



Safeguarding and Child Protection Policy

September 2017

Next Review Due: September 2018

Co-ordinator – Mrs J McColl

HMFA Safeguarding and Child Protection Policy

POLICY DATE: 1st September 2017

REVIEW DATE: September 2018

SAFEGUARDING and CHILD PROTECTION POLICY

Introduction

The policy reflects current legislation, accepted best practice and complies with the government guidance: Working Together to Safeguard Children March 2015 and Keeping Children Safe in Education September 2016

This policy was written and adopted on: **1st September 2017**

It is due for review in **September 2018**

This policy is shared with parents via the HMFA website and hard copies are available on request from the relevant school office.

Other policies that need to be taken into account are:

- *Anti-bullying*
- *PSHE*
- *Behaviour*
- *Attendance*
- *Special Educational Needs*
- *Health and Safety*
- *Safer Recruitment*
- *Managing Allegations*
- *Online Safety*
- *Policy for the use of Mobile Phones and Cameras*
- *Staff Conduct Policy (Code of Conduct)*
- *Staff Induction*
- *Mobile Phone Policy*
- *Volunteer/Visitor Policy*
- *Whistleblowing*
- *Preventing Radicalisation and Extremism*

Definition of Safeguarding

In relation to children and young people, safeguarding and promoting their welfare is defined in "Working together to safeguard children" as

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes.

Within Herefordshire Marches Federation of Academies (HMFA) the governors and staff fully recognise the contribution each school makes to safeguarding children. We recognise that the safety and protection of all pupils is of paramount importance and that all staff, including volunteers, have a full and active part to play in protecting pupils from harm.

We believe that the school should provide a caring, positive, safe and stimulating environment which promotes all pupils' social, physical, emotional and moral development.

Ultimately, effective safeguarding of children can only be achieved by putting children at the centre of the system, and by every individual and agency playing their full part, working together to meet the needs of our most vulnerable children. In line with: Working Together To Safeguard Children 2015 and Keeping Children Safe in Education September 2016.

Guidance for all aspects of child protection may be found on the Herefordshire Safeguarding Children's Board website and also from the DfE website. Another source of information is the NSPCC website.

An important aim of HMFA is to ensure that children are happy in school and receive their education in a safe environment.

The aim of this policy is to provide the knowledge and support to promote the welfare, health, safety and guidance of our pupils.

All schools within HMFA fully recognise their responsibilities for safeguarding and child protection. Our policy applies to all staff, governors and volunteers working in the school. The five main elements to our policy are to:

- ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with children (Adults who are not DBS checked will not be left unsupervised with children), including taking account of additional requirements on schools set out in Childcare (Disqualification) Regulations 2009 and Keeping Children Safe in Education supplementary guidance September 2016. See Safer Recruitment policy for full details and list of all statutory checks which school carry out prior to appointments of staff.
- raise awareness of child protection issues and equip children with the skills needed to keep them safe
- develop and then implement procedures for identifying and reporting cases, or suspected cases, of abuse
- support pupils who have suffered or who are at risk of suffering significant harm in accordance with his/her agreed child protection plan
- maintain a safe environment in which children can learn and develop

We will also emphasise the appropriate safeguarding and child protection policies, procedures and arrangements of those service providers who may use HMFA schools' premises through extended schools or provide any other before and after school activities

We recognise that because of the day-to-day contact with children, school staff are well placed to observe the outward signs of harm. The schools will therefore:

- establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to
- ensure children know that there are adults in the school who they can approach if they are worried
- include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe
- ensure staff are aware that children with SEN-D are more vulnerable to abuse and neglect and are extra vigilant to signs

We will follow the procedures set out by the Local Safeguarding Children Board and take account of guidance issued by the DfE to:

- ensure we have a designated senior person for child protection who has received appropriate training and support for this role
- ensure we have a nominated governor responsible for safeguarding
- ensure every member of staff (including temporary and supply staff and volunteers) and members of the governing body knows who the designated senior person responsible for child protection is
- ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection
- develop and then follow procedures where an allegation is made against a member of staff or volunteer
- ensure all HMFA schools are compliant with the requirements of the LSCB

We recognise that children who suffer harm or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. 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
- the school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued
- liaison with other agencies that support the pupil such as social services, Child and Adult Mental Health Service, education welfare service and educational psychology service
- ensuring that, where a pupil on a child protection plan (or has other welfare and social needs) leaves the school, their information is transferred to the new school immediately and that the child's social worker is informed

