



HORTON MILL COMMUNITY PRIMARY SCHOOL **SAFEGUARDING & CHILD PROTECTION POLICY: September 2016**

KEY CONTACTS WITHIN THE SCHOOL SEPTEMBER 2016

DESIGNATED SAFEGUARDING LEAD (DSL):

Name: Mrs Zaira Cook
Contact Number: 0161 770 5870

DEPUTY DESIGNATED SAFEGUARDING LEAD:

Name: Mrs Gilli Garvey
Contact Number: 0161 770 5870

NOMINATED GOVERNOR FOR SAFEGUARDING:

Name: Mrs Shakeela Khokar
Contact Number: 0161 770 8585

KEY CONTACTS WITHIN THE LOCAL AUTHORITY

REFERRAL TO STATUTORY SERVICES

Where schools have concerns for the safety and welfare of a child or young person during office hours telephone the Multi-Agency Safeguarding Hub (MASH Team)

MASH: 0161 770 3790/3791.

To make referrals out of hours telephone:

Emergency Duty Team: 0161 770 6936

The Safeguarding Lead for Schools and Educational Establishments is available to provide advice and consultancy (including training).

Contact Number: 0161 770 8868
Email: david.devane@oldham.gov.uk

NSPCC Contacts

Help for adults concerned about a child: 0808 800 5000

Help for children and young people, call Childline: 0800 1111

This policy has been developed in accordance with 'Work Together to Safeguard Children' (March 2015), 'Keeping Children Safe in Education' (DfE 2016 and Oldham LSCB Child Protection Procedures.

Statement of Intent

At Horton Mill we believe that the protection of our children is an integral part of the ethos of the school. We seek to create an atmosphere in which children feel secure and that they are encouraged to talk and listen.

The school will follow the procedures as laid down by the Oldham Local Safeguarding Children Board (OLSCB), will respect issues of confidentiality and will give priority to working together with other agencies to protect children in our care, particularly those who have been identified as being at risk of child abuse.

The Governing Body and Local Safeguarding Body takes seriously its responsibility under section 175/157 of the Children Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure that adequate arrangements exist within our school to identify, assess and support those children who are suffering harm.

Horton Mill actively follows all current legislation and procedures regarding disqualification by association and this form part of the induction process for all staff, students and volunteers.

There are five main elements to our child protection policy;

- To ensure we practise safe recruitment in checking the suitability of staff and volunteers to work with children.
- To raise awareness of child protection issues and equip children with the skills needed to keep them safe
- To develop and implement procedures for identifying and reporting cases, or suspected cases of abuse.
- To support pupils who have been abused in accordance with his/her child protection plan.
- To establish and maintain a safe environment in which children can learn and develop.

The school recognises it is an agent of referral and not of investigation.

School Policy

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse.

The school will therefore:

- Establish and maintain an environment where pupils feel safe and secure and are encouraged to talk, and are listened to.
- Ensure that pupils know that there are adults within the school who they can approach if they are anxious or worried about something.
- Include opportunities in the curriculum material which will help pupils develop realistic attitudes to the responsibilities of adult life and how to keep themselves safe from harm or abuse.
- Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from partner agencies.

Roles and Responsibilities

All adults working with or on behalf of children have responsibility to protect them. There are however, key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those carrying out those responsibilities for the current year are listed on the front cover sheet of this document.

It is the role of the Designated Safeguarding Lead (Mrs Zaira Cook) to ensure the child protection procedures are followed within the school, and to make appropriate, timely referrals to statutory services in accordance with school procedures. If the Designated Safeguarding Lead is unavailable, the Deputy Designated Safeguarding Lead (Mrs Gilli Garvey) will act in their absence. Additionally it is the role of the Designated Safeguarding Lead to ensure that all staff employed, including temporary staff and volunteers, follow the school's internal procedures and to advise staff and to offer support to those requiring this.

The Designated Safeguarding Lead will on receipt of a child protection concern: check for any existing safeguarding records on the child/family i.e. does the child have an existing child protection plan/Child in Need plan or been the subject of one previously; any previous referrals to statutory services; recorded any contact with partner agency professionals about the child/family.

