



Osmaston Primary School

Safeguarding Policy

1 School vision statement

At Osmaston Primary School pupils are supported and nurtured in order to develop their aspirations for their future as learners and as positive contributors to society. We expect every pupil to put learning first, work hard and be nice to themselves and others in order to achieve the highest academic standards. We offer a safe and enjoyable learning environment where excellence is promoted.

2 Scope of this policy

This policy sets out how the school discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school. Our policy applies to all staff, paid and unpaid, working in the school, including governors, teaching assistants, mid-day supervisors and administrative staff. The policy also applies to all activities that are undertaken on the premises involving children, even if not provided by school staff (for example if the school hall is rented out to a third-party company to provide entertainment for children). Concerned parents/carers may also contact the school. This policy incorporates all elements of child protection.

3 Aims and Objectives

To outline how the school will

- Promote a positive school ethos where children can learn, feel secure and be safe.
- Prevent unsuitable people working with children and young people.
- Promote safe practice and challenge poor and unsafe practice.
- Identify instances in which there are grounds for concern about a child's welfare, and initiate or take appropriate action to keep them safe.
- Contribute to effective partnership working between parents and all those involved with providing services for children and young people.

There are four main elements to our policy:

PREVENTION through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos

PROCEDURES for identifying and reporting cases, or suspected cases, of abuse. The definitions of the four categories of abuse are attached (see Appendix A)

SUPPORTING VULNERABLE CHILDREN those who may have been abused or witnessed violence towards others.

PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN

4 Prevention

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.

The school will therefore:

- establish and maintain an environment where children feel safe in both the real and the virtual world and are encouraged to talk and are listened to.

- ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate.
- include in the curriculum activities and opportunities which equip children with the skills they need to stay safer from abuse both in the real and the virtual world and information about who to turn to for help.
- include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills.
- assist our young people to become more resilient to the messages of violent extremists through creating an environment where all young people learn to understand others, value and appreciate diversity and develop skills to be able to debate and analyse effectively. Through the balanced curriculum we offer we will help young people learn and explore the values of different faiths and cultures. We are committed to working with the local partnerships working on preventing violent extremism. Staff will be supported should they make any disclosures in this regard.

Further information in regards to the governments Prevent Strategy can be found at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

5 Procedures

We will follow the procedures set out in the Derby and Derbyshire Local Safeguarding Children Board Procedures. A copy of these procedures can be found on the School Information Portal and also the LSCB website www.derbyscb.org.uk

The Designated Safeguarding Lead for the school is **Liz Hutchinson** (Family Support Manager) In addition there are other fully trained staff available to support if she is not available (see below).

The following members of staff have also received the Designated Person training: **Wendy Baxter** (Interim head teacher and senior responsible officer for safeguarding), **Vickie Rock** (Deputy head teacher) and **Rachel Tunney** (asst head teacher – pastoral).

The nominated governor for Safeguarding and Child Protection is **Fr Leonard Young**

The school will:

- ensure there is a designated senior person who has lead responsibility for child protection in the school and has undertaken relevant child protection training which is regularly updated. Advice will be sought from the LSCB in regards to this training.
- ensure that this training is updated at least every two years in accordance with government guidance or best practice throughout the Local Authority.
- recognise the importance of the role of the designated person and ensure they have the time, training and support necessary to undertake their duties which for example include, providing advice and support to staff, taking part in inter-agency meetings and contributing to the assessment of children in need.

- ensure every member of staff, paid and unpaid, and the governing body knows who the designated members of staff are and the procedures for passing on concerns from the point of induction. Named officers are displayed in school.
- ensure every member of staff, paid and unpaid, and the governing body knows what the contingency arrangements are for when the designated members of staff are not available.
- ensure that the designated members of staff take advice from a child protection specialist when managing complex cases from the local Social Care Team.
- have a nominated governor from the school governing body for safeguarding and child protection who has undertaken appropriate training
- ensure every member of staff and every governor knows:
 - the name of the Designated Safeguarding Lead and any other designated person/s and their role.
 - how to identify the signs of abuse and neglect.
 - how to pass on and record concerns about a pupil.
 - that they have an individual responsibility to be alert to the signs and indicators of abuse and for referring child protection concerns to the Designated Person/s.
 - that they have a responsibility to provide a safe environment in which children can learn.
 - where to find the Core Inter – Agency Procedures on the LSCB website.
- provide Child Protection training for **all** staff from the point of their induction which is updated regularly, every two years at a minimum, so that they are confident about:
 - the school’s legislative responsibility
 - their personal responsibility
 - the school’s policies and procedures
 - the need to be alert to the signs and indicators of possible abuse, including possible child sexual exploitation and female genital mutilation
 - the need to record concerns
 - how to support and respond to a child who tells of abuse
- ensure that all staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed complaints policies.
- ensure that every member of staff, governor and volunteer is directed to read Part 1 of the “Keeping Children Safe in Education” statutory guidance document as updated upon induction. A copy of the document is available at <https://www.gov.uk/government/publications/keeping-children-safe-in-education>
- ensure that parents are informed of the responsibility placed on the school and staff in relation to child protection by setting out these duties in the school website
- ensure that this policy is available publicly either via the school website <https://www.osmastonprimaryschool.derby.co.uk> and by any other appropriate means.
- ensure that pupils’ attendance is monitored regularly with the aim that no child is absent without authorisation, and where the reason for a child’s absence is not known ensure that this is followed up immediately. In particular where a child is absent due to an extended holiday, or does not return following an extended

