



Limehurst Primary School Safeguarding and Child Protection Policy

Last Updated: February 2020

Next Review: February 2021

Senior Leader Responsible for Policy: Mr Roberts

Parents and carers will be made aware of this policy through the School Prospectus and the School Website. A copy of this policy will be available in the policies section of the school website or available in hard copy on request from the school office.

Designated Safeguarding/ Child Protection Staff

Designated Safeguarding Lead person:

Mrs Lucia Taylor (Inclusion Manager)

Deputy Designated Safeguarding Lead person:

Mr Ian Wilson (Associate Head teacher)

Other identified person:

Mr Mark Roberts (Head Teacher)

Mrs Julie Hirst (Deputy Head teacher)

Designated Governor:

Mr Graham Shuttleworth

Introduction

It is a fundamental and central aspect of our work that the children receive the highest quality of care. Limehurst School is committed to fostering a positive, supportive and safe environment where children feel valued, listened to and able to report any issue of concern to them, to staff.

This policy sets out how we will respond to concerns about Child Protection Issues that is – to protect children from harm. The policy applies to all members of the school community – full and part-time staff, Governors, pupils and volunteers.

The Governing Body of the school will be responsible for ensuring that the school meets its statutory duties with regard to child protection and safeguarding in accordance with the law and Government guidance as recommended in -

- Keeping Children Safe in Education 2016 Working together to Safeguard Children 2015
- Safer working practice for adults who work with children & young people 2015 Counter Terrorism and Security Act 2015
- Section 5B (11) of the Female Genital Mutilation Act 2003 following statutory guidance with regard to safeguarding and supporting girls affected by FGM , as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to police where they discover that Female Genital Mutilation (FGM) appears to have been carried out on a girl under 18
- The Rehabilitation of Offenders Act 1974 which outlines when people with criminal convictions can work with children
- Equality Act 2010
- Children's Act 2004 (Which provides a framework for the care and protection of children)
- Safeguarding Vulnerable Groups Act 2006 which defines what "regulated activity" is in relation to children
- We follow statutory guidance on the Prevent Duty, which explains schools' duties under the Counter-Terrorism and security act 2015 with respect to protecting people from the risk of radicalisation and extremism.
- The childcare (Disqualification) regulations 2009 (and 2018 amendment) and Childcare Act 2006 which sets out who is disqualified from working with children.

The policy also meets the requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage and locally through the Oldham Local Safeguarding Children's Board child protection procedures (OLSCB) which is in the process of change at present.

Staff Training in Child Protection and safeguarding

School is committed to the training and development of all staff in child protection in accordance with DfE guidance.

OLSCB approved child protection training is undertaken every 2 years for designated persons which include training on inter agency procedures, and whole school child protection training every 3 years for all other school staff. Staff and governors should receive training when first appointed. Safeguarding Lead and Deputy undertook Level 3 Safeguarding training in October 18.

All staff have been given a copy of the 'Keeping Children Safe in Education' 2018 (part 1) and have signed to say they have read and understood the statutory guidance regarding their safeguarding responsibilities.

All staff are aware of the 'Early Help' process. Issues of concern are identified at an early stage and consideration will be given to an 'Early Help' referral.

Our Early Help lead is Lucia Taylor (Inclusion Manger)

Staff have annual training where the policy is reviewed and any changes and updates are discussed.

Safer Recruitment Procedures

In order to ensure the suitability of all staff to work in school the guidance set out in Keeping Children Safe in Education 2018 will be followed when recruiting staff. A copy of this document is available in school. At least one member of each recruitment panel will have completed the NSPCC safer recruitment training.

In the event of any person being considered no longer suitable to work in any capacity in which they have contact with children school is aware of the duty to report to the Disclosure and Barring Service (DBS) and will ensure that information is reported. See Safe recruitment and selection policy.

Visitors

All visitors are required to sign in and are allocated a Visitor's pass. DBS and ID checks are made when necessary. Visitors are supervised at all times by an appropriate adult. Staff know to challenge a stranger they meet in school if they do not have a badge/pass. References will be sought for visitors where it is felt necessary, for example, a talk to the children about a specific topic.

See Policy for visitors in school.

Definition of Child Abuse

Child abuse can take many forms and may involve deliberate acts of cruelty or a persistent failure to provide adequate standards of care, whether physical or emotional.