The Designated Safeguarding Lead provides an annual report for the Governing Body detailing any changes to the policy and procedures; the school's child protection/safeguarding activities i.e. number of vulnerable children with child protection plans, child in need plans, looked after children.

The Governing Body and School Leadership Team are responsible for ensuring that the school follows the safer recruitment processes as part of the school's recruitment and vetting process, enhanced DBS check on all staff who have regular and unsupervised access to children and young people.

The role of the Nominated Governor for Safeguarding (Mrs Shakeela Khokar) is to ensure that the school has an effective policy, the Local Safeguarding Children Board (LSCB) guidelines are complied with and to support the school in this aspect. Governors must not be given details relating to the individual child protection cases or situations to ensure confidentiality is not breached.

All school staff should look out for:

All staff members should be aware of the signs of abuse and neglect so that they can identify cases where children may be in need of help or protection.

Staff members working with children should maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child. (See Appendix 3 and 4)

Reporting Procedures

Our school procedures for safeguarding children is in line with Oldham LA and Oldham LSCB child protection procedures. (See Appendix 1 and 2)

Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, an allegation or suspects that the abuse may have occurred must report it immediately to the DSL or in their absence or the Deputy DSLs using the in-school recording and notification procedure (APPENDIX6). If the DSL or Deputy DSLs are unavailable or off site, the member of staff can report it directly to Multi-Agency Safeguarding Hub (MASH Team).

The DSL / Deputy DSLs will immediately refer cases of suspected abuse or allegation to the Multi-Agency Safeguarding Hub (MASH team) on tel: 0161 770 3790/1. A telephone referral should be followed by a written record of the referral which will be faxed/emailed to the MASH team (using the LSCB multi-agency referral form) as soon as possible and within the school day.

The school will always undertake to share information with parents/carers where there is an intention to refer a child to statutory services unless to do so could place the child/ young person at greater risk or harm or impede an investigation by statutory services. (see LSCB Guide to 'Making a Child Protection Referral')

What to do if a child talks to you about abuse

It should be recognised that a child or young person may seek you out to share information about abuse or neglect, or talk spontaneously individually or in group when you are present. In these situations you should:

- *Listen carefully to the child; do not directly question them.
- *Allow the child the time to give an account; do not stop a child from recalling events.
- *Make an accurate record of concerns using the school record of concern form
- *Reassure the child that they were right to tell
- *Explain that you cannot promise not to speak to others, but will only pass on the information to those who need to know.
- *Pass the concern directly to the Designated Safeguarding Lead or Deputy Safeguarding Lead.

(See Appendix 3 and 4)

Abuse by children and young people

Members of staff should be aware that children and young people are vulnerable to physical, sexual and emotional bullying by their peers. Any incidents of abuse by children or young people should be taken as seriously as abuse perpetrated by an adult, and reported to the DSL or Deputy DSL or other nominated designated safeguarding staff immediately. Staff should be alert to the possibility that a child or young person who has harmed another may also be a victim and therefore have unmet needs themselves. However, the interests of the victim must always be the paramount consideration and staff should be alert to the fact that there is likely to be a risk to children other than the current victim. (See Appendix 5)

A disclosure or allegation of abuse should always be referred to the local authority MASH team for assessment.

Children and families new to English or the United Kingdom

We recognise that Oldham has experienced a significant increase in children and young people for whom English is not the first language and therefore there is an increased risk of needs going unmet because of language barriers.

Where English is not the first language and/or a child is considered to be vulnerable, efforts should always be made by staff to actively engage with them by talking directly to them about their wishes and feelings, if necessary through the regular use of an interpreter.

Training and Support

The Designated Safeguarding Lead and Deputy Designated Safeguarding Leads and all other staff who work with children will undertake appropriate child protection awareness training to equip them to carry out their responsibilities for child protection effectively, that is kept up to date by refresher training at 'regular' intervals as set out in "Keeping Children Safe in Education" 2016. The Head Teacher and School Business Manager have undergone safer recruitment training.

The school will ensure that the DSL and Deputy DSLs undertake refresher safeguarding training every two years to keep knowledge and skills up to date.

All staff (including governors) will receive child protection/safeguarding training when first appointed as part of their induction.