This policy provides information on:

| | |
|--|----|
| The role of the Designated Person..... | 7 |
| Types of abuse and Neglect..... | 9 |
| Child Sexual Exploitation..... | 9 |
| Honour based violence including Female Genital Mutilation and forced marriage..... | 10 |
| Prevent..... | 10 |
| The Children Act..... | 11 |
| Monitoring..... | 11 |
| Recognising signs and symptoms..... | 11 |
| Procedures..... | 13 |
| Recording..... | 14 |
| Confidentiality..... | 15 |
| Dealing with Parents..... | 16 |
| Support for Staff and Supervision..... | 16 |
| Links with other issues..... | 17 |
| Bullying - Peer on Peer abuse..... | 17 |
| Support for Children..... | 17 |
| Early Help..... | 17 |
| Children Missing from Education..... | 18 |
| Teaching Children how to keep safe..... | 18 |
| IT..... | 19 |
| Mobile Phones/Cameras/Photographs..... | 19 |
| Assessment of risks..... | 20 |
| Allegation against a member of staff..... | 20 |
| Appendix 1: Emotional indicators..... | 21 |
| Appendix 2: Physical indicators..... | 22 |

| | |
|--|----|
| Appendix 3: Neglect indicators..... | 24 |
| Appendix 4: Sexual indicators..... | 25 |
| Appendix 5: General indicators..... | 26 |
| Appendix 6: When a child tells..... | 27 |
| Appendix 7: Pupil Welfare form..... | 28 |
| Appendix 8: Body Map..... | 29 |
| Multi-Agency Referral Form – retained electronically | |
| CAF Form – retained electronically | |

Child Protection arrangements in each of the HMFA schools

HMFA Safeguarding Manager/Designated Lead – Jan McColl

Designated Safeguarding Leads (DSL) in individual HMFA schools:-

| | |
|-------------------------------|---------------|
| Lord Scudamore Academy - | Jan McColl |
| Sutton Primary Academy - | Liz Orton |
| Kings Caple Primary Academy - | Helen Card |
| Llangrove CE Academy - | Sarah Dean |
| Canon Pyon CE Academy - | Aly Taylor |
| St Weonards Primary School - | Angela Clarke |
| Marden Primary Academy - | Zoe Rudge |
| Pencombe CofE - | Maggi Newton |

Mr Box, Mr Whitcombe, Mrs Newton, Mrs Beecham, Mrs Benjamin, Mrs Colledge and Mrs Wargen have also all received Designated Lead safeguarding training and are able to act in the absence of the Designated Lead.

Each school in the federation has a Deputy Safeguarding Lead who is able to take responsibility for welfare issues in the absence of the DSL.

Designated Leads for each school are always members of the senior management team.

The Role of the HMFA Safeguarding Manager (Job Description)

Mrs McColl is the HMFA Safeguarding Manager with overall responsibility for Safeguarding and Child Protection across the Federation. She is the first point of contact within the schools when a child makes a disclosure. She is responsible for Safeguarding training across the Federation, Management of CAFs, has responsibility for 'Looked-After Children' and for collating information on the welfare of pupils and informing the Head Teachers of any issues. She is also responsible for maintaining a record of the names of pupils who are subject to a Child Protection Plan/multi-agency plan and keeping confidential welfare records.

The Safeguarding Manager meets with the designated persons for each of the HMFA schools on a regular basis to ensure that practices are reviewed regularly (Audit). These regular meetings are also used as support and supervision. Mrs McColl accesses formal supervision via Create Safer Organisations (Eve Johnstone).

At the beginning of each new school year, she should ensure that the next class teacher is made aware of the names of any pupils recorded in the welfare files. This may be delegated to the Designated Person in each of the individual schools.

The appointment of a designated person with specific responsibility for safeguarding and child protection should not be seen as diminishing the role of ALL members of staff in being alert to signs of abuse, and being aware of the procedures to be followed. As from April 2004, there is a statutory duty for all staff working in schools to safeguard the welfare of the children.

The designated person and his/her deputy(s) must receive Designated Lead multi-agency child protection training every 2 years. Training is available from the Local Safeguarding Children Board or through Create Safer Organisations. She must also keep up to date with safeguarding developments by attending local and national events at least annually.

