting Procedures

If you have any concerns whatsoever about a child's safety or well-being:

1. Complete the Safeguarding Children Incident Report form as soon as possible. These forms are kept centrally in the Headteacher's Office
2. Be sure to complete the form as fully as possible. Include the child's full name **and** date of birth, the date and time and your name.
3. When completing the form ensure that the information you give is clear, precise and factual. Refer to the Guidance for Completion form, which is kept in the child protection folder, for further advice.
4. If the child has marks or injuries that you have noticed during the normal course of your work complete a Body Map, remembering to complete name, date of birth, date, time and signature.
5. Please ensure you hand the completed forms personally to the DCPO or the Deputy DCPO.
6. Be prepared to discuss the contents of your form with the DCPO or deputy. The DCPO or deputy will then take action and will inform you of what, if anything, you need to do next. If you have any support needs as a result of what you have observed or experienced make these known to the DCPO now or at any later stage.

#### **Sharing information** or the principle of **Need to Know**

- Every case is different and therefore it is impossible to write strict guidance on who needs to be informed about an incident.
- The general premise should be that the child's well-being is paramount and this should be the primary consideration when deciding what information should be shared with whom.
- The discussion between the person reporting the incident and the DCPO or deputy should leave the person who made the report feeling clear about what, if anything, they should share and with whom.
- Do not share information with anyone else until you have discussed the situation with the DCPO or DDCPO

**Safeguarding Children Incident Reporting Form – Guidance for Completion**

Name of child: Remember to write child's surname		D.o.B: ensure that this is completed	
Date & time of incident:		Location: be specific	
Person making report:		Date & time of writing report:	
<p>Report:</p> <p>Write down what happened as soon as possible.                  Record words used by the child and observable things such as noticeable non-verbal behaviour, rather than your interpretations or assumptions.                  Complete a separate body map diagram if there are observable marks on the child's body.</p>			
Incident reported to: this will be the designated child protection officer or the designated deputy.		Date and time received: reports must be passed on as quickly as possible.	
Signature of person making the report:		Date:	
<p>Summary of intended action:                  To be completed by DCPO or DDCPO.                  Include details of how the incident will be followed up with the reporting member of staff.</p>			
Signed:		Date & time:	
(Designated or Deputy Child Care Officer)			
		Date:	