All Staff have received training on the Prevent Duty so that they are aware of how children can be at risk of radicalisation and all forms of extremism.

All Midday Supervisors, Office Administrators and School Kitchen staff receive annual training on safeguarding procedures and how to report incidents through the cause for concern referral form. This is led by Mrs Zaira Cook, Designated Safeguarding Lead.

We recognise that staff working in school who have become involved with a child who has suffered harm or appears likely to suffer harm may find the situation upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the DSL and / or Deputy DSLs to seek further support if required.

We recognise that designated staff should have access to support and appropriate training courses or meetings as organised by the Local Authority.

Recording, Storing and Sharing Information

Any members of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, must make an accurate record as soon as possible noting what was said or seen, putting the event in context, and using the date, time and location. Member of staff will use the Cause for Concern / Monitoring Form (CP1). This must be signed by the person making the referral. (See Appendix 6)

All safeguarding records are kept confidentially and securely in the Head Teacher's Office in a locked drawer. They are kept separate from pupil records, with front sheet listing dates and a brief entry to provide a chronology.

If a pupil transfers from the school those files will be copied and forwarded within five working days to the pupil's new school marked confidential and for the attention of the receiving school's DSL.

Professional Confidentiality

We recognise that all matters relating to child protection are confidential.

The DSL or Deputy DSLs will disclose personal information about a pupil to other members of staff on a 'need to know' basis only.

All staff must be aware that they have a professional responsibility to share sensitive information with other agencies in order to safeguard children.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being, or that of any other person.

Early Help Framework

School has a procedure for the early identification of concerns about a child's welfare before they become a child protection concern. These concerns are shared with parents before an Early Help Referral is completed. The Designated Safeguarding Lead works closely with the parents, Early Help team and other professionals to carry out Early Help meetings.

Information for Parents/Carers

Any referrals being made will be discussed with parents/carers. The school upholds the policy laid out by the LEA guidelines.

Preventive Work in School

The school will make use of resources available in the authority to encourage the development of the school as a 'listening' school and children can talk to adults when they have a concern.

The PSHE / SEAL curriculum and sex education curriculum will be examined to identify any areas in which direct teaching might be appropriate to support children in protecting themselves and in recognising the need to protect others.

The Equality Act 2010' states that, "Schools cannot unlawfully discriminate against pupils because of their sex, race, disability or sexual orientation." At Horton Mill we understand that many young people exploring their sexuality will be fearful and potentially face prejudice. Professionals should model acceptance and value diversity at all times. We aim to help children to live, learn, grow and play safely, regardless of issues relating to gender and sexuality'

Child Sexual Exploitation (CSE)

The school works in partnership with a range of safeguarding agencies in order to safeguard young people against child sexual exploitation (CSE)

CSE is defined “as the exploitation of children and young people under the age of 18 where young people receive ‘something’ for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts or money as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child’s immediate recognition for example, being persuaded to post sexual images on the internet/mobile phones without immediate payment or gain.”
Safeguarding Children and Young People from Sexual Exploitation 2009.

Any concerns which may arise regarding CSE should follow the school’s safeguarding procedures. This will then involve a referral to the multiagency safeguarding hub (MASH team) who will then follow their procedures in terms of any ongoing actions and referrals to other agencies.

The DSL has attended training on CSE facilitated by Barnardo’s and will cascade key messages regarding CSE to all staff and governors to support colleagues in the early identification of CSE.

PREVENTING RADICALISATION and VIOLENT EXTREMISM

Horton Mill Community Primary School values the fundamental rights of freedom of speech, expression of beliefs and ideology and tolerance of others which are the core values of our democratic society. However, all rights come with responsibilities and free speech or beliefs designed to manipulate the vulnerable or which advocate harm or hatred towards others will not be tolerated. The School seeks to protect its pupils and staff from all messages and forms of violent extremism and ideologies including those linked to, but not restricted, to the following: Far Right/Neo Nazi, White Supremacist ideology, extremist Islamic ideology, Irish Nationalist and Loyalist paramilitary groups and extremist Animal Rights groups.