All new staff must receive a mandatory induction including relevant policies particularly this policy and the staff code of conduct. They must also read at least part 1 of Keeping Children Safe in Education and Annex A and C of Keeping Children Safe in Education. The Safeguarding Manager will keep records of staff who have received the documents and will offer support to ensure that key themes and procedures are understood by staff.

The Safeguarding Manager is responsible for ensuring that all staff receive safeguarding training on induction which is regularly updated. She will also provide updates via e-bulletins or newsletters at least annually.

Staff will have access to the document "What to do if you are worried a child is being abused".

Staff will be supported to ensure they understand the role of the Designated Lead.

Volunteers must be inducted fully and also be made aware of basic safeguarding procedures.

Temporary and supply staff must be made aware of basic information in respect of the school's safeguarding procedures, including the name of the designated person.

It is the responsibility of the Safeguarding Manager or designated person of the individual schools to ensure that the school is represented and a report is submitted to any child protection conference called for children on their school roll or previously known to them. The designated person should also attend any other meeting that may be convened for the purposes of child protection, e.g. core groups, strategy meetings, planning meetings.

The Safeguarding Manager is responsible for ensuring that confidential welfare files are kept in a locked cabinet separate to the pupil's main files. When children transfer to other schools she is responsible for ensuring that confidential records are sent securely and as soon as is physically possible.

(S)he should ensure that the Safeguarding and Child Protection policy is updated and reviewed annually and work with the governing body regarding this. (S)he should also report regularly to the Governing bodies.

The Safeguarding Manager will maintain links with the Virtual School Head Teacher to ensure that the needs of children who are looked after are met. Reports will be provided and attendance at Personal Education Plan meetings and LAC reviews are essential.

The Safeguarding Manager/Designated Lead will also ensure that LAC reports for Governors are completed annually.

The Safeguarding Manager or designated person for individual schools is expected to liaise with other agencies.

Finally, the role of Senior Designated Lead must not be delegated.

Types of Abuse and Neglect

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

The following categories of abuse are recognised for the purposes of Child Protection.

- Neglect:** Neglect is the persistent failure to meet a child's basic physical and /or psychological need, likely to result in serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate shelter or clothing, failing to protect a child from physical harm or danger, or failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
- Physical:** Actual or likely physical injury to a child, or failure to prevent physical injury (or suffering) to a child including deliberate poisoning, suffocation and induced fabricated illness. 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 or induces illness in a child they are looking after.
- Emotional:** Actual or likely severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill-treatment or rejection. Emotional harm also includes seeing the ill-treatment of another person (Domestic Abuse).
All abuse involves some emotional ill-treatment.
- Sexual:** Sexual abuse involves forcing or enticing 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. Sexual abuse may include non-contact activities such as involving children in looking at, or in the production of, pornographic material, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Child Sexual Exploitation (CSE)

CSE involves young people receiving something in exchange for sexual acts. Sexual exploitation can take many forms ranging from seemingly consensual relationships to serious gang and group exploitation. As HMFA schools are all primary this will not be relevant for many of the year groups. However, particularly for upper KS2, school staff should be aware that sexual exploitation can take many forms and that pupils may not exhibit external signs of abuse. Therefore staff must be vigilant for the less obvious signs, lots of new electronic equipment, when before there was none, seeming to have extra money to spend, moving away from established friendship groups etc. The Safeguarding Manager and at least one other member of the teaching staff team (Year 6) will have undertaken Child Sexual Exploitation training.

Sometimes children may make an allegation against another child in the school. All allegations are investigated and appropriate action taken which may include a referral to social care or other agencies e.g. CAMHS.

Parents are always informed of the allegation unless sexual abuse on the child is also suspected and by informing the parent may place the child at further risk.

Honour based Violence

So called "honour based" violence encompasses crimes which have been committed to protect or defend the honour of the family and/or the community including female genital mutilation (FGM), forced marriage and practices such as breast ironing. All forms of so called honour based violence are abuse regardless of the motivation.

Female Genital Mutilation (FGM)

FGM involves cutting, and sometimes sewing the girl's genitalia, normally without anaesthetic, and can take place at any time from birth onwards. It is sometimes referred to as 'female circumcision' but this misnomer belies the invasive and irreversible nature of the procedure. It is now more correctly termed female genital mutilation.