**BODY MAPS FOR CHILD PROTECTION ISSUES**

**Forename**

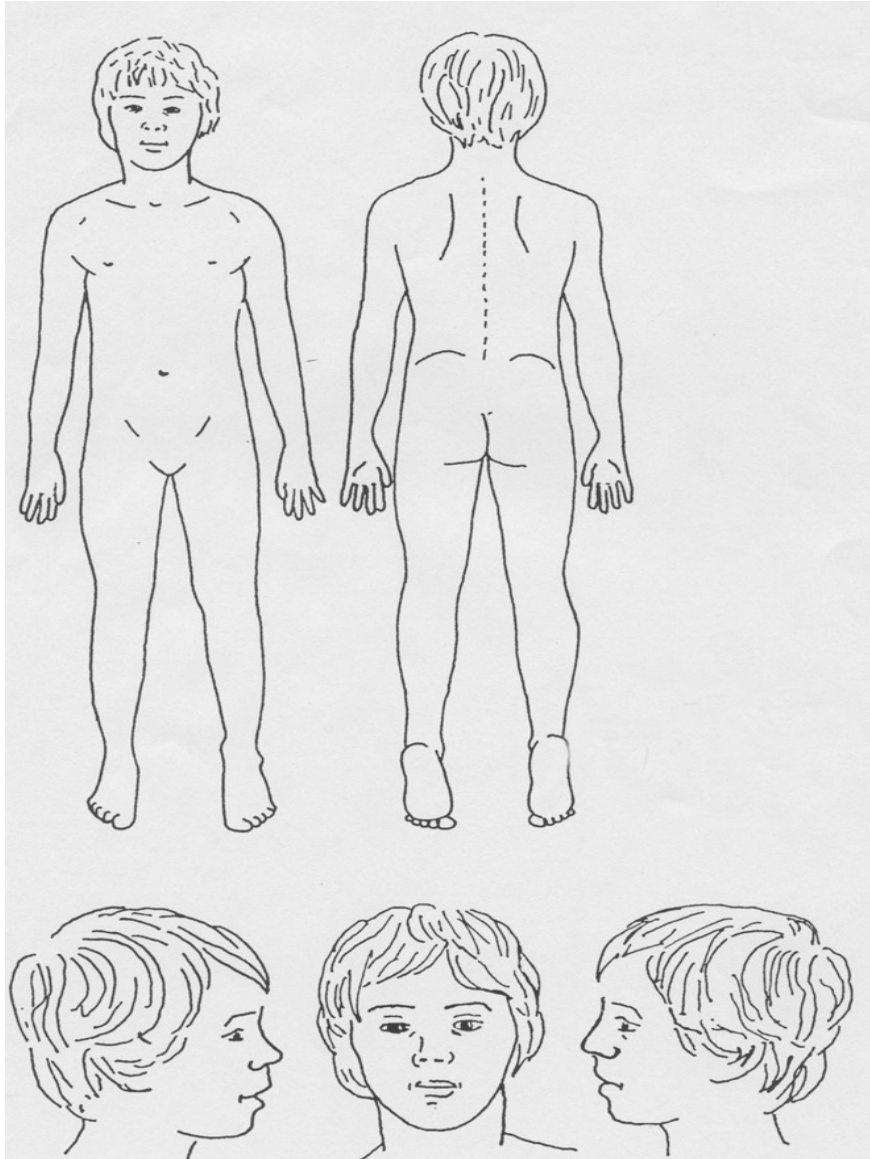
**SURNAME**

Male / Female

**Date of Birth**

**Date of Observation**

Illustrate any concern regarding physical injury on this sheet. Indicate the position of any bruising or abrasions. Next to the indicated position of the bruising please identify the size, shape and colour of marks observed. Do not remove clothing for the purpose of the examination. Pass to Designated Person on completion.



**Signature of Author**

**Date:**

**PRINTED Name**

**Time:**

## **Safeguarding Children - Appendix 4**

### **Child Abuse – What is it and how do you know?**

#### **Sexual abuse**

Sexual abuse is when a child or young person is pressurised, forced or tricked into taking part in any kind of sexual activity with an adult or young person. This can include kissing, touching the young person's genitals or breasts, intercourse or oral sex. Encouraging a child to look at pornographic magazines, videos or sexual acts is also sexual abuse.

Child sex abusers can come from any professional, racial or religious background, and can be male or female. They are not always adults - children and young people can also behave in a sexually abusive way. Usually the abuser is a family member or someone known to the child, such as a family friend.

Abusers may act alone or as part of an organised group. They sometimes prefer children of a particular age, sex, physical type or ethnic background. After the abuse, they will put the child under great pressure not to tell anyone about it. They will go to great lengths to get close to children and win their trust. For example, by choosing employment that brings them into contact with children, or by pretending to be children in internet chat rooms run for children and young people.

#### **The signs of sexual abuse**

Children who are being abused may show a number of physical and emotional changes. But remember that these signs do not always mean that a child is being abused - there may be other explanations.

##### Physical signs of abuse:

- pain, itching, bruising or bleeding in the genital or anal areas
- genital discharge or urinary tract infections
- stomach pains or discomfort walking or sitting
- sexually transmitted infections.

##### Behavioural signs of abuse:

These might include a marked change in the child's general behaviour. For example, they may become unusually quiet and withdrawn, or unusually aggressive. Or they may start suffering from what may seem to be physical ailments, but which can't be explained medically.

