

# **Stonehouse Park Infant School Safeguarding Policy and Procedures**

**January 2016**

## **Aims and Objectives**

Stonehouse Park Infant School fully recognises its responsibilities for protecting all children from abuse.

Our policy applies to all staff, governors and volunteers working in the school. There are five main elements to our policy:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with their agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.
- Establish an ongoing culture of vigilance within the school.

## **Recruitment of staff, Governors and volunteers**

Stonehouse Park Infant School follows the local safeguarding board safer recruitment policy.

The School make every effort to ensure that it recruits staff and volunteers that are suitable to work with children.

- Job adverts and information packs have clear statements outlining the school's commitment to safeguarding.
- Each interview panel will have at least one member who has undergone safe recruitment training.
- All interviews are carefully planned and structured. All posts (including volunteers) have clear job and person specifications which outline safeguarding responsibilities.
- The School and Centre only use application forms and do not accept CV's.
- A minimum of 3 references are obtained for all short listed candidates before interview whenever possible and these requests require a specific comment on safeguarding. Efforts are made to ensure that the references are from verifiable and reliable sources.
- All selection processes involve face-to-face interview and where possible another tool such as role play, presentation or teaching.
- Short listed candidates are required to bring identification and qualification documents to the interview.

- Interviews are carefully designed to explore candidate's motivations, attitudes and behaviour as well as skills and experience.
- Offers of employment are always made conditional on verification of documentation and references and on future performance.

Before staff begin work at the School and Centre, the following checks are carried out.

- Identity information
- Address
- Qualifications
- References
- Medical checks
- CRB and list 99 checks
- Right to work in the UK
- Further overseas checks as appropriate

The school keep this information on a **Central Register**.

All staff are required to sign the 'Code of Conduct' (see appendix 1) before they begin work.

Staffs receive initial induction training in child protection and safeguarding. Training is updated regularly (usually every two years) and a **Central Training Record** is kept of all child protection training. The designated Child Protection Officer (see below) undergoes Level 3 safeguarding training every two years.

The School remain vigilant at all times and ensure that the precepts of the Code of Conduct are fulfilled. Staff are regularly reminded of their duties regarding safeguarding.

Staff are CRB checked every 3 years. If the CRB check identifies any issues with a new or existing member of staff the following procedure will be followed immediately:

1. Detailed information of the offence or issue will be obtained from CRB.
2. The issue will be discussed with the staff member or candidate.
3. The designated Child Protection Officer will consult with nominated Governor and the Chair of Governors (if this is a different person) and a decision made based on the evidence.
4. The staff member will be informed of the decision. This may mean disciplinary action is initiated depending on the seriousness of the issue raised.

## **Governors, Students and Volunteers**

All Governors and volunteers undergo the following checks.

- Identity information
- Address
- CRB and list 99 checks

Students are required to provide this information

The School keep information on a **Central Register**. Governors and volunteers induction contains advice and guidance on safeguarding. Governors, students and volunteers are required to sign the 'Code of Conduct' and are given a copy of the safeguarding information sheet.

Governors and volunteers are made aware that they would not normally be required to carry out work with children unsupervised.

Governors and regular volunteers are CRB checked every 3 years. If a CRB check identifies any issues of concern the School and Centre will follow the same procedure as with staff members as above.

## Supporting children to stay safe

The School promote a positive, supportive and secure environment which give pupils a sense of being valued and give children the opportunity to fulfil their potential.

Safeguarding forms an overt part of the school and centre curriculum. Children are made aware of the dangers within the environment and how to avoid putting themselves in unsafe situations and to stay safe from abuse. We aim to encourage children to be self confident, self reliant and develop resilience. This is done through the following:

- Assemblies
- PSHE and SEAL lessons
- R.E. lessons
- Science lessons
- Circle times

It is also referred to in other areas of the curriculum as is appropriate.

Children are also given formal and informal opportunities to talk about issues and problems that affect them through the following:

- Class discussion
- Circle time
- School council meetings
- One to one mentoring discussions

The School are careful to ensure that issues of safeguarding are discussed openly and calmly without engendering an atmosphere of fear and mistrust.

