



The Grange Trust
Bramley Grange Primary
School
Child Protection Policy –
Safeguarding Children

All staff employed at Bramley Grange Primary School will be required, on an annual basis, to sign to the effect they have read and understood the content of this policy.

Child Protection – Key Contacts

Bramley Grange Primary School Designated Safeguarding Person

Mrs Rachel Colquhoun (Head Teacher)

Contact details: e-mail: bgppcolquhoun@rgfl.org Telephone: 01709 543664

Deputy Designated Safeguarding Person

Mrs Amanda Laity (Deputy Head Teacher)

Contact details: e-mail: bgalaity@rgfl.org Telephone: 01709 543664

Bramley Grange Primary School CAF trained staff are:

Mrs Sue Reeder (Pastoral Teaching Assistant)

Bramley Grange Primary School Designated School Governor for Safeguarding

Mr Richard Morris

Contact details: e-mail: bramley-grange.junior-infant@rotherham.gov.uk

Telephone: 01709 543664

Within Rotherham Metropolitan Borough Council:

CART: 01709 823987

grprotherhamfrontlineteam@rotherham.gov.uk

Sherran Finney

Safeguard Children's Unit

Telephone: 01709 822690

Sherran.finney@rotherham.gov.uk

The Police:

**South Yorkshire Police
Child Protection Team
Main Street
Rotherham
S60 1YW**

Telephone: 0114 2202020

Please Note: Unless circumstances dictate otherwise, any concerns you may have about a child's welfare or safety in relation to the remit and content of this policy should at all times be referred to the Designated Safeguarding Person, or Deputy Safeguarding Person who will advise you on the action necessary to safeguard student welfare.

THIS POLICY WILL BE REVIEWED IN NOVEMBER 2017

The Grange Trust
Bramley Grange Primary School
Child Protection and Safeguarding Policy
Date of Publication: September 2016

Review Date: November 2017

Reviewed by:

Designated Senior Person & Head Teacher Mrs Rachel Colquhoun
Date: September 2016

Deputy Designated Senior Person & Deputy Head Mrs Amanda Laity
Date: September 2016

Nominated School Governor Mr Richard Morris
Date: September 2016

Glossary of Terms Used:

BESD	Behavioural Emotional and Social Difficulties
CAF	Common Assessment Framework
DBS	Disclosure and Barring Service
DSP	Designated Safeguarding Person
PHSE	Personal Health and Social Education
RAS	Referral and Assessment Service
SEN	Special Educational Needs
UPS	Universal Service Provision
LADO	Local Authority Designated Officer
LSCB	Local Safeguarding Board

Policy Statement and Principles

Our core safeguarding principles are:

- The school's responsibility to safeguard and promote the welfare of children is of paramount importance
- The Trust is fully committed to a culture of vigilance and always acts in the best interests of the child
- Safer children make more successful learners
- Policies will be reviewed at least annually unless an incident or new legislation or guidance suggests the need for an interim review.

Child Protection Statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff and governors and are consistent with those of the Local Safeguarding Board (LSCB).

Policy Principles

- Welfare of the child is paramount
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm
- Pupils and staff involved in child protection issues will receive appropriate support

Policy aims

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice
- To demonstrate the school's commitment with regard to child protection to pupils, parents and other partners

Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

Staff refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity.

Child refers to all young people who have not yet reached their 18th birthday.

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

Roles and Responsibilities

The DSP:

- is appropriately trained
- acts as a source of support and expertise to the school community
- has an understanding of LSCB procedures
- keeps written records of all concerns, ensuring that such records are stored securely and flagged on, but kept separate from, the pupil's general file
- refers cases of suspected abuse to children's social care or police as appropriate
- notifies children's social care if a child with a child protection plan is absent for more than two days without explanation
- ensures that when a pupil with a child protection plan leaves the school, their information is passed to their new school and the pupil's social worker is informed
- attends and/or contributes to child protection conferences
- co-ordinates the school's contribution to child protection plans
- develops effective links with relevant statutory and voluntary agencies
- ensures that all staff sign to indicate that they have read and understood the child protection policy
- ensures that the child protection policy is updated annually
- liaises with the nominated governor and Head Teacher (where the role is not carried out by the Head Teacher) as appropriate
- keeps a record of staff attendance at child protection training
- makes the child protection policy available to parents
- attends LAC Reviews
- attends case conferences/CIN/CAF meetings
- monitors the provision for LAC children and ensures they achieve well and make good progress
- ensures that children who are subject to a Child Protection Plan are supported in school