holiday this be followed up immediately and rigorously. Any concerns in this regard must be reported immediately to the Designated Safeguarding Lead.

Liaison with Other Agencies

The school will:

- work to develop effective links with relevant services to promote the safety and welfare of all pupils
- co-operate pro-actively as required, in line with Working Together to Safeguard Children, 2013, with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups
- notify the relevant Social Care Unit immediately if:
 - it should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently);
 - there is an unexplained absence of a pupil who is subject to a Child Protection Plan
 - there is any change in circumstances to a pupil who is subject to a Child Protection Plan

Record Keeping

The school will:

- keep clear, detailed, accurate, records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately
- ensure all records are kept securely and separately from the main pupil file.
- ensure all relevant child protection records are sent to the receiving school or academy or establishment when a pupil moves schools in accordance with the Education Child Protection Record Keeping Guidance.

Confidentiality and information sharing

Child protection information will be stored and handled in line with the General Data Protection Regulation (GDPR). The GDPR does not prevent staff from sharing information with relevant agencies, where that information may help to protect a child.

Child protection records are normally exempt from the disclosure provisions of the GDPR, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parents to see child protection requests, they will refer the request to the Designated Safeguarding Lead or head teacher.

The school will:

- ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from a senior manager or Social Care as required. Information sharing: Guidance for practitioners and managers is available from <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

- ensure that the head teacher or Designated Safeguarding Lead will only disclose any information about a pupil to other members of staff on a 'need to know' basis, including domestic violence notifications
- make all staff aware that they have a professional responsibility to share information with other agencies in order to safeguard children
- ensure staff are clear with children that they cannot promise to keep secrets.

Communication with Parents/Carers

The school will:

- ensure that parents/carers are informed of the responsibility placed on the school and staff in relation to child protection.
- undertake appropriate discussion with parents/carers prior to involvement of another agency unless the circumstances preclude this action. If the school believes that notifying parents could increase the risk to the child or exacerbate the situation, advice will be sought from Social Care. *(Further guidance on this can be found in the Core Inter-agency Procedures of the Local Safeguarding Children Board)*

6 Supporting Vulnerable Children

We recognise that abuse or witnessing violence may have an adverse impact on those children which may last into adulthood without appropriate intervention and support. This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at the school their behaviour may be challenging and defiant or they may become withdrawn. We recognise that some vulnerable children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention. We recognise that, statistically, children with emotional and behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse.

The school will support the pupil through:

- Curricular opportunities to encourage self-esteem and self-motivation
- An ethos that actively promotes a positive, supportive and safe environment and values the whole community
- The school's behaviour policy will support vulnerable pupils in the academy. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self worth. The school will ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred
- Liaison with other agencies which support the pupil such as Social Care, Child and Adolescent Mental Health Services (CAMHS).
- A commitment to develop productive and supportive relationships with parents/carers
- Recognition that children living in a home environment where there is domestic abuse, drug or alcohol abuse or mental health issues are vulnerable and in need of support and protection; they may also be young carers

- Monitoring and supporting pupil's welfare, keeping records and notifying Social Care in accordance with the Local Safeguarding Children Board "Core Inter - Agency Procedures"

When a pupil who is subject to a child protection plan leaves, information will be transferred to the new school immediately. The relevant contact with social care and any other relevant agencies will also be informed

When a child is missing from education, the academy will immediately notify the relevant contact within the Social Care Team/Education Welfare Officer and follow any local procedure's accordingly if a child is subject to a Child Protection Plan or there have been ongoing concerns.