The procedure has a cultural, rather than religious, origin and is practised by disparate ethnic communities in many countries, including Ethiopia, Somalia, Sudan, Egypt, Nigeria, India, Pakistan, Yemen and Iraq.

The Female Genital Mutilation Act 2003 makes it a criminal offence, not only to carry out FGM in England, Scotland and Wales on a girl who is a UK national or permanent resident, but also to take a girl out of the UK to have FGM performed abroad, even to countries where FGM is still legal.

The indicators of FGM may initially mirror those of sexual abuse. You may notice, for example, that a girl or young woman shows signs of pain or discomfort, needs to visit the toilet constantly, has vaginal blood loss or is unable to sit comfortably. She may make excuses to avoid PE and other physical activity. She may also become evasive or fearful if you enquire if she is unwell, and assure you that she is fine when she clearly is not. If she is a BME child, has recently arrived back from a 'holiday' abroad or a period of absence from school, seems to be in pain and has not been taken by her family to see a doctor, FGM should be considered, alongside other possible explanations.

Teachers MUST personally report to the police a disclosure that FGM has been carried out (in addition to liaising with the Designated Lead).

Prevent

From 1 July 2015 all schools, registered early years childcare providers and registered later years childcare providers, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

The Co-ordinator for the Federation for the purpose of concerns and monitoring is Jan McColl.

All staff will receive training regarding the Prevent Duty including WRAP and NCALT training. Jan McColl and Amanda Colledge will attend more comprehensive training in the Prevent Duty. The Co-ordinator for the local authority is Neville Meredith.

Please refer to the Preventing Extremism and Radicalisation Policy and The Prevent Duty departmental advice for schools and childcare providers June 2015 for further information.

Provisions of The Children Act

Section 3(5) gives the school the right to:

“do what is reasonable, in all the circumstances of the case, for the purpose of safeguarding or promoting the child’s welfare.”

S27 and S47 states that there is a duty to assist in the protection or investigation of a child or young person if there is reasonable cause to suspect a child is suffering or is likely to suffer significant harm.

Monitoring

Members of staff are in daily contact with children and may be the first to notice changes in a child’s behaviour, or possible evidence of physical abuse.

A member of staff who has reason to be concerned about a child should act in the best interests of that child. This is especially important where there has been no direct disclosure of abuse, when a child has communication problems, or is too young to give much information.

If all misgivings are channelled through one person (the Designated Person), there is a greater chance that children at risk will be identified at an early stage.

It is crucial that any concerns are reported to the Designated Person as quickly as possible, particularly regarding concerns involving physical and sexual abuse where a medical may be required.

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated person in order that s/he can make an informed decision of what to do next. However, if a member of staff notices a bruise or mark on a child it is reasonable to ask, in general conversation, how the bruise or mark occurred. Staff should remember to ask open questions.

Recognising signs and symptoms

There are certain symptoms that children who are suffering, or have suffered, abuse are likely to exhibit. Some will lead to powerful suspicion, others will simply suggest the possibility that abuse is taking place, or has done so.

Behavioural indicators

Members of staff see children over prolonged periods and can, over time, notice changes in the way they act. They are therefore particularly well placed to notice unusual patterns of behaviour, which may be evidence of abuse. (*Appendix 1*)

None of these signs conclusively suggests child abuse, but where there is no other convincing explanation for unusual patterns of behaviour, the possibility of abuse cannot be ruled out. If there are other indicators of abuse, or concerns about the child’s family life, the evidence should be carefully investigated.

Physical indicators

On the face of it, evidence of physical abuse is relatively easy to identify and assess. However, children frequently have accidents resulting in injury.

Suspicious should be aroused when children and parents/guardians are reluctant to discuss the injury at all, or when their explanations differ in significant detail, or are inconsistent with the severity of the injury.

Appendix 2, although not exhaustive, indicates the kind of injury for which an explanation should be sought to eliminate the possibility of non-accidental injury.

Any suspicion of physical abuse may be intensified if the following factors are also present:

- reports of earlier abuse if the child or other children is/are in the care of the same parents/guardians
- failure by parents/guardians to mention previous injuries
- a history of unexplained or inadequately explained injuries
- explanations of the cause of the injury which are contradictory and/or implausible
- delay in seeking medical or other help which would clearly have been appropriate
- refusal by parents/guardians to allow injury and/or its circumstances to be investigated further

Indicators of Neglect

Where there is, or has been, abuse there are often other indicators which will manifest themselves at school (*Appendix 3*). These indicators should alert the teacher to the possibility of abuse, although they are not, in themselves, conclusive evidence.

