

Hessle Mount School Safeguarding Children Policy

Every Child has the right to stay safe:

- **Safe from maltreatment, neglect, violence and sexual exploitation**
- **Safe from accidental injury and death**
- **Safe from bullying and discrimination**
- **Safe from crime and anti-social behaviour in and out of school**
- **Have security, stability and are cared for**

Every Child Matters: Changes for Children HMSO 2004

To achieve the five *Every Child Matters* outcomes, children need to feel loved and valued, and be supported by a network of reliable and affectionate relationships. They need to feel they are respected and understood as individual people and to have their wishes and feelings consistently taken into account. If they are denied the opportunity and support they need to achieve these outcomes, children are at increased risk not only of an impoverished childhood, but also of disadvantage and social exclusion in adulthood. Abuse and neglect pose particular problems.

Working Together to Safeguard Children 2010

This policy was prepared with regard to the DCSF guidance – Safeguarding Children and Safer Recruitment in Education (DCSF 04217 – 2006)

It is a guiding principal of the law and child protection procedures that the safeguarding and welfare of the child must always be the first priority. The safeguarding of children and young people is a shared community responsibility. Failure to provide an effective response can have serious consequences for the child. Teachers and other education staff are in a unique position to identify and help safeguard and promote the welfare of all children within our care.

Introduction

Hessle Mount School fully recognises the importance of safeguarding children and the contribution the school can make to ensuring safety for every child. Any fears that the children bring into the classroom should not go unnoticed.

There are three main elements to our policy:

- 1 Prevention through the teaching and pastoral support offered to pupils.
 - 2 Developing and implementing procedures for identifying and reporting cases, or suspected cases of abuse.
 - 3 Support to pupils who may have been abused.
- Rigorous selection procedures and safe recruitment of staff in checking suitability of staff and volunteers. Clear guidance for staff and approved procedures for dealing with incidents.

Our policy applies to all staff and volunteers working in the school. Learning Support Assistants, Mid-day supervisors, as well as teachers can be the first point of disclosure for a child.

Prevention

We recognise that high self esteem, confidence, supportive friends and good lines of communication with a trusted adult helps prevention. The school will therefore:

- establish and maintain an environment where children feel safe and secure and are encouraged to talk, and are listened to; (during daily lesson time, Circle Times and Assemblies and also during lunch and break times)
- ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty; (Class teachers encourage an environment where children feel comfortable to talk, lunch time supervisors are encouraged to interact with the children so they feel comfortable to share any worries or concerns)
- include in the curriculum, activities and opportunities for PSHE which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help; (we regularly invite guest speakers to the school to talk to the children one of these visitors is a Community Liaison Officer who talks to the children about safety, we have close links with the NSPCC who come to talk to the children yearly and we take part in the NSPCC FULL STOP events)

It is vital that parents understand the importance of keeping the school informed of any change to the collection of their child. Photographic evidence is required or a password should be shared. Children are lined up at “home time” and parents are requested to come forward and collect their child.

All visitors to the school must come to the front door and be let in by a member of staff they will be required to sign the visitor’s book with their time of arrival and departure.

Procedures

We will follow the procedures set out by the East Riding Council Safeguarding Children Board and take account of the guidance issued by the Department for Schools, Children and Families DCFS

The school will:

- ensure it has a designated senior member of staff, who has up to date training in safeguarding children - Miss Cutting
- recognise the role of the designated teacher and arrange support and training – Mrs Fuller
- Ensure every child has a named person (the key person) whom they know they can go to if they have a problem but that they can also go to other members of staff – class teacher or keyworker
- ensure that members of staff are aware of the need to be alert to signs of abuse and know how to respond to a pupil who may tell of abuse and refer any concerns to the designated person responsible for child protection
- ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus or handbook
- provide training for all staff so that they know (i) their personal responsibility, (ii) the East Riding procedures, (iii) the need to be vigilant in identifying cases of abuse (iv) how to support a child who tells of abuse
- notify the LA lead officer for child protection if it should have to exclude a pupil on the child protection register either for a fixed term or permanently or if there is an unexplained absence of a

pupil on the child protection register of more than two days duration from school (or one day following a weekend);

- work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at initial case conferences, core groups and child protection review conferences. As defined in the Children Act 2004.
- keep written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Services immediately;
- ensure all records are kept secure and in locked locations;
- adhere to the procedures set out in the DfES statutory guidance and the school's Allegation Against a Member of Staff Policy.
- ensure the criminal background of applicants for vacant posts are checked in accordance with DfES circular 11/95 'Misconduct of Teachers and Workers with Children and Young People'.