Most inflicted injuries are not the result of conscious, premeditated acts by the parent or caregiver, but the unintended consequence of a sudden outburst or temporary loss of control.

Neglect and emotional abuse may be associated with hostility and rejection, but are more often the result of the parent's inability to provide the skills necessary for good parenting or their limited abilities have been overwhelmed by adverse circumstances.

Categories of Abuse

If children do not receive their Basic Needs (see below) it will be for one or more of the following reasons;

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 adverse 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 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, causing children frequently to feel frightened or in danger, or the exploitation or corruptions 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 in the production of, sexual images, watching sexual activities or 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.

Link to policy for children displaying sexually harmful behaviour

http://greatermanchestercb.proceduresonline.com/chapters/p_harm_sex.html

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

- **Basic Physical Care:** Warmth, shelter, food, rest, hygiene and protection from danger
- **Affection:** Physical contact, (holding, cuddling). Comforting, patience, time, approval.
- **Security:** Continuity and consistency of care, stable and predictable environment.
- **Stimulation of innate potential:** Praise, encouragement, responsiveness.
- **Guidance and control:** To teach adequate social behaviour.
- **Responsibility:** Self-care, tidying etc. gaining experience through mistakes as well as successes and receiving praise and encouragement to strive and do better.

- **Independence:** Making decisions, first about small things, but increasingly about the various aspects of life within the confines of the family and society codes.

See Appendix 1 for possible indicators of abuse.

More information is available in –

What to do if you are worried a child is being abused 2015- Advice for practitioners.

Copies are available in school and on the school's First Class conference.

Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs.

Teachers have a statutory duty where they discover (either by disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary actions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by 'to discover that an act of FGM appears to have been carried out' is used for all professionals. Cases must be reported to the police and the MASH team.

Warning signs include-

- Girls talking about holidays where they will 'become a woman' or 'become just like my mum and sister.'
- If other women are known to have undergone FGM then there is an increased risk to other girls in the family.
- Girls who have had the procedure performed will often avoid exercise, ask to go to the toilet more often, find it hard to sit still for long periods of time or have further time off school due to problems related to the procedure.

Peer abuse

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 designated safeguarding lead or other nominated designated safeguarding staff immediately. Concerns and incidents are recorded through the incident report/expression of concern process used for all incidents or concerns of abuse.

Staff should be alert to the possibility that a child or young person who has harmed another may also be 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.

Peer abuse can have gender specific issues and staff are vigilant for this; it could include girls being sexually abused/touched or boys being subjected to hazing. It can

also include sexting. It is more likely that girls will be the victims and boys the perpetrators. We are especially vigilant for peer on peer abuse on school trips/residential trips.

(See separate Peer-on Peer abuse Policy, which includes reference to sexual violence and sexual harassment.)

Hazing definition

The practice of rituals, challenges and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group. Hazing is seen in different social groups, gangs, sports teams and institutions.

The initiation rites can range from relatively benign pranks to protracted patterns of behaviour that can rise to the level of abuse or criminal misconduct. It may include physical or psychological abuse. It may include nudity or sexual assault. We are aware this could look different at different ages in our school but we are always vigilant.

Sexting definition

Children under the age of 18 sending or posting sexually suggestive images

If an incident of sexting occurs the school response would be;

- Report to the Designated Safeguarding Lead.
- Interview the child with a staff member present.
- Communicate with parents.
- If there is any concern that a young person has been harmed or at risk, we will refer to MASH and inform the police.

Online Safety

The Governing Body ensures appropriate filters and appropriate monitoring systems are in place to limit children's exposure to online risks. Guidance in 'Keeping Children Safe in Education' 2018 is adhered to.

See Safe Internet usage and e-safety policy.

See safe use of social media policy.

Mobile Phones and Cameras

Staff, Volunteers and Student Teacher are permitted to have their mobile phones about their person; **however there is a clear expectation that all personal use is limited to allocated break times (when not supervising children), lunchtime (when not in the presence of children) and PPA/ none contact time (in an area isolated from children).** In all other daily school situations when pupils are on site (other than in agreed exceptional circumstances), phones must be switched off and calls and texts must not be taken or made. **Without prior agreement from a Senior**

Leader, mobile phones should not be used/ visible for any purpose while in the presence of pupils.

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

See safe use of Mobile Phone policy updated October 2018

Prevent Duty

Preventing children from risk of radicalisation is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism.

