

Angram Bank Primary School



Child Protection Policy

Responsibility	Governors & SLT
Date of last review:	Autumn 2020
Date of next review:	Autumn 2021

ANGRAM BANK PRIMARY SCHOOL

CHILD PROTECTION POLICY

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1. CHILD PROTECTION POLICY

Angram Bank Primary school fully recognises its responsibilities for child protection and safeguarding of pupils.

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

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of children protection issues and equipping children with the skills needed to keep them safe, including staying safe online, through the curriculum and a programme of assemblies linked to our Core Values.
- Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with their child protection plan.
- Establishing a safe environment in which children can learn and develop. This includes ensuring that

In the 1989 Children's Act, abuse is defined as "a child or young person suffering, or likely to suffer, 'significant harm' where 'harm' means ill treatment or the impairment of health and development. Inherent in situations of abuse is the misuse of power and the exploitation of innocence or vulnerability".

Working Together to Safeguard Children 2018 states that: "Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or more rarely by a stranger (eg via the internet). They may be abused by an adult or adults, or another child or children."

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 children feel secure, are encouraged to talk, and are listened to.
- Ensure that children know that there are adults in the school whom they can approach if they are worried.

- Include opportunities in the Personal, Social and Health Education (PSHE)/Social and Emotional Aspects of Learning (SEALs) curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- Maintain the safety and welfare of pupils as the highest priority.

We follow procedures set out by the local Safeguarding Children Board

([https://www.safeguardingsheffieldchildren.org.uk/welcome/Schools-other-education-settings/Schools Education-Settings-Policies-Procedures.html](https://www.safeguardingsheffieldchildren.org.uk/welcome/Schools-other-education-settings/Schools-Education-Settings-Policies-Procedures.html)) and take account of guidance issued by the DfE (*Working Together to Safeguard Children 2018*, *What to do if you're Worried a Child is Being Abused 2015*, *Guidance for Safer Working Practice for Adults who Work with Children and Young People 2009*, *Safeguarding Children and Safety Recruitment in Education 2007*, *Keeping Children Safe in Education 2020* and *Disqualification Under the Childcare Act 2006*) to:

- Ensure we have a senior Designated Safeguarding Lead (DSL) along with a deputy who has received appropriate training and support for this role.

Andrea Carr	Headteacher
Sandra Hope	Assistant Headteacher
Zoe Heath	Assistant Headteacher & SENCo

- Ensure we have a nominated governor responsible for child protection

Susan Crookes	Chair of Governors
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- Ensure every member of staff (including temporary, supply staff and volunteers) and the governing body know the names of the designated safeguarding staff.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and referring any concerns to the designated staff, through a robust programme of induction and regular safeguarding updates. Safeguarding in school is everyone's responsibility.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus and website.

- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters including attendance at Child Protection Conferences and other relevant meetings.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Maintain records of all child protection telephone conversations and face to face meetings.
- Ensure all records are kept securely; separate from the main pupil file, and in a locked location.
- Ensure safe recruitment practices are always followed, including carrying out a 'Prohibited List Check' for teaching staff and 'Disqualification from Childcare' procedures for all staff who work with children under 8 years.

We recognise that children who are abused or who witness violence may find it difficult to develop a sense of worth. They may feel helplessness, humiliation and some sense of blame. School may be the only stable, secure and predictable element in the lives of the children at risk. When at school, their behaviour may be challenging and defiant, or they may be withdrawn. School will endeavour to support pupil through:

- The content of the Curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as social services, Child and Adolescent Mental Health Service, education welfare service and educational psychology service.
- Ensuring that, when a pupil with a Child Protection Plan leaves, their information is transferred to the new school immediately and the child's social worker is informed.

Where staff have concerns about a child, they:

- Complete a Note of Concern, available in the staff room and offices.
- Pass this on to the DSL or DSD.
- Add details of the concern to the Every Child Matters (ECM) checklist.
- Pass on details of the concern to the Key Stage representative to be discussed at the next ECM meeting.