Every member of staff will be made aware of:

- the name of the designated person and her/his role – Miss Cutting
- their individual responsibility for referring child protection concerns

How do I react to a disclosure?

- Be aware that any promise you give to "keep a secret" may need to be broken.
- Listen with an open mind and do not refute anything the child says.
- Be sympathetic but try not to show that you are shocked.
- Try not to ask questions, especially leading questions, as this could jeopardise further investigations.
- Tell the nominated person as soon as possible.
- Write down exactly what was said soon afterwards and date your notes.

How do I respond to a non-accidental injury?

- Routinely but informally ask children how they came to have cuts and bruises.
- If the explanation does not match the injury or you have other reason to believe this may be a non-accidental injury, report this to the nominated person as soon as possible.
- Draw a sketch of any marks and locate this on a simple body diagram (appendix 1). Write down the child's explanation word for word.

What will the nominated person do?

On receiving the report of possible abuse the nominated person will make a decision regarding what action is required. This may include:-

- (a) Taking no further action.
- (b) Talking to the child.
- (c) Inviting the parents to school to discuss the issue.
- (d) Referring directly to the Children's Services for advice.

*******See Procedure Table and Concerns Form*******

Supporting the Pupil at Risk

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self blame.

This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.

The school will endeavour to support the pupil through:

- The content of the curriculum to encourage self esteem and self motivation
- The school ethos which (i) promotes a positive, supportive and secure environment (ii) gives pupils a sense of being valued
- The school's Behaviour policy should support vulnerable pupils in the school. All staff will agree on a consistent approach which focuses on the behaviour of the offence committed by the child but does not damage the pupil's sense of self worth. The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies who support the student such as Children's Services, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Services and the Education Welfare Service.
- Keeping records and notifying Social Services as soon as there is a recurrence of a concern. When a pupil on the child protection register leaves, we will transfer information to the new school immediately and inform East Riding's lead officer for Safeguarding Children.

Bullying

Our policy on bullying is set out in a separate document and is reviewed regularly

Physical Intervention

Our policy on physical intervention is set out in a separate document and is reviewed regularly

Children with Statements of Special Educational Needs

We recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse.

Guidance for staff and volunteers

What is safeguarding children / child protection?

Safeguarding children and child protection are the active prevention of child abuse by all those involved with children.

What is child abuse?

Child abuse is significant, non-accidental, harm to children. It can be emotional, physical, sexual or through neglect.

Who are children abused by?

Children have been abused by their own parents, step parents, other members of the family, friends of the family, other children, those in positions of responsibilities including teachers as well as by strangers. Children are unfortunately most likely to be abused by people they know and trust.

Who needs to know about child protection?

Child protection is an issue for all members of staff. Support staff may often be chosen by children wishing to make a disclosure.

Who is the designated person?

The designated person with responsibility for child protection at this school is Miss Cutting.

Who should know?

Staff should never give children an assurance that they will keep a secret as a disclosure of possible child abuse should be passed on to the nominated person. If abuse has taken place or if there has been agency involvement this information should be shared only on a need to know basis. This would normally include the nominated person, head teacher, deputy, class teacher and teaching assistant working directly with the child. Details of particular children should not be discussed generally in the staff room or out of school.

What are the signs of child abuse?

Abused children may have unaccountable or frequent injuries and may appear to be unusually aggressive, withdrawn or sexually precocious. If the abuse is neglect then they may appear unkempt, inappropriately dressed, dirty or poorly nourished.

What is a referral?

When children's services are informed that child abuse has taken place this is known as a referral. If the circumstances warrant then children's services will make an investigation. This will involve talking to the parents and explaining what has been alleged and where and from whom the referral has come from.

What are the likely outcomes of a referral?

If it is believed that abuse may have taken place then there will be case conference to decide how to help the child. Children's Services will work with the family to improve the situation for the child. Children are only very rarely taken into care.

Who attends a case conference?

A case conference is usually attended by relevant professionals who have dealings with any of the children in the family. This may include social workers, police, educational welfare officers, school nurses, health visitors, head teachers or class teachers and doctors. The parents themselves may also attend.

What does a case conference do?

The case conference shares each participant's concerns and perception of the child and decides whether or not the child should be on the *at risk register*.

What is the *at risk register*?

The "*at risk register*" is a list of children who are considered to be at risk from child abuse, usually in their own homes. All the agencies are required to work together and share information on children on the register. There will be regular case conferences and a nominated social worker.

Where can I find more information?

There is a copy of "What to do if you're worried a child is being abused" in the office. Or visit www.erscb.org.uk The NSPCC helpline is also there for teachers who may need to talk to someone – 08088005000 – nspcc.org.uk/helpline