



Kingsway Infant School

SAFEGUARDING CHILDREN POLICY

POLICY RATIONALE:

The school has a responsibility to provide a safe environment in which children can learn. Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care

The aim of safeguarding is to enable all children to have optimum life chances and to enter adulthood successfully (KCSIE DfE 2016)

WHAT'S THE DIFFERENCE BETWEEN SAFEGAURDING AND CHILD PROTECTION?

Safeguarding is an 'umbrella' term that incorporates child protection. **Child Protection** is the process and activities undertaken to fulfil statutory obligations to protect specific children who have been identified as suffering, or at risk of significant harm. All agencies and individuals should proactively **safeguard and promote** the welfare of children so that the need for action to protect children from harm is reduced.

THE ROLE OF THE SCHOOL:

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating.

The school has a designated safeguarding lead (DSP Designated Senior Person) that provides support to staff members to carry out their safeguarding duties and liaises closely with other services such as children's social care.

The *Teacher Standards 2012* state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

All staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.

WHAT SCHOOL STAFF NEED TO KNOW:

All staff members are made aware of systems within school which support safeguarding and these are explained to them as part of staff induction. This includes: the school's Child Protection and Code of Conduct policies and the DSP lead. All staff members should also receive appropriate child protection training which is regularly updated.

WHAT STAFF SHOULD LOOK OUT FOR:

All staff members are made aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members always act in the interests of the child.

WHAT STAFF SHOULD DO IF THEY HAVE CONCERNS ABOUT A CHILD:

If staff members have concerns about a child they should raise these with the school's DSP. This also includes situations of abuse which may involve staff members. The safeguarding lead will decide whether to make a referral to children's social care.

It is important to note that any staff member can refer their concerns to children's social care directly. Where a child and family would benefit from co-ordinated support from more than one agency (for example education, health, housing, police) there should be an inter-agency assessment.

Children's Services – 0300 123 4043 or Police 101

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

What lessons have been learned from poor practice?

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action. In our school, if we have concerns that a child's physical, sexual or emotional well-being, or is likely to be, harmed, or that they are being neglected, we will take appropriate action in accordance with the procedures issued by LA's Safeguarding Children Board.

As a consequence, we:

- assert that teachers and other members of staff (including adult helpers) in the school are an integral part of the child safeguarding process
- accept totally that safeguarding children is an appropriate function for all members of staff in the school, and wholly compatible with their primary pedagogic responsibilities
- recognise that safeguarding children in this school is a responsibility for all staff, including volunteers, and the Governing body
- will ensure through training and supervision that all staff and adult helpers in the school are alert to the possibility that a child is at risk of suffering harm, and know how to report concerns or suspicions
- will designate a senior member of staff with knowledge and skills in recognising and acting on child protection concerns. He or she will act as a source of expertise and advice, and is responsible for co-ordinating action within the school and liaising with other agencies
- will ensure that the DSP member of staff responsible for child protection will receive appropriate training to the minimum standard set out by the LA's Safeguarding Children Board
- will share our concerns with others who need to know, and assist in any referral process
- will ensure that all members of staff and adult helpers who have suspicion that a child may be suffering, or may be at risk of suffering significant harm, are aware of the need to refer such concerns to the DSP, who will refer on to Children's Services in accordance with the procedures issued by LA's Safeguarding Children Board. Staff will also be aware that they are able to refer such matters directly if they feel the need to.
- safeguard the welfare of children whilst in the school, through positive measures to address bullying, especially where this is aggravated by sexual or racial factors, disability or special educational needs
- will ensure that all staff are aware of the child protection procedures established by LA's Safeguarding Children Board and, where appropriate, the Local Authority, and act on any guidance or advice given by them. This will be updated for all staff at least once every three years.
- will ensure through our recruitment and selection of adult helpers and paid employees that all people who work in our school are suitable to work with children,
- will act swiftly and make appropriate referrals where an allegation is made that a member of staff has committed an offence against a child, harmed a child, or acted in a way that calls into question their suitability for working with children.