The School **Behaviour Policy** and **Anti-bullying Policy** are both aimed at supporting and protecting vulnerable pupils in the school and ensure that all children understand that some behaviours are unacceptable.

## Identifying abuse

Children who need protection fall into one of four categories, defined in *Working Together to Safeguard Children* (March 2010) but a single child may suffer more than one type of abuse.

### 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. It is now a criminal offence if a child is assaulted and it leaves a mark or causes mental cruelty.

## **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 include not giving the child opportunities to express their views, deliberately silencing them or "making fun" of what they say or how they communicate.

## **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 penetrative (eg rape, buggery or oral sex) or non-penetrative acts such as masturbation, 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, encouraging children to behave in sexually inappropriate ways, or grooming child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also 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 or 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.

## **Reporting Procedure**

The School follow the procedures set out by the Local Safeguarding Children Board and take account of guidance issued by the Department for Education.

The designated child protection officer is the **Head teacher, Mrs Rachel Edwards**.

The nominated Governor responsible for child protection is **Mrs Erika Tyror-Taylor**

All staff, Governors and Volunteers are made aware of these roles through induction or the safeguarding information sheet.

If a child makes a disclosure of abuse you should:

- Be prepared to listen and comfort
- Do not show revulsion or distress however distasteful the events are
- Stay calm and controlled
- Don't make false promises i.e. that you will keep the abuse a secret or that the police will not be involved
- Let the child know at once that it was not his/her fault and keep restating this

- Be aware of your own feelings about abuse and find someone you can share those feelings with once the procedures have been completed
- Reassure the child that you still care for them and that what they have said does not make you care for them less
- Reassure the child that they were right to tell, even though the abuse may have happened a long time ago
- As soon as possible write a first hand account of what was said and done
- Follow internal and interagency procedures

If a member of staff, Governor, volunteer or visitor is concerned over a possible issue of abuse to any child they should discuss this immediately with the designated person for child protection.

The designated person for child protection may ask the member of staff, volunteer or visitor to record the issue or disclosure on a concern sheet.

The designated person for child protection may decide to:

1. Take no immediate action, but monitor the child's well-being.
2. Discuss the matter with other professionals concerned
3. Discuss the matter with parents
4. Consult with duty social worker
5. Record the incident confidentially for future reference

Incidents will only be discussed with parents if to do so would not place the child at risk.

All confidential records will be kept in a locked cabinet accessed only by the child protection officer. All concerns are logged on a Child Protection Proforma.

Confidential records will be shared with staff on a need to know basis. It is the responsibility of the designated child protection officer to ensure that all staff dealing with the child have sufficient information in order to safeguard that child.

Child protection records will be kept until the child leaves the school and centre and will be passed on to the next school/ setting.

If a child is subject to a child protection plan the designated child protection officer will ensure that a school and centre representative attends all relevant meetings and co-operates fully with other agencies. The designated child protection officer will also ensure that if that child leaves the school their information is transferred to the new school immediately and the child's social worker is informed.

## **Supporting the abused child**

The School work in partnership with a range of agencies to support children that have been abused. These include social services, Child and Adolescent Mental Health Service, education welfare service and educational psychology service.

What to expect from a child who has been abused.

- A child may experience a range of reactions to abuse, including some or all of the following
- A feeling of shame or guilt. "It must have been my fault" "I'm bad"
- A feeling that he/she is dirty – spoilt-degraded
- Embarrassment "I'm sure everyone knows"

- A desire to continually talk about the abuse and to gain reassurance
- Dislike of being touched and touching others
- Loss of confidence
- Trouble sleeping, nightmares
- Hatred of self and of his/her body
- Destructive behaviour
- Inability to complete school work
- Inability to relate to other children or adults
- Many of the behaviours indicated signs of abuse are an attempt by the child to express feelings that he/she cannot express in words and are a response/reaction to the abuse
- Difficulties may continue for a long time after the abuse and the child may need specialist support

### **Allegations against a member of staff, Governor or volunteer**

The School follows the procedures set out by the Local Safeguarding Children Board and take account of guidance issued by the Department for Education.