Dealing with allegations of abuse against staff and other adults

Section 4 of the guidance Keeping Children Safe in Education (DfE 2020) refers to “...managing cases of allegations that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity. It should be used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) in a school or college that provides education for children under 18 years of age has:

- Behaved in a way which that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.

All schools must have procedures for dealing with allegations against staff and other adults in school. Procedures at Angram Bank are as follows:

- If a member of staff is involved in an alleged incident of abuse this must be reported immediately to the Headteacher. The Headteacher will then report this to the Local Authority Designated Officer who will provide advice, agree a course of action and monitor the case.
- If the Headteacher is alleged to be involved in an incident of abuse, it is the role of the DSL to inform the Local Authority Designated Officer and the Chair of Governors.
- If the DSL is involved in any alleged incident, then the Headteacher will investigate and the Designated Safeguarding Deputy will assume responsibility.

Every Child Matters

Stringent measures are in place throughout school to ensure that no child's needs are overlooked. Every Child Matters checklists are completed for every child in school, on an on-going basis. Concerns and positive factors are recorded, and checklists are stored securely on the

school network. The key stage representative then raises concerns at termly ECM multi-professional meetings, where support needs are identified and allocated to professionals.

The child protection team in school meet regularly to review ECM meeting minutes and progress that has been made in each case. Once sufficient progress has been made, and the concern has been addressed, the child is then removed from the ECM meeting agenda. However, they will continue to be monitored by the class teacher.

If concerns continue, or there is an escalation in the child's circumstances, formal Child Protection procedures may be required.

E-Safety

The school has a responsibility to educate children with regards to e-safety. Children are taught to stay safe when online through the e-safety curriculum and in the internet safety week. This includes the procedures that should be followed should they believe they have accessed inappropriate content, been a victim of cyber bullying or are worried about their safety. E-Safety concerns are reported and dealt with through school-wide safeguarding procedures, including referring to children's social care where necessary.

The Prevent Duty

From 1st July 2015, all schools are subject to 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". This is the Prevent Duty, and it covers all kinds of extremism. The Prevent Duty does not stop students from debating controversial issues, or require staff to carry out unnecessary intrusion into family life; however staff should always be alert to changes in students' behaviour which could indicate that they may be in need of help or protection. Staff should be alert to factors that make a student vulnerable, and school must make a referral to Children's Social Care if they believe or suspect that a child is suffering, or is likely to suffer, Significant Harm, including possible exposure to radicalisation and extremist views.

This Child Protection Policy incorporates the guidance, policies and practices issued by the Sheffield Safeguarding Children's Board (SSCB) (www.safeguardingsheffieldchildren.org.uk), and should be read in conjunction with the following school policies:

- Anti-Bullying Policy
- Behaviour Policy
- E-Safety Policy

2. NOTE OF CONCERN PROFORMA

Note of Concern

Please complete the following where you have a concern regarding a child, and pass to Andrea Carr or Sandra Hope. Concerns may include: something a child has said, something written, something you have witnessed, deterioration in presentation.

Name of Child: _____
Class: _____
Date: _____
Time: _____

Brief factual details of concern (use exact words). Statements made to you and attach any relevant written work/documentation).

Signed: _____
Received by: _____
Date & Time: _____

3. DEFINITIONS OF ABUSE

Working Together to Safeguard Children (DfE 2018)

General Definition

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger (eg via the internet). They may be abused by an adult or adults, or another child or children.

Physical Abuse

A form of abuse which 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

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); or
- Ensure access to appropriate medical care or treatment.

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

Emotional Abuse

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 a child 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 a 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 cyber bullying), 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

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 (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also 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 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.

Identifying cases of female genital mutilation (FGM) and Forced Marriage

- Any indications that Female Genital Mutilation (FGM) or Forced Marriage are imminent, or have already taken place, will be dealt with under the child protection procedures outlined in this policy.
- In support of this provision, we will do everything that we can to ensure that:
- Our school is an 'open environment', where students feel able to discuss issues that they may be facing;
- The Designated Safeguarding Leads are aware of the issues surrounding FGM and Forced Marriage;
- Advice and signposting is available for accessing additional help, e.g. the NSPCC's helpline, Child line services, Forced Marriage Unit
- Awareness raising about FGM is incorporated in the school's safeguarding training.