Horton Mill Community Primary School is clear that exploitation and radicalisation will be viewed as a safeguarding concern and will be referred to the appropriate safeguarding agencies. Staff have received training on the ‘Prevent Duty’ during the Autumn term 2016.

E-Safety

The school’s internet access is designed expressly for pupils’ use and includes filtering appropriate to the age of the pupils. The children are taught about the dangers of using the internet and social media platforms including the use of Facebook’, Twitter’ and ‘Bebo’.

The school works in partnership with parents, children and the ICT provider ‘Fingertip Solutions’ to ensure that children at Horton Mill are unable to access social network sites within the school.

The Subject Leader will carry out an internet safety questionnaire annually and monitors pupils’ responses, which is used to identify next steps and specific work. The results of this survey are shared with parents and governors. As part of the ongoing skills, children are involved in a unit of work on internet safety at an age appropriate level. This involves working with parents around the dangers of the internet, social media and hand held devices.

Staff have undertaken additional training from Austin Pass (Fingertip Solutions) on how to keep themselves safe using social media platforms. Children are not allowed to bring mobile phones into school. Staff must have their mobile phones on 'silent' during teaching times and these must be kept in a locked unit when not in use. Staff must not have mobile phones in their possession when working with small groups. Staff are prohibited to use their personal cameras or mobiles to photograph pupils. The sending of abusive or inappropriate text messages is strictly forbidden as is the use of mobile phones to take pictures or videos.

Parents will be provided with information about using the internet and social media platform through a parents meeting and through links located on the parents section of the website. The children have also produced e-safety posters about how to stay safe on the internet.

Confidentiality

All staff will follow the procedure below:

1. In cases of disclosure or abuse, by either children or adults, we are obliged to share the information with the CPO who will make referrals to social services without delay after speaking to the parents when it is necessary.
2. Monitor and record concerns.
3. Liaise with other agencies.
4. Attend relevant training.

All referrals are confidential; staff will agree to keep all referrals confidential and will not discuss them with any other person.

Staff Allegations

All allegations about the behaviour of the adults in our school will be referred without delay to the DSL who will contact relevant agencies, according to ACAP (LSCB) procedures. (See Child Protection Whistle blowing Policy).

There is a local authority procedure for investigating allegations against staff that all staff are aware of. Issues of concern can be discussed with the Local Authority Designated Officer (LADO) Colette Morris on 770 8870. All staff are made aware of Code of Practice Document and have signed to say they have read the document. (See also Allegations Policy)

DBS

All adults (including visitors) who have unsupervised access to children in school will have had the required Section 99 and enhanced DBS checks undertaken. The information will be kept on a single central record held in the Child Protection folder on School Docs.