PROCEDURES:

1) DESIGNATED SENIOR PERSON

The designated senior member of staff for child protection in this school is:

Caroline T-Walmsley

In their absence, these matters will be dealt with by:

Donna Byrne / Lesley Lewis

1. The DSP is key to ensuring that proper procedures and policies are in place and are followed with regard to child safeguarding issues. The designated person should ensure the relevant people are informed including the class teacher where appropriate who may monitor the situation. They will also act as a dedicated resource available for other staff, adult helpers and governors to draw upon.
2. The school recognises that the DSP must have the status and authority within the school management structure to carry out the duties of the post – they must therefore be a member of the senior management team. All members of staff (including adult helpers) must be made aware of who this person is and what their role is. The designated person will act as a source of advice and coordinate action within the school over child protection cases. They will need to liaise with other agencies and build good working relationships with colleagues from these agencies. The designated person is the first person to whom members of staff report concerns and is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by the LA's Safeguarding Board.
3. If staff members have concerns about another staff member then this should be referred to the Headteacher. Where there are concerns about the Head Teacher, this should be referred to the Chair of Governors. In the absence of the Chair of Governors, staff may consider discussing any concerns with the school's Deputy DSP and make any referral via them. *(See Child Protection Policy and Part 1: Keeping Children Safe in Education: Part Four, DfE 2016, for further information).*

To be effective they will:

- Act as a source of advice, support and expertise within the school and be responsible for coordinating action regarding referrals by liaising with Children's Services and other relevant agencies over suspicions that a child may be suffering harm.
- Cascade safeguarding advice and guidance issued by the LA's Safeguarding Board.
- Where they have concerns that a referral has not been dealt with in accordance with the child protection procedures, they will ask the Head of Safeguarding to investigate further.
- Ensure each member of staff and volunteers at the school, and regular visitors (such as Education Welfare Officers, Connexions personal advisors, trainee teachers and supply teachers) are aware of and can access readily, this policy.
- Liaise with the head teacher to inform him/her of any issues and ongoing investigations and ensure there is always cover for the role.
- Ensure that this policy is updated and reviewed annually and work with the designated governor for child protection regarding this.
- Be able to keep detailed accurate secure written records of referrals/concerns, and ensure that these are held in a secure place.
- Ensure parents are aware of the Child Protection Policy in order to alert them to the fact that the school may need to make referrals. Raising parents' awareness may avoid later conflict if the school does

have to take appropriate action to safeguard a child. The best opportunity to do this is at the Reception Parents evening prior to school enrolment in September.

- Where children leave the school roll, ensure any child protection file is transferred to the new school as soon as possible, separately from the main file, and addressed to the designated senior person for child protection.
- Where a child leaves and the new school is not known, ensure that the local authority is alerted so that the child's name can be included on the database for missing pupils.

The DSP also has an important role in ensuring all staff and volunteers receive appropriate training, they should:

- Attend training in how to identify abuse and know when it is appropriate to refer a case.
- Have a working knowledge of how LA's Safeguarding Board operates and the conduct of a child protection case conference and be able to attend and contribute to these when required.
- Attend any relevant or refresher training courses and then ensure that any new or key messages are passed to other staff, volunteers and governors.
- Make themselves (and any deputies) known to all staff, adult helpers and governors (including new starters and supply teachers) and ensure those members of staff have had training in child protection. This should be relevant to their needs to enable them to identify and report any concerns to the designated teacher immediately.

2) DESIGNATED GOVERNOR

The Designated (Link) Governor for Child Protection at this school is:

Julia Walters

Child protection is important. Where appropriate, the Governors will ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under inter-agency procedures.

The Governors will ensure that the designated member of staff for child protection is given sufficient time to carry out his or her duties, including accessing training.

The Governors will review safeguarding practices in the school on a regular basis, and no less than annually, to ensure that:

- The school is carrying out its duties to safeguard the welfare of children at the school;
- Members of staff and adult helpers are aware of current practices in this matter, and that staff receive training where appropriate;
- Child protection is integrated with induction procedures for all new members of staff and volunteers
- The school follows the procedures agreed by LA's Safeguarding Board and any supplementary guidance issued by the Local Authority
- Only persons suitable to work with children shall be employed in the school, or work here in a voluntary capacity
- Where safeguarding concerns about a member of staff are substantiated, take appropriate disciplinary action

3) RECRUITMENT (see *Safer Recruitment Policy*)

In order to ensure that children are protected whilst at this school, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised.