School has a duty under section 26 of the Counter Terrorism and Security Act 2015, to have due regard to the need to prevent people from being drawn into terrorism.'

All teachers and TAs have undertaken online prevent training (16.06.16) and Mr S Dickinson has undertaken 'Raising awareness of prevent' (WRAP) training. (08.06.17)

School has completed a Prevent self-assessment which has been approved by Governors and the Local Authority.

See policy for preventing radicalisation and extremism.

Child Protection Procedures

- If staff suspect that any of the above are happening over a period of time or have any concerns it is important to notify the Designated Person.
- Staff should complete an incident report/expression of concern form and pass this to the Designated Person who will decide on any appropriate action.
- Completed forms are kept in a file in a locked cabinet in the Inclusion Manager's office. If children tell a member of staff that something serious has happened the procedures outlined in **Appendix 2** must be followed.
- **Appendix 3 outlines procedures to follow for allegations against staff members.**
- **Appendix 4 – Incident Report/Expression of Concern Form.**
- **Appendix 5 – Body Map** to accompany concern form if necessary.

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

Staff are requested to take note of the DfE guidance for Safer Working Practice for Adults who work with Children and Young People and to avoid putting themselves in a position where a false allegation is difficult to disprove. Avoid situations where you are left alone with a child and out of view of other adults. Never use force to reprimand a child.

Copies of the guidance can be found in school and on the school's First Class conference.

Where a child and family would benefit from coordinated support from more than one agency (for example education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed.

The 'Early Help' assessment in school would be carried out by Mrs Lucia Taylor, Inclusion Manager.

Advice can also be found on the LSCB website – www.oldham.gov.uk/lscb

Role of Designated Lead/Deputy Lead/Headteacher

- To ensure child protection procedures are followed.
- To make appropriate, timely referrals to statutory services.
- On receipt of any concerns, check existing records to see whether the child has a CP plan/CIN plan/LAC or has had an Early Help referral.

Role of Safeguarding Governors

- To liaise with the Designated Safeguarding Lead.
- To be informed of safeguarding activity in school.

Role of Governing Body

To ensure the school has an effective policy that is compliant with LSCB guidelines.

Referrals to Children's Social Care

These will be made by the designated person when it is judged that there is sufficient evidence to make a proper referral. In cases where a child is considered to be at 'risk' a referral should be made to children's social care immediately.

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

Staff can find guidance about what are healthy, problematic or harmful behaviours using the Brook Traffic Light Model. Copies are available in school and on the Brook website. Children displaying sexually harmful behaviours must also be referred to the MASH team.

Concerns about children who already have an open case with social care, can be passed directly to the named social worker appointed to the family.

MASH (Multi Agency Safeguarding Hub) 0161 770 7777.

Online referral: <https://apps1.oldham.gov.uk/childreferral/CRWO1Referral.aspx>

Below is the link on the LSCB website for the LSCB guide on 'Making a Child Protection Referral' that staff may refer to –

https://www.oldham.gov.uk/lscb/downloads/file/15/guide_booklet

The LA assessment tool may be used as a guide to inform our own assessment of a safeguarding concern –

https://www.oldham.gov.uk/lscb/downloads/file/18thresholds_for_assessment

If school wish to challenge a decision by statutory services i.e. Children's social care we can refer to the LSCB 'Escalation policy' –

http://www.oldham.gov.uk/lscb/downloads/file/97/resolving_professional_disagreements

Recording, Storing and Sharing Information

School have an effective system for recording concerns about a child including contact with other agency professionals. Staff are actively encouraged to pass issues of concern in verbal or written form to the designated person, who will respond accordingly.

All records are kept securely, separate from the pupil's main academic file. Only the designated person/s has access to this information. All child protection information is shared on a 'need to know' basis.

The designated person is responsible for ensuring that when a child transfers to another school the child protection information is passed immediately to the designated person at the receiving school. Where the child has a child protection plan the child's social worker should be informed. Note: where a child who has a child protection plan is absent for more than two days, contact should be made with the child's social worker.

Staff should be aware that a child has the same right as an adult in relation to confidential, sensitive details about his/her personal life and circumstances.

Threats to a child's safety and welfare can set aside normal principles of confidentiality. A child's welfare is always the paramount concern.