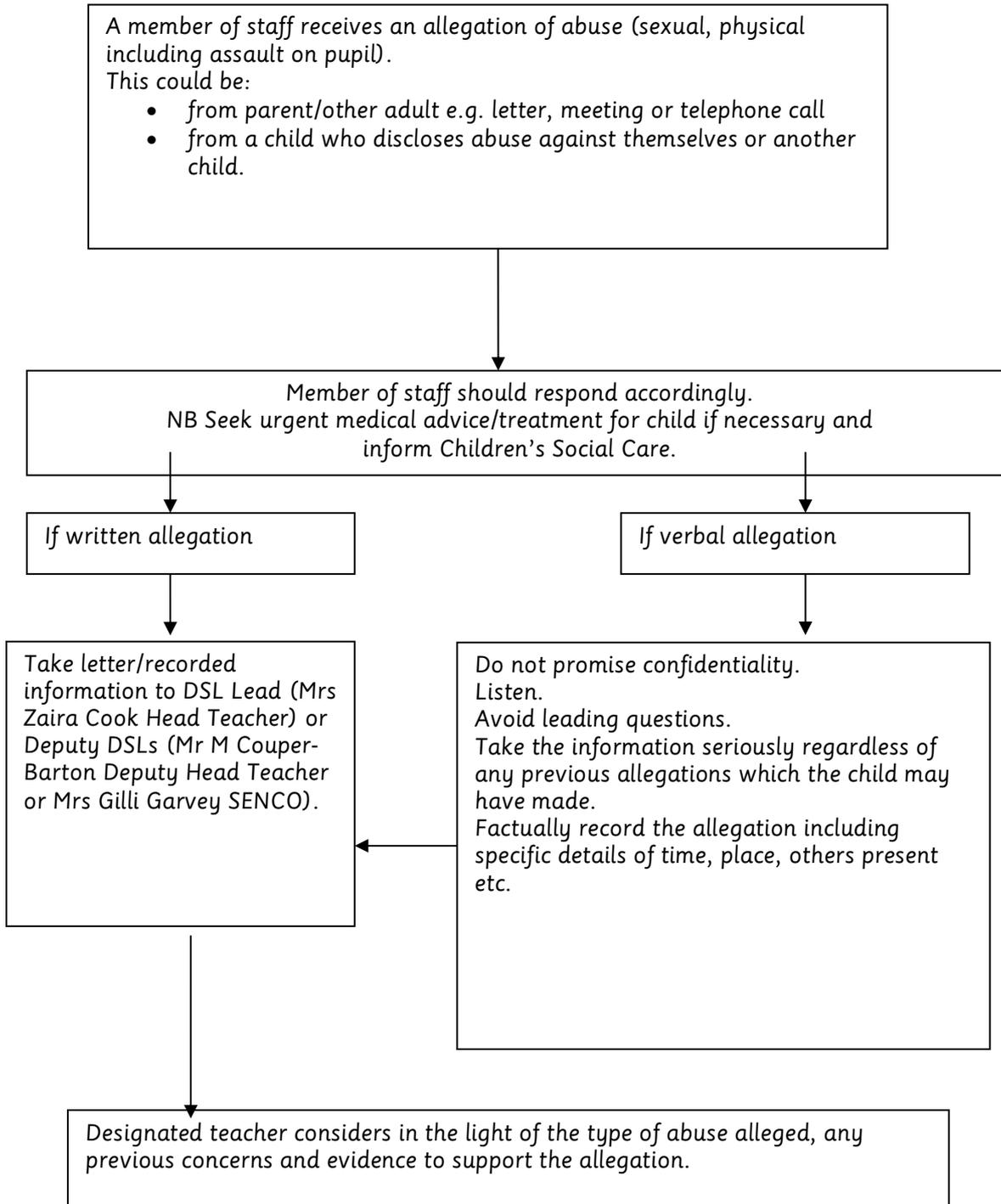
This policy will be reviewed annually and ratified by the Governing Body with the next review September 2017.

Zaira Cook: Designated Safeguarding Lead (DSL)
Gilli Garvey: Deputy Designated Safeguarding Lead
Shakeela Khokar: Safeguarding Governor

Appendix 1

Action to be taken by any staff on receiving an allegation/disclosure of abuse

Good practice means that the person to whom the child chooses to disclose should listen and record as below so that the child is not expected to repeat the information to a series of people.



Appendix 2

In School Child Protection Procedures.