We accept that it is our responsibility to follow the guidance set out in "Safeguarding Children and Safer Recruitment in Education" and ensure we meet requirements to have experienced and trained governors in Safer Recruitment, in particular:

- Before appointing someone, follow up each reference with a telephone call or personal contact during which we will discuss the applicant's suitability to work with children.
- Check that all adults with substantial access to children at this school have an enhanced DBS check and DfE List 99 check before starting work, and prior to confirmation of appointment.

In addition, we will ensure that the following checks are satisfactorily completed before a person takes up a position in the school:

- Identity checks to establish that applicants are who they claim to be¹
- Academic qualifications, to ensure that qualifications are genuine
- Professional and character references prior to offering employment
- Satisfy conditions as to health and physical capacity
- Previous employment history will be examined and any gaps accounted for.

4) ADULT HELPERS (Volunteers)

We understand that some people otherwise unsuitable for working with children may use volunteering to gain access to children; for this reason, any adult helpers in the school, in whatever capacity, will be given the same consideration as paid staff.

Where a parent or other volunteer helps on a one-off basis, he/she will only work under the direct supervision of a member of staff, and at no time have one to one contact with children. However, if a parent or other volunteer is to be in school regularly or over a longer period then they will be checked to ensure their suitability to work with children.

The outcomes of the checks carried out on all adults working in school (staff and volunteers) are held in the Single Central Record maintained by the School Secretary.

5) INDUCTION & TRAINING

All new members of staff will receive induction training, which will give an overview of the organisation and ensure they know its purpose, values, services and structure, as well as identifying and reporting abuse, and confidentiality issues.

All new staff at the school (including adult helpers) will receive child protection information and copies of the following policies:

- Code of Conduct
- Confidentiality
- Child Protection including KCSIE booklet
- Safeguarding Children
- Whistleblowing

All staff will be expected to attend training on safeguarding children that will enable them to fulfil their responsibilities in respect of child protection effectively. The school will provide this training through support from the Local Authority.

Staff will attend refresher training every three years, and the designated person every two years.

6) DEALING WITH CONCERNS

Members of staff and volunteers are not required by this school to investigate suspicions; if somebody believes that a child may be suffering or may be at risk of suffering harm. They must always refer such concerns to the designated person using CPOMS (Child Protection Online Monitoring System) or in writing (school Record of Concern sheet). If in doubt about recording requirements, staff should discuss with the designated safeguarding lead, who may refer the matter to the relevant Children's Services.

¹ e.g., through birth certificate, passport, new style driving licence, etc...

Staff and adult helpers should follow the procedures below;

- Upon the receipt of any information from a child, or if any person has suspicions that a child may be at risk of harm, or
- If anyone observes injuries that appear to be non-accidental, or
- where a child or young person makes a direct allegation or implies that they have been abused,
- makes an allegation against a member of staff²

they must record what they have seen, heard or know accurately at the time the event occurs, and share their concerns with the designated person (or head teacher if an allegation about a member of staff) and agree actions to take.

- The school will ensure that all members of staff and employees are familiar with the procedures for keeping a confidential record of any incidents and with the requirements of LA's Safeguarding Board.

Where any member of staff fails to report their concerns, this may be dealt with as a disciplinary matter.

7) SAFEGUARDING IN SCHOOL

As well as ensuring that we address child protection concerns, we will also ensure that children who attend the school are kept safe from harm whilst they are in our charge. This policy should be read in conjunction with other associated policies to ensure the safety and well-being of children (see also Appendices 1 and 2).

- **Code of Conduct (staff)**
- **Confidentiality**
- **Child Protection including KCSIE booklet**
- **Whistleblowing**
- **Attendance and Absence**
- **Behaviour and Anti-Bullying**
- **Children Looked After**
- **eSafety and Data Security**
- **First Aid**
- **Health & Safety**
- **Inclusion & Special Educational Needs & Disability Inclusion**
- **Intimate Care**
- **Medication**
- **Photographic Images**
- **Prevent**
- **Personal, Social and Health Education (PSHE) and Citizenship**
- **Restrictive and Physical Intervention in Schools**
- **Safer Recruitment**
- **Sex and Relationships Education**

8) PHOTOGRAPHING CHILDREN (*see Photographic Images Policy*)

Kingsway Infant School is mindful of the "Good Practice Guidance" provided by the Information Commissioners Office (June 2010) together with compliance with the Data Protection Act 1998.