- The child may have difficulty concentrating.
- They may show unexpected fear or distrust of a particular familiar adult.
- Sexually explicit behaviour or language, inappropriate for their age.
- The child may describe receiving special attention from a particular adult, or refer to a new, "secret" friendship with an adult or young person.
- Starting to soil themselves.
- Sudden loss of appetite or compulsive eating.
- Becoming worried about having clothing removed.
- Talking about having a secret.
- Suddenly starting to draw sexually explicit pictures, sexualised play with dolls etc.
- Becoming isolated or withdrawn or other personality changes.

## **Physical abuse**

Physical abuse includes hitting, shaking, kicking, punching, scalding, suffocating and other ways of inflicting pain or injury to a child. It also includes giving a child harmful substances, such as drugs, alcohol or poison. If a parent or carer reports non-existent symptoms of illness in a child, or deliberately causes illness in a child, this is also a form of physical abuse.

Physical abuse can have long-term effects on a child's health and development. It can cause physical injury, brain damage or disability and may lead to children developing emotional, behavioural or educational problems. For some children, these difficulties can continue in adulthood. For example, people who were physically abused as children may have problems with personal relationships and they may be more likely to treat their own children abusively. The child's age, the frequency of the abuse and how long it has been happening, all influence how much they will be affected by it. But sometimes a severe isolated incident can affect a child as badly as on-going abuse.

### **The signs of physical abuse**

Bruises, black eyes and broken bones are obvious signs of physical abuse. Other signs might include:

- Injuries that the child cannot explain or explains unconvincingly
- Untreated or inadequately treated injuries
- Injuries to parts of the body where accidents are unlikely, such as thighs, back, abdomen
- Bruising which looks like hand or finger marks
- Cigarette burns, human bites, scalds and burns
- Bald patches
- Inappropriate clothing, particularly in hot weather ( to cover injuries).

### **Behavioural signs**

If a child is being physically abused, their behaviour may change in one or more of the following ways:

- Become sad, withdrawn or depressed
- Have trouble sleeping
- Behave aggressively or be disruptive
- Show fear of certain adults
- Have a lack of confidence and low self-esteem
- Fear of physical contact, flinching or shrinking back if touched.

## **Neglect**

Neglect is the persistent lack of appropriate care of children, including love, stimulation, safety, nourishment, warmth, education and medical attention. It can have a serious effect on a child's physical, mental and emotional development. For babies and very young children, it can be life-threatening.

### **The signs of neglect**

There are occasions when nearly all parents find it difficult to cope with the many demands of caring for children. But this does not mean that their children are being neglected. Neglect involves ongoing, severe failure to meet a child's needs. Signs of possible neglect include:

- If the child seems underweight and is very small for their age.
- Poorly clothed, with inadequate protection from the weather.
- Frequent absence from the school for no apparent reason.

- Constant hunger and/or compulsive scavenging.
- Untreated medical conditions.
- Poor social relationships.
- Constant tiredness.

### **Emotional abuse**

Emotional abuse is when a parent or carer behaves in a way that is likely to seriously affect their child's emotional development. It can range from constant rejection and denial of affection, through to continual severe criticism, deliberate humiliation and other ways of verbally "terrorising" a child.

### **Signs of Emotional Neglect**

It can be difficult to identify when a child is being emotionally abused. But the effects are damaging and long lasting. They can lead to serious behavioural, learning, emotional or mental disorders. All of which affect the child's chances of developing into a healthy, well-adjusted adult.

### **Domestic Violence**

Domestic violence can affect anyone. It usually happens between two people who are in a relationship now or have been in the past. It is usually, but not always men being abusive to women, and sometimes there are other family members involved. It can also happen in same-sex relationships. Domestic violence can include physical, sexual and emotional abuse. Witnessing domestic violence can have a profound effect upon a child and can be as damaging as being directly abused.

#### **The signs of domestic violence**

Children who have witnessed domestic violence are often:

- Afraid
- Withdrawn
- Angry
- Lacking in confidence
- Suffering from health or sleeping problems
- Struggling at school or nursery
- Ashamed to bring friends home
- Violent or showing other behaviour problems
- Physically hurt or abused.

#### **Note:**

A child may be subjected to a combination of different kinds of abuse.