Sexual indicators

These are signs, which may point to the possibility of sexual abuse. (*Appendix 4*)

General Indicators.

See Appendix 5

Procedures

Points to note: The Designated Person should **always** be **immediately** informed of disclosures of abuse, or suspected abuse.

If in doubt, seek advice immediately.

When to record information

When there is concern in school over:

- marks on the body
- unusual of different behaviour
- mood changes
- puzzling statements or stories from child
- information from others

What to record

Many situations may give rise to concern. These are some of the more common ones:

- patterns of attendance
- changes of mood
- changes in classroom functioning
- relationships (with peers, adults)
- behaviour
- statements, comments, stories, 'news', drawings
- general demeanour and appearance
- parental interest and comments
- home/family changes
- medicals
- response to PE/Sport

- injuries/marks, past and present

Staff do not have an investigative brief and therefore should not ask leading questions, THE CHIEF TASK IS TO LISTEN TO THE CHILD and not interrupt if he/she is freely recording significant events. (See *appendix 6 "When a Child Tells"*)

NEVER promise to keep secret what a child has said. If appropriate, in cases of disclosure explain that you are going to pass on the information to get help.

Recording

How to record

Record the discussion on a Pupil Welfare Form, (*appendix 7*), noting the time, date, place of the incident and any people present, as well as what was said. Information should be recorded in a factual, non-emotive, non-judgemental way.

If injuries have been sustained, record what you see, using a skin map (*appendix 8*). State when and how the marks were observed (e.g. whilst changing for P.E).

This information must be passed to the designated person immediately, who will, in discussion with another member of the Senior Management Team, decide on a course of action.

What happens next?

Some options may be:

- keeping the information on file and monitoring the situation
- seeking advice and/or support from other agencies
- making a referral to Social Services
- phoning the police (Family Protection Unit)

Any action taken will be noted in the pupil welfare log and passed on to those adults who need to know.

If the case calls for urgent action, it should be referred immediately to the designated person or the deputy, with any discussion/action being recorded afterwards.

The Safeguarding Manager or Designated Person will ensure that:

- written records of concerns are kept, even if there is no immediate need for referral; and monitored. Early help in the form of a CAF may be offered if relevant
- all child protection/welfare records are marked as such and kept securely locked, and if these are stored electronically, that they are differently password protected from the pupils' other files, and accessible only by the Safeguarding Manager, Designated Person, Head Teachers or other senior staff, Learning Mentor, Family Support Worker and Safeguarding Admin Support

- pupil absence is monitored robustly, concerns are dated and clearly signed if there are concerns about attendance and a pupil's wellbeing and safety, the Education Welfare Officer is contacted
- if the pupil has a Child Protection Plan, and is absent without explanation, their allocated Social Worker is informed
- phone calls about absences are similarly logged and dated
- records are monitored for patterns and appropriate action is taken
- where there are existing concerns about a pupil, and they transfer to another school in this authority, a copy of information held e.g. an **CAF/EHAF** is forwarded under confidential cover and separate from the pupil's main file to the designated lead for child protection in the receiving school
- where a pupil has a **child protection plan** and transfers to another school; the Designated Lead at the new school is informed immediately and ensures their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file

In addition to the above, all staff should be aware of the early help process and how this help can be accessed via the Designated Lead. The federation employs a Family Support Worker who is responsible for co-ordinating CAFs under the supervision of the Safeguarding Manager.

Confidentiality

Staff have a professional responsibility to share information with each other, and with other agencies.

Different circumstances will determine what happens in each case, but usually information will be limited to the minimum number of people who need to know.

Files containing confidential information are kept in a locked cabinet and may only be accessed by the Head Teachers or Designated Person.

The parent's and child's need for privacy and confidentiality will be respected at all times.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

We will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm or impede any police investigation and/or place the member of staff or others at risk.

There may be exceptional circumstances when the school will discuss concerns with Social Care and/or the police without parental knowledge.

The Designated Person will make a judgement about this and can seek advice from Social Services or the Family Protection Unit (while keeping the child anonymous) about whether to discuss concerns with a parent before making a referral.