If there is a disclosure of abuse of this kind, or staff are concerned for any other reason, they are advised: to alert the Designated Safeguarding Lead to their concerns. This member of staff will then refer concerns to children's social care, who will inform the police if they need assistance. If a pupil has disclosed that they are at risk in this way, the case will still be referred to social care even if it is against the pupil's wishes not to consult or discuss with the pupil's parents or family, or others within the community.

4. RECOGNISING ABUSE

Every child is unique and it is difficult to predict how their behaviour will change as a result of their experience of abuse. There are some behaviours that are commonly seen in children who are abused but they may only give an indication and not confirmation.

- Unexplained or suspicious injuries such as bruising, bites or burns, particularly if situation on a part of the body not normally prone to such injuries.
- The child says that he or she is being abused, or another person says they believe (or know) that abuse is occurring.
- The child has an injury for which the explanation seems inconsistent or which has not been adequately treated.
- The child's behaviour changes, either over time or quite suddenly, and he or she becomes quiet and withdrawn, or alternatively becomes aggressive.
- Refusal to remove clothing for normal activities or keeping covered up in warm weather.
- The child appears not to trust particular adults, a parent or coach with whom she or he would be expected to have, or once had, a close relationship.
- An inability to make close friends.
- Inappropriate sexual awareness or behaviour for the child's age.

It is important to recognise that indicators alone cannot confirm whether a child is being abused. Every child needs to be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons.

The important message is that if it makes you feel unsure, or worried, do something about it, don't keep it to yourself.

5. SAFEGUARDING PROCEDURES

Robust measures are in place to ensure that Angram Bank Primary School is a safe place to learn and work. Site safety and welfare of pupils are always of paramount importance.

Security measures include:

- All staff, volunteers and agency staff are subject to enhanced DBS checks
- Safer recruitment practices are always followed, for all posts in school.
- Staff and visitors wear identification badges at all times.
- Visitors are required to sign in and are provided with school safeguarding information.
- All gates to school are locked at 09:15.
- Care is taken over access routes around school, with clutter being removed and children always being required to walk within the building.
- Regular Health and Safety monitoring checks are carried out, and any identified risks are immediately dealt with.
- Risk assessments are completed.

Additional Safeguarding measures include the following examples:

- Parents being required to sign for photographic permissions forming part of the pupil details form "Using Images of Children".
- Contact details for parents/carers being updated regularly.
- At the end of KS2 discos, pupils must be collected.
- Pupils must be collected from After School Clubs.
- Additional staffing on the yards at break time and lunch time.

E-Safety

E-Safety is the responsibility of the whole school community, and is an integral part of the curriculum. The E-Safety policy outlines the school's approach and systems for ensuring that all users remain safe whilst making full use of available technology.

SSCB Guidance

Angram Bank Primary School adopts the SSCB policies and procedures for safeguarding. (<http://www.safeguardingsheffieldchildren.org.uk/welcome/schools-other-education-settings/education-safeguarding-policiesprocedures>).

6. FOUNDATION STAGE OUTDOOR AREA RISK ASSESSMENT

Angram Bank Primary

Foundation Stage Outdoor Area: Daily Risk Assessment

Week Beginning:

Checked By:

	M	Tu	W	Th	Fr
Check the gate is secure when using outdoor area					
Check sand in sand pit is clean					
Make sure that the fire exit doors are clear					
Visual check of indoor equipment					
Check digging area					
Check for vandalism					
Keys in place for Fire Evacuation Procedure					
Check quality of wheeled toys before planned use					
Check surfaces including grass (weather conditions)					
Check the shed inside and out					
Empty and replace water daily					
Sweep and check mud kitchen					
Check fire evacuation routes are clear on set-up					