The deputy designated person(s) is appropriately trained and, in the absence of the designated person, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the designated person, the deputy will assume all of the functions above.

The Trust ensures that the school has:

- a DSP for child protection who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to basic child protection training
- a child protection policy and procedures that are consistent with LSCB requirements reviewed annually and made available to parents on request
- procedures for dealing with allegations of abuse made against members of staff and volunteers including allegations made against the Head Teacher that comply with guidance from the local authority and locally agreed interagency procedures
- safer recruitment procedures that include statutory checks on staff and volunteers suitability to work with children
- a training strategy that ensures all staff, including the Head Teacher, receive child protection training, with refresher training at two yearly intervals. The DSP receives refresher training at two yearly intervals

- arrangements to ensure that all temporary staff and volunteers are made aware of the school's arrangements for child protection
- the Head Teacher remedies without delay any deficiencies or weaknesses in regard to child protection arrangements that are brought to his attention
- the governing body nominates a member (normally the chair) to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the Head Teacher
- an annual report will be submitted to the local authority about how the governing body's duties have been carried out. Any weaknesses will be rectified without delay.

The Head Teacher. At all times the Head Teacher will:

- ensure that the child protection policy and procedures are implemented and followed by all staff
- allocate sufficient time and resources to enable the DSP and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
- ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures
- ensure that pupils' safety and welfare is addressed through the curriculum.

Good practice guidelines

To meet and maintain our responsibilities towards pupils we need to agree standards of good practice. Good practice includes:

- treating all pupils with respect
- setting a good example by conducting ourselves appropriately
- involving pupils in decisions that affect them
- encouraging positive, respectful and safe behaviour among pupils
- being a good listener
- being alert to changes in pupils' behaviour
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school's child protection policy and guidance documents on wider safeguarding issues, for example bullying, behaviour, physical contact and information-sharing
- asking the pupil's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- applying the use of reasonable force only as a last resort and in compliance with school and LSCB procedures.

Abuse of trust

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This

means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

Children who may be particularly vulnerable

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions, and child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and a reluctance on the part of some adults to accept that abuse can occur.

To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs
- living in a domestic abuse situation
- affected by parental substance misuse
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- involved directly or indirectly in sexual exploitation
- do not have English as a first language
- at risk of female genital mutilation (FGM) or forced marriage
- from low income backgrounds
- in receipt of pupil premium funding

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

Helping children to keep themselves safe

Children are taught to understand and manage risk through our personal, social, health and economic (PSHE) education lessons and through all aspects of school life. Our approach is designed to help children to think about risks they may encounter and with staff work out how those risks might be overcome. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about e-safety and tackling bullying procedures. The school continually promotes an ethos of respect for children, and pupils are encouraged to speak to a member of staff in confidence about any worries they may have.

Support for those involved in a child protection issue

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support pupils, their families, and staff by:

- taking all suspicions and disclosures seriously
- nominating a link person (DSP) who will keep all parties informed and be the central point of contact
- where a member of staff is the subject of an allegation made by a pupil, separate link people will be nominated to avoid any conflict of interest
- responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- storing records securely
- offering details of helplines, counselling or other avenues of external support (including NSPPC and Childline posters displayed in school)
- following the procedures laid down in our whistleblowing, complaints and disciplinary procedures
- co-operating fully with relevant statutory agencies.

Complaints procedure

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil or attempting to humiliate them, bullying or belittling a pupil or discriminating against them in some way. Complaints are managed by senior staff, the Head Teacher and governors.

Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

If you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that welfare of the child is paramount. The school's **Whistleblowing Code** (copy in safeguarding file) enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Head Teacher. Complaints about the Head Teacher should be reported to the chair of governors.

Allegations against staff

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a

serious risk to pupils and we must act on every allegation. 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 the default option and alternatives to suspension will always be considered. In some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Allegations against staff must be reported to the Head Teacher who will contact the Safeguarding Unit (Sherran Finney) for support and advice.

The Head Teacher will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the LADO.

If the allegation meets the following criteria, then the Head Teacher must contact the LADO without delay, and provide the LADO with written confirmation of the allegation:

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

The Head Teacher should, as soon as possible, following briefing, from the LADO inform the subject of the allegation.

If there is an allegation or concerns raised against the Head Teacher, then the chair of governors will be contacted. The chair of governors for the school is Mr Richard Morris her contact number is 01709 543664.

In the absence of the chair Mr Chris Watson , vice chair of governors can be contacted on 01709 543664.

In the event of allegations or concerns against the Head Teacher the chair of governors (or the vice chair) will contact the LADO.

The full procedures for dealing with allegations against staff can be found in *Safeguarding Children and Safer Recruitment in Education (DFE, 2014)* and *Dealing with Allegations of Abuse against Teachers and Other Staff (DFE, 2014)*.

Staff Training

All staff will undertake training on child protection at least every 3 years (statutory requirement)

The DSP and deputy DSP will attend LSCB, Role of the DSP at least every 2 years (statutory requirement)

Any newly appointed DSP will attend LSCB level 2 Role of DSP training before taking lead responsibility for safeguarding. The deputy DSP will take a leading role on safeguarding for the short time that the DSP is waiting to receive training. The Head Teacher/and or deputy DSP will attend RMBC Safeguarding forum termly.

The designated governor for Safeguarding and Child Protection will undertake governor safeguarding training at least once every 3 years.

All members of staff will receive training on child protection at least once every 3 years (statutory requirement). Our school recognises that staff training at 2 yearly intervals is recognised as good practice and will endeavour to meet this standard.

All governors will receive training on Child Protection at least once every 3 years. All new members of staff will receive child protection training as part of their induction programme. All volunteers will receive training on CP when they become volunteers. Briefings and updates on child protection and safeguarding procedures will be provided on a regular basis, at least annually, but more frequently when necessary, to ensure that all members of staff are familiar with any changes to the school policy as they occur.

Supply staff and other visiting staff will be given the school's guide to safeguarding.

Safer recruitment

Our school endeavours to ensure that we do our utmost to employ 'safe' staff (see school safer recruitment policy).

At least one member of every appointments panel will have gained accreditation through Safer Recruitment training (statutory requirement). Our school will always ensure that there are sufficient numbers of suitably trained staff or governors in post.

Safer recruitment means that all applicants will:

- complete an application form
- provide two referees, including at least one who can comment on the applicant's suitability to work with children
- provide evidence of identity and qualifications
- be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role
- be interviewed
- be observed interacting with children

All new members of staff will undergo an induction that includes familiarisation with the school's child protection policy and identification of their child protection training needs.

All staff sign to confirm they have received a copy of the child protection policy.

Site security

Visitors to the school, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe.

Extended school and off-site arrangements

Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits and work related activities, we will check that effective child protection arrangements are in place.

Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

To protect pupils we will:

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- *seek parental consent*
- *use only the pupil's first name with an image*
- ensure pupils are appropriately dressed
- encourage pupils to tell us if they are worried about any photographs that are taken of them.

E-safety

Our pupils increasingly use mobile phones, tablets, i-pads and computers on a daily basis. They are a source of fun, entertainment, communication and education. However, we know that some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and e-mails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The school's **E-safety policy, available in the safeguarding folder** explains how we try to keep pupils safe in school. Cyber bullying by pupils, via texts and e-mails, will be treated as seriously as any other type of bullying and will be managed through our anti bullying procedures.

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access these sites in school. Some pupils will undoubtedly be 'chatting' on mobiles or social networking sites at home (see also E safety policy).