Dealing with parents

Parent's feelings after abuse has been disclosed or discovered may include:

- reluctance for school/staff/other parents/children to know about it
- guilt, shame, expectation of criticism (therefore, reluctant to face staff)
- anxiety that their child will be stigmatised
- shock, disbelief, distress
- anger with staff if they have "blown the whistle"

Helpful responses

- referring parents to the "Confidentiality" part of this policy
- a reassurance from you that information will be kept private, or an honest explanation if another member of staff has to know all or part of it, in order to help the child

Support for Staff

Staff will be supported in what they have to do by the Designated Person or the Head Teachers. Coping with child abuse requires not only knowledge of signs, symptoms and procedures but an awareness that involvement in the process can bring heavy practical and emotional burdens. Strong feelings of anger, horror, anxiety, disgust or distress may be aroused. Staff may need reassurance that such feelings are not unusual. They may want to express their feelings to a trusted colleague without infringing on the need for confidentiality. Talking through a difficult situation can be a great relief.

If staff did not agree with a decision made about a course of action regarding a disclosure by a child they may escalate the matter to the Head Teachers.

Where the designated person has a difference of opinion in a course of action from social care, she should discuss with the Head Teachers and start the formal escalation process. (See HSCB website for further guidance.)

Supervision

Staff receive regular formal supervision if they are working directly and regularly with learners whose safety and welfare are at risk.

Jan McColl will provide supervision for Mrs Millikin, Mrs Millington, Mrs Ryder and Mrs Lewis. Jan McColl will receive supervision from Eve Johnstone.

Supervision for federation Safeguarding Leads will take place at HMFA Designated Lead meetings facilitated by Jan McColl.

Links with other issues

All [children and young people](#) deserve the opportunity to achieve their full potential. The five outcomes, as defined in the Every Child Matters agenda (DfES 2004), key to children and young people's wellbeing, are:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing

The PSHE programme provides opportunities for children to develop skills and practices to maintain their personal safety.

Bullying is dealt with in the Anti-bullying policy.

Staff should be aware of the different forms that peer on peer abuse can take. This can include physical injury, sexually harmful behaviour, name calling, sexting. Gender issues can be prevalent when dealing with peer on peer abuse and staff should seek support where necessary.

Staff should be clear that abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up"

Staff must be vigilant for signs of peer on peer abuse and ensure that all cases are fully investigated, completing an incident form and reporting to the Designated Lead any cases which have arisen.

Support for children:

Children are encouraged to talk to their teachers if something is troubling them. HMFA have a team of staff which includes; Safeguarding Manager, Learning Mentor, Family Support Worker, EWO and 1:1 Teaching Assistant who can provide more specific support and help for children and families.

Lord Scudamore Academy are also trialling "Bubble Time" which is specific time set aside one lunchtime a week for children to share their worries with Mrs Millikin and Mrs Lewis.

Early Help/The Common Assessment Framework (CAF)

Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance, staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.

The CAF is a standardised approach to conducting assessments of children's additional needs and deciding how these should be met. It is used by practitioners across children's services in England. The CAF Practitioner will initiate a CAF if (s)he feels the child and family have additional

needs which cannot be met by a single agency. The Practitioner can only do this with the permission of the family. The CAF assessment is completed WITH the family.

The CAF promotes more effective, earlier identification of additional needs, particularly in universal services. It aims to provide a simple process for a holistic assessment of children's needs and strengths; taking account of the roles of parents, carers and environmental factors on their development. Practitioners are then better placed to agree with children and families about appropriate modes of support. The CAF also aims to improve integrated working by promoting coordinated service provisions.

The CAF must not be used when there is concern that a child may have suffered or may be at risk of suffering significant harm.

Children missing from education

A pupil missing from education is a potential indicator of abuse and neglect.

Should a pupil go missing from school (education) the Safeguarding Manager should be informed and the LSCB CME procedures will be followed.

School will always investigate on the first day of absence if notification of reasons for absence have not been received. Safe and well checks are carried out with police or EWO as appropriate. All information is logged in case of future concerns.

Teaching children how to keep safe

The school will ensure that children are taught about safeguarding, including online, through teaching and learning opportunities, as part of a broad and balanced curriculum. In addition to this children in Year 5 and 6 will receive talks from Childline about how to keep themselves safe. Year 6 children will attend Crucial Crew which includes drug awareness. Year 6 children will also receive sex education training in the summer term.