If an allegation is made against a member of staff, Governor or volunteer this should be immediately reported to the Headteacher. If the Headteacher feels there is enough evidence he will then report the incident to the Local Authority Designated Officer for Allegations (LADO).

In the case of an allegation against the Headteacher, this should be reported to the Chair of Governors. If the Chair of Governors feels there is enough evidence she/he will then report the incident to the Local Authority Designated Officer for Allegations (LADO).

**This policy will be reviewed annually.**

**APPENDIX 1**

**The Park Infant School & Children's Centre Safeguarding Log**

<b>Child's Name:</b>	<b>Class:</b>	<b>Date:</b>	
<b>Factual Account of Observations, Conversation, Concern:</b>			
<b>Action:</b>			
<b>Completed By:</b>	<b>Teacher:</b>	<b>T.A:</b>	<b>Headteacher:</b>

APPENDIX 2

**The Park Infant School and  
Children's Centre**

**Code of Conduct for all Staff, Students &  
Volunteers**

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**Introduction**

This document provides a guide for adults working our School and Centre (including staff, governors, volunteers and visitors) about acceptable and desirable conduct to **safeguard** both adults and pupils. It refers to and complements other policies and guidance in our school, including the School and Centre Safeguarding Policy, the Behaviour Policy and Anti-Bullying Policy.

Always remember that while you are caring for other people's children, you are in a position of **trust** and your responsibilities to them and the organisation must be uppermost in your mind at all times. The child's welfare is paramount (Children Act 1989).

**Do not:**

- Do not discriminate favourably or unfavourably towards any child.
- Use any kind of physical punishment.
- Smoke in front of any child.
- Use non-prescribed drugs or be under the influence of alcohol.
- Behave in a way that may frighten or demean any child.
- Use any racist, sexist, discriminatory or offensive language.
- Invite a child to your home or arrange to see them outside the set activity times.
- Engage in any sexual activity (this would include using sexualised language) with a child you meet through your duties or start a personal relationship with them – this would be **an abuse of trust**.
- Engage in rough or physical games – including horseplay.
- Let allegations made by a child go unchallenged, unrecorded or not acted upon.
- Rely upon *good nature* to protect you or believe "it could never happen to me." (never put yourself in a position that could be misinterpreted)
- Give children presents or personal items (unless an item given in your professional capacity, e.g. the custom of giving an end of year present)
- Discuss information or issues regarding a child with anyone outside school except the child's parents or guardians
- Post any information in regards to school or pictures of children on any internet site
- Use a mobile phone to transfer pictures of children.

**Do:**

- Be familiar with and work in accordance with the School and Centre's policies on: Safeguarding, Behaviour & Health & Safety.
- Provide a good example and a positive role model to pupils.
- Ensure that your relationship with pupils remains on a professional footing.
- Behave in a mature, respectful, safe, fair and considered manner.
- Exercise caution about being alone with a child. In situations where this is unavoidable, ensure another colleague or volunteer knows what you are doing and where you are.
- Ensure that any physical contact is open and initiated by the child's needs, e.g. for a hug when upset or help with toileting. Always prompt children to carry out personal care themselves and if they cannot manage, ask if they would like help.
- Talk to children about their right to be kept safe from harm.
- Listen to children (be approachable) and take every opportunity to raise their self-esteem.
- Work as a team with your colleagues / volunteers. Agree with them what behaviour you expect from children and be **consistent** in enforcing it.
- Remember that if you have to speak to a child about their behaviour, you are challenging 'what they did', not 'who they are' (*label the act, not the child*).
- Make sure you are up to date with identifying child protection issues and report any concerns to the designated member of staff for safeguarding children.
- Be clear with anyone disclosing any matter that could concern the safety and well being of a child that you cannot guarantee to keep this information to yourself.
- Where possible, encourage parents to take responsibility for their own children.
- Be friendly but NOT 'a friend'.
- Offer alternative changing arrangements and respect a child's privacy (especially those over the age of 8 years old)

**I agree to abide by this code of conduct when I work inside The Park Infant School and Children's Centre.**

**Name:** \_\_\_\_\_

**Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_