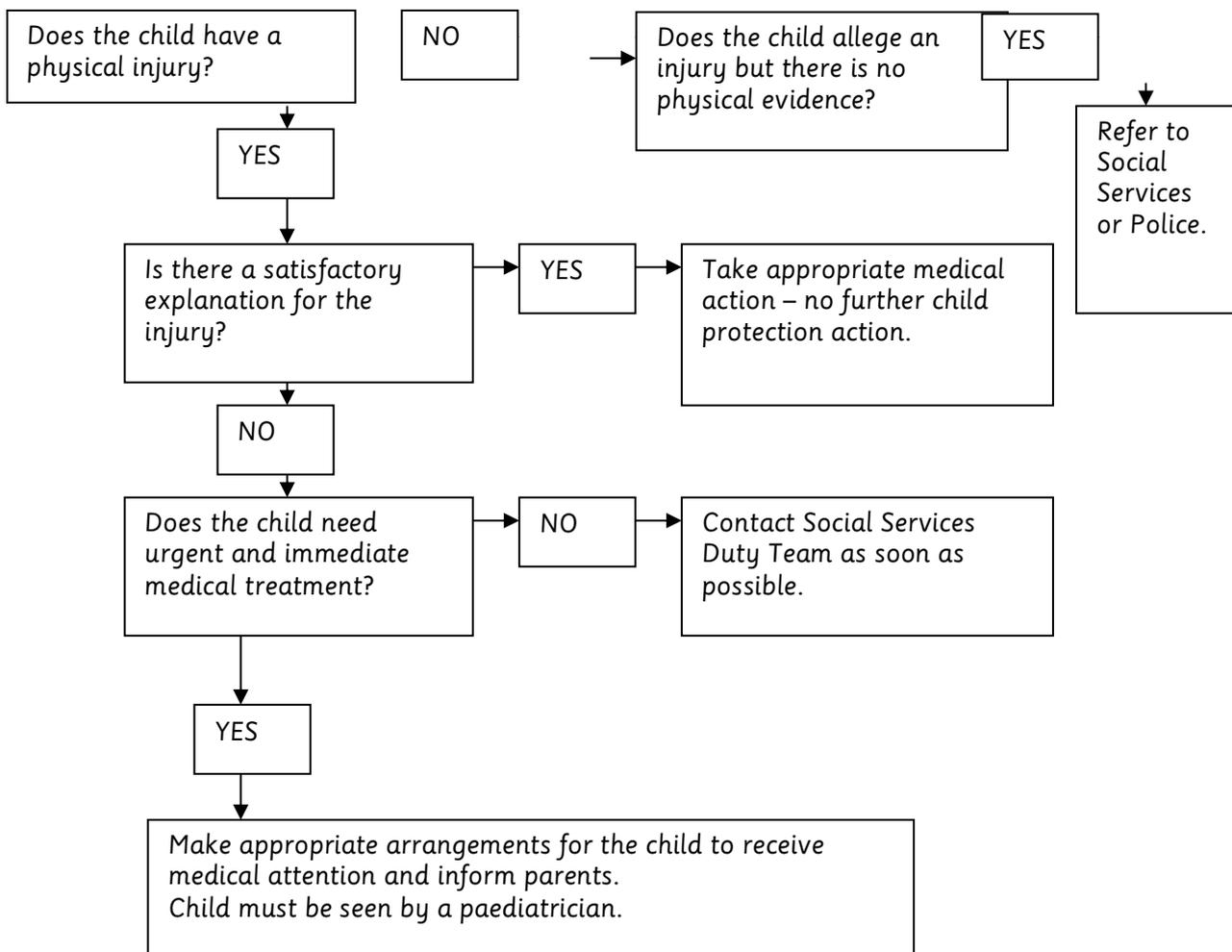
It is essential that parents are informed about our concerns and intended course of action in all cases of suspected child abuse, with the exception of suspected sexual abuse, multiple or organised abuse, or Munchausen's Syndrome by Proxy.

The different forms of abuse that may precipitate a referral are:-

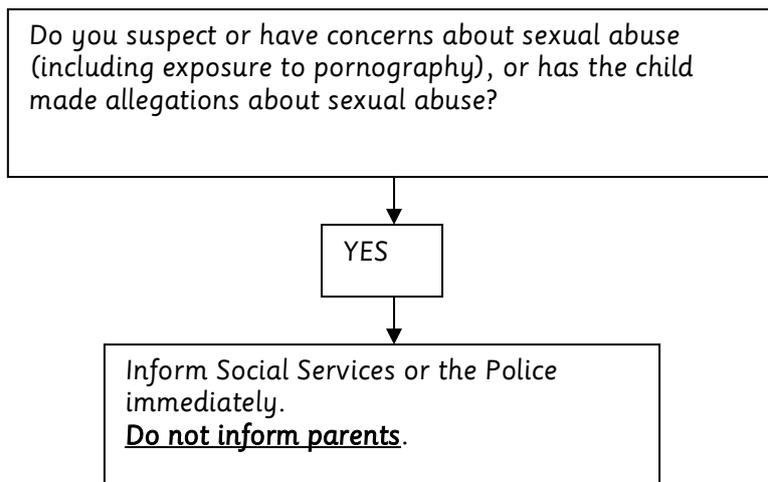
- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

The procedures to be followed after referral to the designated teacher are as listed below.