All children will receive Protective Behaviour training which includes children being helped to recognise when something doesn't feel "right" and will also help them to identify trusted adults who they can tell if something is wrong.

In addition to this children may receive individual Keep Safe work if this is identified as a need.

Links with online safety

If a member of staff becomes concerned that a child's safety is at risk due to suspecting someone is using communication technologies (such as social networking sites) to make inappropriate contact with the child the staff member should:-

Report to and discuss with the designated person for child protection in school who will:-

- Advise the child on how to terminate the communication and save all evidence
- Inform the Head Teachers
- Contact CEOP <http://www.ceop.gov.uk/>
- Consider the involvement of police and social services
- Inform LA

Jo Brace has overall responsibility for online safety training across the Federation.

IT systems

The Governing body will ensure that appropriate filtering and monitoring systems are in place. The school should ensure that over-blocking does not lead to unreasonable restrictions as to what children can be taught.

Staff Use of Mobile Phones and Personal Cameras

Staff must not use their mobile phones in the vicinity of the children. They may make calls at break or lunch times on their mobile phones when children are not in their classroom or they may use one of the office phones.

Staff personal mobile phones and cameras should not be used to take photographs of children either in the classroom or on school trips. School cameras are available and should be used in conjunction with the Mobile Phone/Acceptable Use Policy.

See Mobile Phone/Acceptable Use Policy for guidance on use of mobile phones on school premises.

Visitors (including parents) are requested to not use their phones whilst in the school and to switch them off.

Mobile Phones and Cameras in Early Years Foundation Stage and Kidsclubs

Appropriate use of mobile phones is essential at Breakfast and Kidsclubs. The use of mobile phones does not detract from the quality of supervision and care of children. All parents have the mobile phone number that is used and are encouraged to text or phone. Practitioners are able to use their personal mobile phones during their break times. During working hours they must be kept out of the reach of children and parents, in a secure area accessible only to staff. All staff are made aware of their duty to follow this procedure which is set out in the Code of Conduct.

All school staff are asked to be vigilant in challenging other staff/parents/visitors to abide by the above requests.

Photographs

We believe that photographs validate children's experiences and achievements and are a valuable way of recording milestones in a child's life. Parental permission for the different ways in which we use photographs is gained as part of the initial registration on admission. We take a mixture of photos that reflect the school environment, sometimes this will be when children are engrossed in an activity either on their own or with their peers. Children are encouraged to use the class camera/iPad to take photos of their peers.

In order to safeguard children and adults and to maintain privacy, cameras are expressly forbidden from being taken into the toilets by adults or children. All adults, whether teachers, practitioners or volunteers at all HMFA schools/settings understand the difference between appropriate and inappropriate sharing of images. All images are kept securely in compliance with the Data Protection Act

At school events such as carol concerts, parents are allowed to photograph/video their children but are asked to refrain from sharing on social media any photographs/video which may contain children other than their own.

Sometimes school may have to ask that photographs are not taken at all. This is for confidential reasons when we need to protect individual children.

Pupil Welfare – Assessment of Risks

There is a record of risk assessment in the school central risk assessment file. It details the risk of incrimination in certain circumstances.

1. **Comforting a child:** staff should avoid providing physical comfort, although very young children may become distressed and seek affection. In this case, avoid hugging or kissing, but instead use a comforting hand on the shoulder or arm.
2. **PE:** if physical contact needs to occur in a demonstration (e.g. gym), place hands in a supportive position, preferably on hands or legs.
3. **First Aid:** appointed first aiders should deal with emergency situations doing the minimum necessary to preserve life, and minimise the consequences of injury until qualified assistance is obtained.
4. **Using Force:** an emergency or violent situation may arise where physical intervention is necessary. It should involve the minimum force required to prevent injury to anyone. De-escalation techniques will always be implemented – restraint is used as a last resort. School will ensure compliance with “Use of Reasonable Force” DfE July 2013.
5. **One to one situations:** meetings should take place in the vicinity of other pupils and staff. If possible, keep the door open, and a desk or table between you and the child. Teachers of children with Special Educational Needs should remain especially vigilant at all times.

