



Safeguarding Policy

Mrs J Irwin

Autumn 2016

To be reviewed Autumn 2016

Safeguarding Policy front sheet

NAME OF SCHOOL/SETTING: Hucklow Primary School

FOR ACADEMIC YEAR: 2016 / 17

Named staff/personnel with designated responsibility for Child Protection

(Serious concerns about a child or young person should **immediately** be reported to the **Designated Safeguarding Lead (DSL) or their Deputy only**)

Role	Name	Location
DSL	Jane Irwin	The SLT Office
Deputy	Mathew Hardwick Nicola Worrall	Main Office
Safeguarding Governor	Usma Saeed	Hucklow Primary School
Executive Head Teacher	Peter Hardwick	Executive Headteacher's office

Other members of the establishment's Safeguarding Team

(Lower level concerns should be reported as soon as possible to the class teacher or one of the members of staff listed below):

Role	Name	Location
SENCo	Nicola Worrall	The Sunset Room – KS1 corridor
Learning Mentor	Ahmir Hussain Liz Blakey Matthew Hardwick	The Den Terrapins
Chair of Governors	Richard Peterkin	Hucklow Primary School
Head of School	Angela Lucey	Front Office
Executive Headteacher	Peter Hardwick	Executive Headteacher's Office



SAFEGUARDING POLICY

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Introduction

At Hucklow Primary School all staff recognise that we have a shared responsibility to help keep children and young people safe by contributing to providing a safe environment for children to learn in and identifying children who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and school. The designated people at our school for safeguarding are:

Executive Headteacher – Peter Hardwick

Designated Safeguarding Lead [DSL] - Jane Irwin

Deputy Officer – Nicola Worrall

Safeguarding Governor – Usma Saeed

This safeguarding policy will operate in conjunction with other school policies including those for E-safety, Pupil Behaviour, Anti- Bullying, Curriculum and Health and Safety.

The main school safeguarding information/reference files are kept in the school office. These are available at all times for staff, governors or parents to refer to. A safeguarding folder containing a copy of the school safeguarding and e-safety policies and the Sheffield Safeguarding policy and procedure sheets is located in the PPA room, the staffroom, the Inclusion Manager's office and the main school office.

For further information on safeguarding please visit the Sheffield Safeguarding Website:

www.safeguardingsheffieldchildren.org.uk

Anyone can access this site.

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What is Child Abuse?

- **Child Abuse** is the term used to describe how children and young people under the age of 18 are significantly harmed, often by adults but also by other children and young people.
- Children with special needs are particularly vulnerable and in need of special care.
- Children are mainly abused by the people they know and trust. Abuses may happen at home within the family or within a public environment such as a school or sports centre.
- The abuse or neglect of a child can have major long term effects on all aspects of a child's health, development or well being.

Child abuse can take a number of forms but can be identified under 4 general categories:

- PHYSICAL ABUSE
- NEGLECT
- EMOTIONAL ABUSE [including exposure to domestic violence]
- SEXUAL ABUSE

Definitions of Abuse

Physical Abuse: - is the hitting, shaking, throwing, poisoning, burning, scalding etc of a child.

Physical harm may also be when a parent deliberately feigns the symptoms or causes of ill health to a child whom they are looking after. This situation is commonly described as 'Munchausen by Proxy Syndrome'.

It may also be allowing a child to be deliberately harmed by an adult or another child.

Emotional Abuse: - is the persistent emotional ill treatment of a child such as to cause severe and adverse effects on the child's emotional development. Verbal threats, constant criticisms, ridicule, shouting or lack of love, affection and warmth are examples.

Neglect: - is the persistent failure to meet a child's basic physical and / or psychological health or development.

Sexual Abuse: - is the forcing or enticing of a child or young person to take part in sexual activities, whether or not the child is aware of what is happening.

The activities may involve physical contact, including penetrative or non-penetrative acts. They may also include non-contact activities such as looking at, or in the production of pornographic material or watching sexual activities, or encouraging children to behave in sexually 'inappropriate ways'.