We understand that parents like to take photos of or video record their children in the school play, or at sports day, or school presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes.

² Allegation that the member of staff has harmed a child, committed an offence against a child, or behaved in a way that questions their suitability to work with children.

However, if there are Health and Safety issues associated with this - i.e. the use of a flash when taking photos could distract or dazzle the child, and cause them to have an accident, we will encourage parents to use film or settings on their camera that do not require flash.

We will not allow others to photograph or film pupils during a school activity without the parent's permission.

We will not allow images of pupils to be used on school websites, publicity, or press releases, without express permission from the parent, and if we do obtain such permission, we will not identify individual children by name.

The school cannot however be held accountable for photographs or video footage taken by parents or members of the public at school functions.

Members of staff will take photographs of children, using only school cameras, iPods and iPads, whilst engaged in school activities for teaching and learning purposes; for assessment purposes or as means of celebrating successes in school.

9) CONFIDENTIALITY (*See Confidentiality Policy*)

The school, and all members of staff at the school, will ensure that all data about pupils is handled in accordance with the requirements of the law, and any national and local guidance.

Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.

Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the designated member of staff for child protection.

10) CONDUCT OF STAFF (*see Code of Conduct Policy*)

The school has a duty to ensure that professional behaviour applies to relationships between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries. At all times, members of staff are required to work in a professional way with children. All staff should be aware of the dangers inherent in:

- working alone with a child
- physical interventions
- cultural and gender stereotyping
- dealing with sensitive information
- giving to and receiving gifts from children and parents
- contacting children through private telephones (including texting), e-mail, MSN, or social networking websites.
- disclosing personal details inappropriately
- meeting pupils outside school hours or school duties
- If any member of staff has reasonable suspicion that a child is suffering harm, and fails to act in accordance with this policy and LA's Safeguarding Board procedures, we will view this as misconduct, and take appropriate action

11) PHYSICAL INTERVENTION & RESTRAINT (*see Restrictive & Physical Intervention Policy*)

Members of staff may have to make physical interventions with children and should only do this:

- to prevent a child from committing a criminal offence (*this applies even if the child is below the age of criminal responsibility*)
- to prevent a child from injuring themselves or others
- to prevent or stop a child from causing serious damage to property (*including the child's own property*)

To be consistent with our Behaviour and Anti-Bullying Policy, all members of staff are authorised by the Headteacher and Governors to have control of pupils, and **must** be aware of the policy and its implications.

Hertfordshire Steps is the local authorities preferred approach to supporting positive behaviour management in schools and services.

12) ALLEGATIONS AGAINST MEMBERS OF STAFF *(see Child Protection Policy)*

If anyone makes an allegation that any member of staff (including any adult helper or Governor) may have:

- Committed an offence against a child
- Placed a child at risk of significant harm
- Behaved in a way that calls into question their suitability to work with children

The allegation will be dealt with in accordance with national guidance and agreements, as implemented locally by LA's Safeguarding Board.

The head teacher will handle such allegations, unless the allegation is against the head teacher, when the chair of governors will handle the school's response. The head teacher (or chair of governors) will gather information about the allegation, and report these without delay to the Local Authority.