Allegation against a member of Staff

In the event of an allegation about a member of staff or volunteer in school the allegation should be reported to the Designated Person, Head Teachers and Senior Management Team immediately unless the allegation is about the Head in which case it should be reported to the Chair of Governors. See Managing Allegations Policy

Staff are aware of the Whistleblowing policy and receive a copy on induction.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk

Appendix 1

EMOTIONAL INDICATORS

- failure to reach potential
- poor self-esteem and insecurity
- withdrawal – social isolation
- physical, mental, emotional developmental delay or disturbance – including failure to thrive
- enuresis/encopresis
- needy dependent behaviour
- deliberate self harm/suicidal thoughts
- behavioural extremes
- substance misuse
- compulsive stealing
- domestic violence
- psychosomatic illness

Appendix 2

PHYSICAL INDICATORS

Bruising, especially

- bruises on trunk
- bruises on face, upper arm, shoulders and neck, consistent with gripping
- fingertip bruising/finger marks
- multiple bruising and/or bizarre markings on the skin
- multiple bruising of different colouration (age of injury)
- bruising and/or lacerations around the mouth
- finger or thumb marks on the face or body e.g. symmetrical bruising (pinch marks) direct impression or outline (e.g. hand), finger tips
- black eyes (particularly when both are affected)
- marks or bruising which seem to have been caused by adult bites

Burns and scalds

- cigarette (small round burns)
- clear outlines (e.g. sock and glove effect)
- friction burns (especially in very young children)
- splash marks above a main scald (indicating the throwing of hot liquid)
- burns of uniform depth covering large areas

Fractures

- “chip” fractures
- rib fractures
- fractures in very young children
- periosteal reaction (no visible signs of abuse, but child complains of limbs hurting)
- multiple fractures

Be suspicious of:

- inconsistent explanations
- reluctance to give information
- repeated minor injury
- unrealistic expectations
- medical consent refused
- parent/s incapable/unavailable

Appendix 3

NEGLECT AND FAILURE TO THRIVE INDICATORS

- short stature and underweight for chronological age
- cold skin, mottled pink or purple
- swollen limbs with pitted sores which are slow to heal
- poor skin condition, especially in nappy area
- diarrhoea caused by tension, poor diet, poor hygiene
- voracious appetite
- dry, sparse hair
- unresponsiveness or indiscriminate
- stays frozen in one position for unnaturally long time

Appendix 4

SEXUAL ABUSE INDICATORS

- sexually precocious behaviour
- sexualised drawings and play
- sudden poor performance at school
- regression e.g. to bedwetting, soiling
- poor self esteem
- psychosomatic symptoms e.g. headaches, abdominal pain
- suicidal gestures
- self-mutilation
- confusion of affection with sexual behaviour
- promiscuity
- eating disorders
- sleep disturbance
- withdrawal and depression
- running away

Appendix 5

General Indicators

The following may occur to any children being abused but are particularly important in cases of sexual or emotional abuse where outward physical signs may not be present:

- onset of enuresis – day or night
- sleeping and eating disturbance
- recurrent abdominal pains
- recurrent headaches
- social withdrawal
- restlessness and aimlessness
- inexplicable school failure
- poor trust and secretiveness
- indiscriminate and careless sexual behaviour
- drug abuse
- running away
- self-mutilation and other forms of self-harm
- hysterical fits, faints, etc

Appendix 6

General Principles

WHEN A CHILD TELLS

Possible responses:

- ✓ What you have told me is very important.
- ✓ I want to help you. To do that I need to tell somebody whose job it is to talk to children about what has happened.
- ✓ Thank you for telling me.
- ✓ You are being very brave.
- ✓ I don't know (better than false assurances).

Unsuitable responses:

- x Did daddy (or Tom or Jane or.....) do it?
- x Mummy did it, didn't she?
- x I don't believe you.
- x Are you sure you didn't fall?
 you didn't imagine it?
 your brother didn't do it?
- x Daddy will get into a lot of trouble.

Recording:

It is vital that any conversations/discussions/disclosures are recorded on the concern form (*Appendix 7*) and handed to the Designated Person immediately.

**HMFA
PUPIL WELFARE INFORMATION**

This form should be passed to the designated person for Child Protection. It will be retained in the confidential welfare files.

| | |
|-------------------------------------|-----------|
| Child/Children _____ | DOB _____ |
| _____ | _____ |
| _____ | _____ |
| Form completed by: _____ Date _____ | |
| Concern: | |
| | |
| Action taken: | |
| | |
| Staff notified | |
| | |
| Other comments | |
| | |

Signature of person completing the form _____

Received by _____ (Designated Person for Child Protection)

Appendix 8

Body map here