Recognising Abuse

Signs of Physical Abuse.

Be especially concerned about:

- Any injuries at all – even small bruises – to young babies who are not yet able to move independently.
- Injuries which do not match the explanation given for them.
- Bruises in places where you would not normally expect to find them, in soft tissue for example, rather than on bony prominence.
- Bruises that have a distinct pattern or shape, like hand prints, grasp or finger marks or belt marks.
- Burns or scalds with clear outlines.
- Bite marks – including bruises like love bites.
- Bruising in and around the mouth, especially in babies and younger children.

Signs of Neglect.

Be especially concerned about a child who:

- Is constantly hungry, greedy or is regularly stealing food.
- Has lingering illnesses which have not been treated.
- Is constantly smelly, scruffy or dirty.
- Is often dressed in inadequate or unsuitable clothes for the weather conditions.
- Suffers repeated accidents, suggesting a lack of proper supervision.
- Is constantly tired
- Does not respond when given attention or, on the other hand, one who craves attention and affection from any adult.

Signs of Emotional Abuse.

Be especially concerned about a child who:

- Is constantly depressed and withdrawn
- Runs away from or is reluctant or frightened to go home.
- Is regularly blamed for things that go wrong
- Is made to carry out tasks inappropriate to their age
- Is not allowed to do normal childhood activities
- Displays excessive fear of their parents or carers
- Is excessively clingy or tearful.

Signs of Sexual Abuse.

Be especially concerned about a child who:

- Exhibits sexually explicit behaviour
- Has inappropriate sexual knowledge for his or her age.
- Attempts suicide or self-inflicts injuries
- Repeatedly runs away from home.

The Basic Principles

- All children, whatever their age, culture, gender, disability, racial origin, language and / or religious belief have the right to be protected from abuse.
- The child's welfare is paramount.
- All allegations and suspicions of abuse will be taken seriously and responded to swiftly and appropriately. They must not be ignored.
- If you believe that a child may be suffering, or at risk of significant harm, always refer your concerns to the DSL or deputy who will then contact the appropriate agency.

Child Sexual Exploitation (CSE)

'The sexual exploitation of children and young people under 18 involves situations, contexts and relationships where young people (or third person, persons) receive something (e.g. drugs, alcohol, accommodation, cigarettes, gifts money) as a result of performing and /or others performing on them, sexual activities.

Child sexual exploitation can occur through use of technology without the child's immediate recognition (e.g. the persuasion to post sexual images on the internet/mobile phone with no immediate payment or gain). In all cases those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources'

The National Working Group FOR Sexually Exploited Children and Young People, 2008

Both boys and girls can be exploited

Online Sexual Exploitation includes:

- Befriending through chat room / messaging services
- Online grooming techniques e.g. stalking, identity pretence, false promises
- Asking children to take and share indecent images of themselves
- Leverage for further demands e.g. threat to show other people images
- Arranging offline meeting for purpose of sexual abusing child
- Contact from perpetrators in other countries and abused online
- Speed of grooming can be very quick – leaving little thinking time

Concerns that a child may be at risk of or involved in Child Sexual Exploitation should be passed onto the DSL or Deputy who will contact the appropriate agency.

School will also ensure

- staff are aware and updated on CSE
- Pupils are taught to protect themselves and each other
- Pupils are taught about safe relationships, peer pressure, bullying, e-safety, and gang activity and how these topics can relate to CSE
- All pupils know who to go to for help and support
- Consider effective ways of raising awareness amongst our parents and carers

Responding to Children in Need and Signs of Abuse

- The safety of the child is paramount
- Be calm and reassuring
- Be honest, never promise to keep a secret or that you will not tell anyone else.
- Do not ask leading questions or interrogate the child.
- Tell the child what action you are taking
- Always record, in writing, any incident or your reasons for concern

All concerns regarding child abuse should be treated as priority and acted upon immediately.