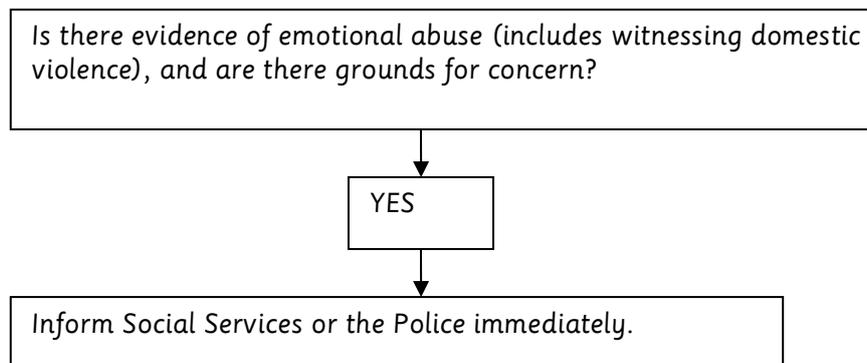
Physical Abuse



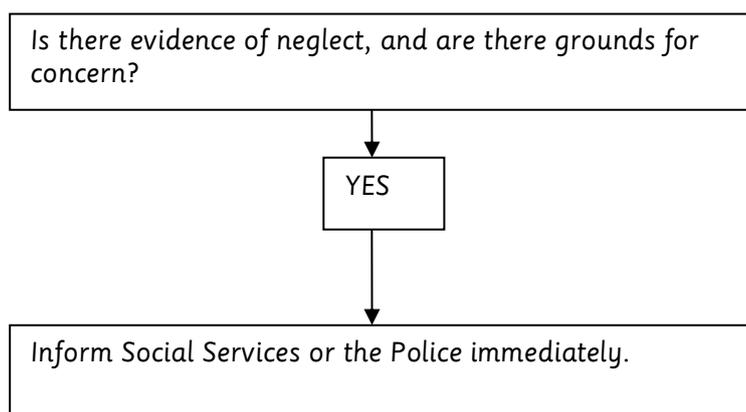
Sexual Abuse



Emotional Abuse.



Neglect



In all cases make a written record of your observations and actions.

Making a referral

All staff should take any concerns about a child to the designated teacher. The designated teacher will then speak to the parents, as appropriate, and make the referral to the Social Services or the Police. The telephone referral must be followed by a written referral within three working days.

Appendix 3

Definitions of Abuse – Working Together to Safeguard Children 2015

Physical Abuse

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 the symptoms of, or deliberately induces, illness in a child.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (e.g. rape, buggery or oral sex) or non-penetrative acts such as masturbating, kissing, rubbing and touching outside of clothing. They may include non-contact activities, such as involving children in looking at, or the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Appendix 4

POSSIBLE INDICATORS OF ABUSE

The following is a list of warning signs which MAY be an indicator that a child is being, or has been abused or neglected, or is at risk of abuse. Education professionals should be alert to these warning signs, but should be careful not to assume that abuse is the reason. Some signs can be present in children who are not abused at all. Nor should assumptions be made that they point to any particular form of abuse, simply because a pupil presents with any of these problems. They may suggest abuse if a child exhibits several of them or if a pattern emerges.

Possible signs of Physical abuse:

- Unexplained injuries or burns, particularly if they are recurrent.
- Refusal to discuss injuries.
- Untreated injuries or lingering illness not attended to.
- Shrinking from physical contact.
- Fear of returning home or of a parent being contacted.
- Fear of undressing
- Fear of medical help
- Aggression/bullying.
- Over complicated behaviour or 'watchful attitude'
- Running away
- Significant changes in behaviour without explanation.
- Deterioration in work
- Unexplained pattern of absences, which may serve to hide bruises or other physical injuries.

Possible signs of Emotional Abuse:

- Continual self-deprecation.
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Self-harm or mutilation.
- Compulsive stealing/scrounging.
- Drug/solvent abuse.
- 'Neurotic' behaviour – obsessive rocking, thumb sucking, and so on.
- Air of detachment – 'don't care' attitude.
- Social isolation – does not join in and has few friends.
- Desperate attention-seeking behaviour.
- Eating problems, including overeating and lack of appetite.
- Depression, withdrawal.