13) BEFORE AND AFTER SCHOOL ACTIVITIES

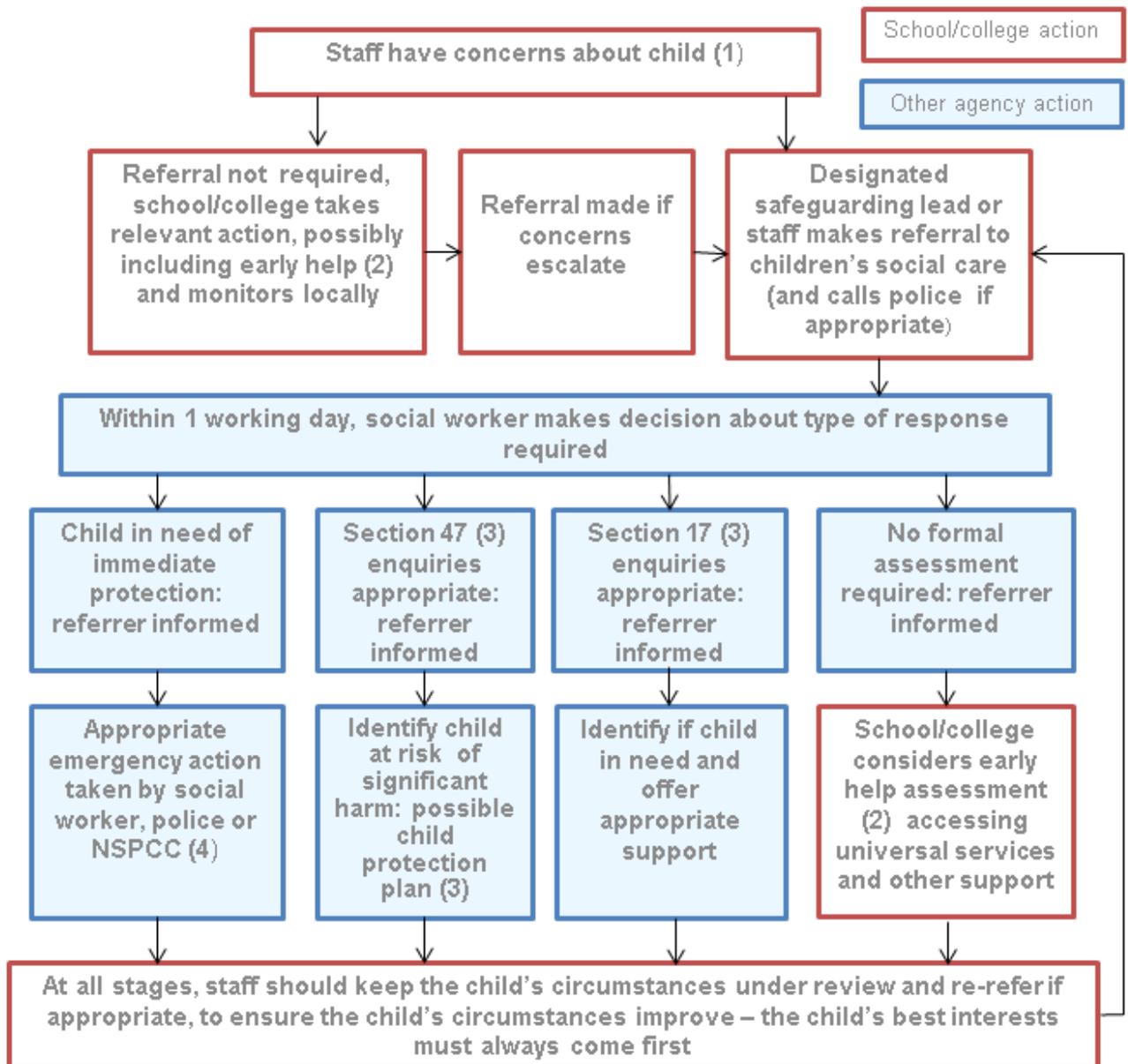
Where the Governing Body transfers control of use of school premises to bodies (such as sports clubs) to provide out of school hours activities, we will ensure that these bodies have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the bodies.

Any after school clubs will be overseen by a member of the Senior Management Team who is responsible to ensure the policies regarding the safeguarding of the pupils are implemented.

14) CONTRACTED SERVICES

Where the Governing Body contracts its services to outside providers, we will ensure that these providers have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the provider.

Actions where there are concerns about a child



APPENDIX 2: TYPES OF ABUSE AND NEGLECT: (from KCSIE Part 1, DfE 2016)

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act 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 others (e.g. via the internet). They may be abused by an adult or adults or by 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.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and 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 cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, 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. 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.

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.