- If a member of staff has concerns that a child is in need or being abused they must report their concerns to the DSL or her deputy. [ie Jane Irwin or Nicola Worrall]. If any of these people are out of school then report your concerns to the Head of School – Angela Lucey
- The DSL or the senior person who receives the concern will then make the decision to which agency to contact.
- If it is decided to refer to Social Services, the DSL should collect clear notes of the incident or the reason for concern and check whether the child has a Child Protection Plan. Then they should contact Social Services and at least one of the child’s parents. In some incidences – if a child has a clear injury or sexual abuse has been disclosed social services should be contacted and advice sought regarding contacting parents.
- Parents are the most important people in a child’s life and should be involved in any decisions relating to their child. Where Social Services are to be involved, they would normally expect parents or carers to be informed, unless that would put the child or the member of staff at risk.
- If staff are unsure of whether to report the concern, contact the Duty Social Worker at Social Services Access Team, based in Sorby House, on **0114 2039591**, who will provide general advice and support.
- Out of office hours the Social Services Emergency Duty Team may be contacted by ringing **0114 2039591**, or where necessary to avoid delay contact the Police.
- The Police Child Protection Unit, may be reached through the main police switchboard on **0114 2202020**.
- The Safeguarding Children Advisory Service can be contacted on **0114 2053535**.

Listening to the Child.

If a child says that he or she is being abused or provides information that suggests that they are being abused, the person receiving that information should:

- Be calm and reassuring but do not make promises you cannot keep. For example telling the child that you won’t tell anyone else, or saying that everything will be alright.

- Discuss with the child who exactly needs to be told about the situation.
- Take what the child says seriously.
- Ask questions only to clarify understanding of what the child has said. Do not interrogate the child. Ask only 'open' questions e.g.

Child: 'I got hit'

Adult: 'How did that happen?'

NOT 'Did they you hit you hard?' Don't introduce any information that the Child has not volunteered.

- Let the child know you understand what they have said and that you will act upon it.
- Immediately write down the incident / disclosure on a Child Concern / Disclosure Record Sheet. Make sure that you include the time and date and that you sign it.
- Pass on your concern to the DSL or Deputy. (Head teacher if DSL not available)
- Keep the child informed of what is happening.

Procedure for Suspected or Discovered Abuse

The starting point for the Safeguarding System is that any person who has knowledge of abuse or a child being at risk of abuse has a duty to refer their concern to one or more of the agencies with statutory duties and /or powers to investigate and intervene. The statutory Agencies are:

- Family and Community Services [Social Services]
- The Police
- NSPCC

Any concerns or suspicions that a child may be suffering from or likely to suffer harm should be discussed with the DSL or the deputy DSL who can offer advice, guidance and access to other agencies who may later become involved.

Suspicion:

Share your concern with the DSL/Deputy DSL, who, dependent on the level of concern, will then decide what course of action to take, if any. Whatever is

decided, close and continued monitoring will be required with careful and accurate recording.

Disclosure:

Any disclosure made by a child needs to be investigated by one of the above statutory agencies. The full details of the disclosure must be recorded noting the time, date, persons present, as far as possible the child's actual words and any action taken by yourself and others.

The DSL will then check the Child Protection files and if the child is known will then contact the key worker involved. If the child is unknown then a referral will be made to the Duty Social Worker in the division in which the child lives.

Allegation against staff, carers & volunteer

If an allegation is made against a member of staff or volunteer it should be reported to the Headteacher immediately. The disclosure must not be discussed with any other member of staff. If the disclosure is about the Head teacher then it is to be reported directly to the Chair of Governors (Richard Peterkin). The disclosure should be reported immediately. There is an example of the record sheet to use in the appendix.