Substance Misuse and Child Protection

The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in itself to initiate child protection proceedings but the school will consider such action in the following situations:

When there is evidence or reasonable cause:

- to believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse
- to believe the pupil's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults
- where the misuse is suspected of being linked to parent/carer substance misuse.

Misuse of drugs and/or alcohol is strongly associated with significant harm to children, especially when combined with other features such as domestic violence. When the school receives information about drug and alcohol abuse by a child's parents/carers they will follow appropriate procedures. This is particularly important if the following factors are present:

- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children
- Children exposed to unsuitable caregivers or visitors, e.g. customers or dealers
- The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour
- Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance
- Disturbed moods as a result of withdrawal symptoms or dependency
- Unsafe storage of drugs and/or alcohol or injecting equipment
- Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child

Domestic Abuse

Where there is domestic abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships.

The head teacher should be notified of domestic abuse incidents where the police have been called and that involve children and young people on their roll and will take appropriate action to ensure children and young people are kept.

Female genital mutilation includes procedures that intentionally alter or injure the female genital organs for non-medical reasons. It is a surprisingly common form of abuse in the UK.

FGM is carried out on children between the ages of 0–15, depending on the community in which they live. It is extremely harmful and has short and long term effects on physical and psychological health.

FGM is internationally recognised as a violation of the human rights of girls and women, and is illegal in most countries, including the UK.

The school takes these concerns seriously and staff will be made aware of the possible signs and indicators that may alert them to the possibility of FGM. Any indication that FGM is a risk, is imminent, or has already taken place will be dealt with under the child protection procedures outlined in this policy. Particular regard should be given to a child who has returned from an extended holiday, and this should always be followed up and any concerns reported to the Designated Safeguarding Lead.

The Designated Safeguarding Lead will make appropriate and timely referrals to Social Care if FGM is suspected. In these cases, parents will not be informed before seeking advice. The case will still be referred to Social Care even if it is against the pupil's wishes.

Child Sexual Exploitation (CSE)

Child Sexual Exploitation involves exploitative situations, contexts and relationships where young people receive something (for example food, drugs, alcohol, gifts or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many different forms from the seemingly 'consensual' relationship to serious organized crime involving gangs and groups.

Exploitation is marked out by an imbalance of power in the relationship and involves varying degrees of coercion, intimidation and sexual bullying including cyberbullying and grooming. It is important to recognize that some young people who are being sexually exploited do not show any external signs of this abuse and may not recognize it as abuse.

Young people who go missing can be at increased risk of sexual exploitation and so procedures are in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.

The school will refer to the Keeping Children Safe in Education Document and seek advice from the Social Care Team and/or the LSCB if there is a concern that a young person may be at risk.

Forced Marriage

A forced marriage is a marriage without the consent of both parties and where pressure or threats are a factor. This is very different to an arranged marriage, which both people will have agreed to. It is a criminal offence to force someone to marry.

Signs of concern could include truancy/absence/ from school/punctuality concerns, low motivation, self-harm, depression, isolation, attempted suicide, eating disorders, other family members forced to marry or reported missing, family disputes, domestic violence and substance abuse.

7 Preventing Unsuitable People from Working with Children

The school will operate safer recruitment practices including ensuring appropriate DBS and reference checks on employees, volunteers and governors are undertaken according to the government guidance 'Keeping Children Safe in Education' (2014).

The following members of staff have undertaken Safer Recruitment training: *Wendy Baxter, Suzie Simpson, Vickie Rock, Katy Popple and Rachel Tunney*. Safer Recruitment training will only be carried out by a DfE accredited trainer or from a suitably qualified and experienced practitioner.

Any allegation of abuse made against a member of staff will be reported straight away to the head teacher. In cases where the head teacher is the subject of an allegation, it will be reported to the Chair of Governors. (See Allegations flowchart Appendix C.) The school will follow the procedures set out in Part four of Keeping Children Safe in Education and will seek specialist HR advice where any such matter is under consideration.

The school will consult with the Local Authority Named Senior Officer in the event of an allegation being made against a member of staff and adhere to the relevant procedures set out in Keeping Children Safe in Education and always seek guidance from the Professional Services HR Department.

The Designated Safeguarding Lead and/or the head teacher will liaise with the Local Authority Designated Officer (LADO) ensuring that all allegations are, wherever possible, reported to the LADO within one working day. Following consultation with the LADO, the Named Senior Officer will advise on all further action to be taken. Please note that the Head Teacher or Chair of Governors should **not** seek to interview the child/ren or members of staff involved until advice has been sought. Doing so may compromise any police interviews that may be necessary.