Possible signs of Neglect

- Constant hunger.
- Poor personal hygiene.
- Inappropriate clothing.
- Frequent lateness or non-attendance at school.
- Untreated medical problems.
- Low self esteem.
- Poor social relationships.
- Compulsive stealing or scrounging.
- Constant tiredness.

Possible signs of Sexual Abuse

- Bruises, scratches, burns or bite marks on the body.
- Scratches, abrasions or persistent infections in the anal or genital regions.
- Pregnancy – particularly in the case of young adolescents who are evasive concerning the identity of the father.
- Sexual awareness inappropriate to the child's age – shown, for example in drawings, vocabulary, games and so on.
- Frequent public masturbation.
- Attempts to teach other children about sexual activity.
- Refusing to stay with certain people or go to certain places.
- Aggressiveness, anger, anxiety, tearfulness.
- Withdrawal from friends.

Possible Signs in older children

- Promiscuity, prostitution, provocative sexual behaviour.
- Self-injury, self-destruction behaviour, suicide attempts.
- Eating disorders.
- Tiredness, lethargy, listlessness.
- Over-complicated behaviour.
- Sleep disturbances.
- Unexplained gifts of money.
- Depression.
- Changes in behaviour.

Possible signs in young children

- Over compliant behaviour.
- Mature sexual behaviour.
- Acting out aggressive behaviour (tantrums.)
- Tummy pains – no medical explanation.
- Child doesn't trust anyone.
- Air of detachment – don't care attitude.

Appendix 5

Notification of serious discriminatory or derogatory behaviour and/or language

Horton Mill has its own behaviour policy which is published on the school website. The policy outlines the systems in place to promote positive behaviour. At Horton Mill, we recognise that positive behaviour has two elements: (i) conduct, and (ii) behaviour for learning. All staff and leaders will make decisions about how to deal with behaviour which falls short of their expectations. This form should be used to report serious breaches of behaviour which involve discriminatory or derogatory behaviour and/or language. This may or may not be used in conjunction with an exclusion notification.

Name of school	
Form completed by	
Date	

Reason/s for submitting this notification: Behaviour, discrimination or derogatory language linked to:							
Racism	Gender	Homophobia	Disability	Extremism	E-safety	Cyber bullying	Other

Alleged perpetrators (please x appropriate box)						
Staff	Pupil	Intruder	Visitor	Trainee	Parent/carers	Other
Surname						
First name/s						
Date of birth (if pupil)						
Gender						
Year group (if pupil)						

Incident report								
Description of incident (x all that apply)								
Verbal	Physical	Graffiti	Being excluded	Incitement of others	Threat with weapon	Sexual harassment	Disability related harassment	Other (state below)

Date of incident	
Time	
Location	

Brief description of events, including those leading up to the incident. Include details of witnesses.

Others who have been informed			
Parent/carers of victim	Parent/carers of perpetrator	Police	Other (please state)

Action taken	
Action taken against perpetrator	Support for victim

Outcomes/further action required (including academy wide action/recommendation)

Diversity data (please x)		Perpetrator	Victim
Asian/Asian British	Indian		
	Pakistani		
	Bangladeshi		
	Other Asian background (specify below)		
Black or Black British	Caribbean		
	African		
	Other Black background (specify below)		
Chinese/Chinese British			
Mixed			
	White/African Caribbean		
	White/African		
	White/Asian		
	White/Chinese		
	Other Mixed background (specify below)		
White			
	British		
	Irish		
	European		
	Other White background (specify below)		
Traveller/Gypsy			
Please state if marked 'other'			

	Perpetrator	Victim
Is this a repeat incident?		
If yes, state number and dates of previous incidents		
SEN (Y/N) SA/SA+/Statement		
Disability (Y/N)		

Appendix 6
Horton Mill Community Primary School
Child Protection Concern Sheet (CP1 Form)

Child's Name: _____

Year Group: _____

D.O.B. _____

Class Teacher: _____

Adult completing the report: _____

Incident/Observation/Disclosure

AR/LAC

Please give a detailed account of incident/observation/disclosure.

Signature: _____

Date: _____

Action to be taken.

Signature: _____

Designated Child Protection Leader

Date: _____