Referral:

A complaint [referral] is defined as:-

- a) An allegation by a third party that a child is being neglected or ill-treated according to the complainant's own interpretation of these terms.
- b) A description of incidents which would be regarded as neglect or ill-treatment by a substantial body of public opinion.
- c) A description of injuries to a child, without reasonable explanation of accidental cause, for which the inference of ill-treatment is a possible explanation.

Preparing Reports:

At times the DSL may ask for information about a child prior to preparing a report for case conference or a review meeting. If a referral is being made it is vital that you provide as much detailed information as possible regarding what was seen or heard to support the belief that abuse has occurred. This will include:

- The child's personal details including attendance. [ask the office for a SIMS print out]
- The child's location at the time of the incident or disclosure.
- A description of injuries or circumstances, which are causing concern, details of any explanation or comments from the child or carer.
- The condition and expectations of the child

- Information given to parents/carers, if any.
- Any other useful background information.

The DSL will provide you with a report sheet when necessary [see appendix]. Comprehensive, objective and factual records are vital to ensure Child Protection procedures are followed correctly. **Please remember – The report will be discussed with parents/carers prior to the case conference.**

Confidentiality

All safeguarding records are kept in a locked cabinet in the Leadership Office. **NEVER** leave any documents relating to safeguarding lying around. Safeguarding records are not, and should not be available for perusal by anyone else, including anyone with parental responsibilities, outside agencies. Staff and other agencies will be informed on a 'need to know' basis determined by the DSL.

Use of Mobile Phones

Personal Mobile phones must be switched off and stored securely. Personal mobile phones should not be used in places around school such as corridors, halls or classrooms.

Key staff have access to a school mobile phone to ease communication difficulties. These phones remain the property of the school.

Use of photographs, videos, and other images

Personal devices must not be used to record images of children. Only equipment provided by school should be used to take photographs or recordings of children. Images should be stored securely on a password protected area of the school system and not stored on personal devices. Cameras and recording equipment should be securely stored in the classroom or with the ICT technician.

School must have consent from parents for the recording of images and in the case of looked after children consent from social care.

Who has Parental Responsibility?

- The natural mother
- The natural father of a child born after 2003
- The natural father of a child born before 2003 only has Parental Responsibility if married to the child's mother at the time of the child's birth or later marries the child's mother.
- The natural father who has been named by the mother in a Parental Responsibility Agreement [a legal document lodged with the family courts]
- The natural father who is named by the court in a Parental Responsibility Order.
- The Local Authority if the child is placed in care.
- The person with whom a child is placed under a Court Order – either a Residency, Care or Supervision Order.
- The Testimony Guardian if the mother is dead and the court has appointed a guardian.
- Adoptive parents – but when this occurs all the above would lose their parental responsibility.
- Step-father – only if both the natural mother and step-father have adopted the child. Again all of the above would lose their rights.



REPORT SHEET – Child in Need

Child's Name: _____ Date of Birth: _____

Class: _____

Names / ages of other siblings? _____

Current Attendance %: _____ Punctuality: _____

General Appearance and presentation:

Achievement in school:

(include most recent NC levels, any interventions participated in and impact, attitude to learning and others in school)

Any other concerns / General Comments:

Signed: _____

Role within school _____

Date: _____



CHILD DISCLOSURE / CONCERN RECORD SHEET

Name of Child.....**Date of Birth**.....
Class.....
Teacher.....

Details of incident / allegation / disclosure

(Please be clear, include all factual details and record exactly what was said. Attach a separate sheet if more details or a sketch is required)

Date**Time**..... **Location**.....

Persons present

Details of incident: (if relevant please quote directly what the child has said)

Report made by

Time.....

Signature.....



Allegations against staff, carers & volunteers

Name of Child.....**Date of Birth**.....
Class.....
Teacher.....

Details of incident / allegation / disclosure

(Please be clear, include all factual details and record exactly what was said. Attach a separate sheet if more details or a sketch is required)

Date**Time**.....

Location.....

Persons present

.....

Details of incident: (if relevant please quote directly what the child has said)

Report made by

Role within school

Time.....

Signature.....