Confidentiality and Child Protection Issues

Each child has the right to complete confidentiality and consideration at all times. School staff and governors do not have a right to be in possession of all information about a child at Limehurst. Information will be held and passed on a "need to know basis" only and will be limited to essential information also.

All staff/adults must treat these issues sensitively. The staff room is not a suitable place to discuss children and pass on information unless in an agreed formal meeting. Any person doing so could be breaching the child's rights and subject to prosecution.

All staff (teaching and non-teaching) must inform either the senior or deputy designated person as soon as possible when a Child Protection issue arises. Staff are asked to rigidly adhere to the guidelines given in this Child Protection Policy.

Arrangements are in place for sharing information within the school as is necessary.

All staff have undertaken training on GDPR (General Data Protection Regulations) in October 2018 in line with the new guidance.

Allegations Against Staff

Limehurst School follow the guidance procedures set out in part 4 Keeping Children Safe in Education when managing cases of allegations that might indicate a person would pose a risk of harm if they continue to work in regular close contact with children in their present position, or in any capacity.

Allegations against staff should be reported to the Headteacher.

Concerns or allegations about the Headteacher should be referred to the chair of Governors Mrs Shirley Buckley

Collette Morris (LADO) is our Local Authority Designated Officer if matters are not resolved.

Pastoral Care

Parents entrust their most precious possession to us - their children. Staff are in loco parentis and must carry out this duty with care, respect and diligence. This compliments our child protection procedures. Ways to achieve this are:

- a) To build positive relationships based on respect
- b) To be an example
- c) By working with each individual child, to achieve their potential
- d) To give equal value to each child taking into account S.E.N., and equal opportunity

- e) To nurture home/school partnership
- f) To reinforce and praise appropriate behaviour
- g) To deal with misbehaviour in a controlled and thoughtful way
- h) To create a safe and attractive environment in school for the children
- i) To be ready to listen to children and parents alike
- j) To develop the whole person of the child.

All children in school know (and are regularly reminded) that there is an identified adult in school that they can go to if they need to talk. This adult is their Class Teacher. However, they can speak to any adult in school who they feel they have a relationship with (this is often a Learning Support Assistant) If a child wishes to make the Class Teacher aware there is a problem, they can put a note in the 'Worry' boxes situated in all classrooms; this can be just a name for the younger children or an explanation of the problem for the older children. The Class Teacher will then follow this up at an appropriate time. Children are reminded that any issue can be discussed, not just those related to school.

Additional Needs

Children with Special Educational Needs (SEN) and/or physical disabilities may face additional challenges. They may face barriers when recognising abuse and neglect. I.e. assumption about their behaviour, mood or injury that may be linked to their disability. They may have difficulty with communication and/or difficulties in overcoming these communication barriers. Staff are aware that these children may need extra support in communicating their concern and also, not to assume anything. **See SEN Policy.**

Looked After Children (Lac)

The LAC designated person is Lucia Taylor (Inclusion Manager)

The LAC designated Governor Shirley Buckley

The named person has all information relating to the children's looked after status and child care arrangements. **See LAC policy.**

Vulnerable Groups

At Limehurst we have a small percentage of the school population who are NWB, EAL or New Arrivals. We are mindful of the different vulnerabilities regarding these groups that may not be as prevalent in the majority of the White British community our school mainly serves. As a staff, we are never complacent and are vigilant at all times.

Curriculum Links

Through our whole school ethos children are encouraged to develop care, consideration and respect for themselves and others and are effectively taught how to make a positive contribution to keeping themselves and others safe.

The school has a systematic approach to teaching the children about looking after themselves through Assembly themes and our PSHCE curriculum. We teach the children about keeping safe in different ways. This includes Internet safety, stranger danger etc. We work on other areas of safety such as sun, road, railway and water.

Attendance

School monitors pupil attendance rigorously and follows up all absences from school to ascertain the reasons why.

See Attendance policy.

Complaints

- General complaints made by parents are directed to the Head teacher.
- If they are not resolved, the parents can be directed to the Chair of Governors.
- Complaints about a member of staff will be referred to the LADO (Colette Morris)
- The procedures are clearly set out in the school's Complaints Policy. This is displayed on the school website.
- The school liaises with the Local Authority Complaints Officer (Janet Francis) when necessary.

See Schools' Complaint's policy.

This policy should be read alongside the Behaviour and Teaching & Learning policies.