The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded efficiently and that notification of any concerns is made to the relevant authorities and professional bodies (including statutory referrals where required) and included in references where applicable.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected in these types of cases. Where suspension is being contemplated specialist HR advice will be sought.

Consideration must be given to the needs of the child and a recognition that a child may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is, however, rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

The school will ensure that all staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers as advised within the Code of Conduct. As part of the Induction process, all staff will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable.

All staff will sign to confirm that they have read a copy of the Code of Conduct and Part 1 of the Keeping Children Safe in Education.

The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Trust).

The school will ensure that communication between pupils and adults, by whatever method, are transparent and take place within clear and explicit professional boundaries and are open to scrutiny.

8 Children with Special Educational Needs

Some pupils at Osmaston Primary School have Statements of Education Health Care Plans and multi-agency planning and involvement to support integrated care.

We recognise that, statistically, children with emotional and behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse.

The school has pupils with emotional and behavioural difficulties and/or challenging behaviours. The school will support staff to decide appropriate strategies that will reduce anxiety for the individual child and raise self-esteem as part of an overall behaviour support plan agreed with parents/carers.

As part of the PSHE curriculum staff will teach children personal safety skills commensurate with their ability and needs. Children will be taught personal safety skills such as telling and who to tell, good and bad touches and good and bad secrets. The content of lessons will be shared with parents/carers so that these skills can be supported at home.

The school has pupils who may have communication difficulties and we are aware that they are vulnerable to abuse because they are unable to express themselves to others. Instead such children will often exhibit changes in behaviours or signs and indicators of abuse recognised by staff with a good knowledge of the child.

Where necessary, the school will provide additional training to staff in the use of Makaton, PECS or other communication systems. Supervision by senior managers will be vigilant to create a protective ethos around the child.

We promote high standards of practice, including ensuring that disabled children know how to raise concerns, and have access to a range of adults with whom they can communicate.

9 Governing Body Child Protection Responsibilities

The local governing body fully recognises its responsibilities with regard to child protection and safeguarding and promoting the welfare of children.

It will:

- appoint a governor for safeguarding and child protection who will monitor the school's compliance with statutory requirements and practice and champion child protection issues
- ensure an annual report is made to the full governing body, and copied to the Education Child Protection Service. Any weaknesses will be rectified without delay
- ensure that the effectiveness of this Safeguarding policy is annually reviewed and any updates provided by the LSCB are implemented immediately. It will be made available on the school website.

Before and After School Activities (on or off school site)

Where services or activities are provided separately by another body, either on or off school site, the governing body will confirm that the school's leadership team have sought assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

Appendix A

Four categories of 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.

Neglect - 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.

It may occur during pregnancy as a result of maternal substance misuse.

It may involve the neglect of or lack of responsiveness to a child's basic emotional needs.

It also includes parents or carers 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

Emotional Abuse - Is the persistent emotional maltreatment so as to cause severe and adverse effects on a child's emotional development.

It may involve conveying to a child that they are:

- Worthless
- Unloved
- Inadequate
- Valued only insofar as they meet another persons needs

It may include:

- not giving the child opportunities to express their views
- deliberately silencing them
- 'making fun' of what they say or how they communicate

It may also feature age or developmentally inappropriate expectations being imposed on children including:

- interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning
- preventing participation in normal social interaction

It may involve:

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger
- The exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment although it may occur alone

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.

This may involve:

- physical contact including assault by penetration (e.g. rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities involving:
 - children in looking at, or in the production of, sexual images,
 - children in watching sexual activities
 - or encouraging children to behave in sexually inappropriate ways
 - grooming a 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.

Appendix B

Useful Contacts

Local Authority Designated Officer Tel: 01332 642376

First Contact Team Tel: 01332 641172

Out of hours Tel: 01332 786968

Channel /Prevent (radicalisation/extremism): 01332 293111 or Police Prevent Team 101

Female Genital Mutilation (FGM): Police 101

Local Safeguarding Children Board – Safeguarding Inter-Agency Procedures
<https://www.derbyscb.org.uk/>

Useful Links

NSPCC help@nspcc.org.uk

Links to Education Acts and Policy

Working Together to Safeguard Children (2015)
<https://www.gov.uk/government/publications/working-together-to-safeguard-children-2>

Keeping Children Safe in Education (Sept 2016)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

What To do If You Are Worried A Child Is Being Abused (2015)

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused-2>

Information Sharing (2015)

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

Prevent Duty (2015)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

Children and Families Act (2014)

http://www.legislation.gov.uk/ukpga/2014/6/pdfs/ukpga_20140006_en.pdf

Managing an Allegation Against a Member of Staff in your Establishment Appendix C