The school encourages parents to be e-safety aware through providing appropriate information and websites as workshops around e-safety.

Child Protection Procedures

Recognising Abuse

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

Physical abuse

Physical abuse is 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. (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

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 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, although it may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (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

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Definitions taken from *Working Together to Safeguard Children (HM Government, 2013)*

Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber bullying and prejudice-based bullying must be reported and will be managed through our tackling-bullying procedures. All pupils and parents receive a copy of the procedures on joining the school and the subject of bullying is addressed at regular intervals in PSHE education. If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the Head Teacher and the DSP will consider implementing child protection procedures. Incidences of sexting and bullying by text will be taken seriously and tackled using our bullying procedures.

Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated senior person.

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSP to decide how to proceed.

It is very important that staff report their concerns – they do not need 'absolute proof' that the child is at risk. It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

Impact of abuse

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

Taking action

Key points for staff to remember for taking action are:

- in an emergency take the action necessary to help the child, for example, call 999
- report your concern to the DSP immediately or certainly by the end of the school day
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of concern
- seek support for yourself if you are distressed.

If you are concerned about a pupil's welfare

There will be occasions when staff may suspect that a pupil may be at risk, but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical but inconclusive signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine for staff to ask the pupil if they are ok or if they can help in any way. The pastoral support assistant Mrs. Sue Reeder is available for staff to refer children to her for further support through discussions with the DSP.

Staff must use the safeguarding & child protection concern form (see appendix 4) to record these early concerns. If the pupil does begin to reveal that they are being harmed, staff must follow the advice below. Following an initial conversation with the pupil, if the member of staff remains concerned, they must discuss their concerns with the DSP.

If a pupil discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, the staff member will need to let the pupil know that they must pass the information on – staff are not allowed to keep secrets. The point at which they tell the pupil this is a matter for professional judgement. If they jump in immediately the pupil may think that they do not want to listen, if let until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.

During their conversations with the pupils staff will:

- allow them to speak freely
- remain calm and not overreact – the pupil may stop talking if they feel they are upsetting their listener
- give reassuring nods or words of comfort – ‘I’m sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’
- not be afraid of silences – staff must remember how hard this must be for the pupil
- under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil’s mother think about all this
- at an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused
- avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be the staff member’s way of being supportive but may be interpreted by the child to mean that they have done something wrong
- tell the pupil what will happen next. The pupil may agree to go to see the designated senior person. Otherwise let them know that someone will come to see them before the end of the day
- report verbally to the DSP even if the child has promised to do it by themselves
- write up their conversation as soon as possible on the record of concern form and hand it to the designated person
- seek support if they feel distressed

Notifying parents

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSP will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children’s social care.

Referral to children’s social care

The DSP will make a referral as soon as possible. This will initially be done by telephone and followed up by an e-mail to children’s social care if it is believed that a pupil is suffering or is at risk of suffering significant harm. This needs to be followed up by completion of a MARF returned to social care by e-mail. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

Referrals to be made to:

Mash– Multi Agency Safeguarding Hub – telephone: 01709 823987
Early Help -

ehtriage@rotherham.gov.uk or ehtriage@rotherham.gcsx.gov.uk

Children with sexually harmful behaviour

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti bullying procedures where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community e.g. NSPCC or the Junction Project. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a pupil's sexual behaviour must speak to the DSP as soon as possible.

Sexual exploitation of children

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people, and victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking. All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSP. Indicators of sexual exploitation are:

- going missing for periods of time or regularly returning home late
- regularly missing school or not taking part in education
- appearing with unexplained gifts or new possessions
- associating with other young people involved in exploitation
- having older boyfriends or girlfriends
- suffering from sexually transmitted infections
- mood swings or changes in emotional wellbeing
- drug and alcohol misuse
- displaying inappropriate sexualised behaviour.

Female Genital Mutilation

Female genital mutilation (FGM) is the partial or total removal of external female genitalia for non-medical reasons. It's also known as female circumcision, cutting or sunna.

Religious, social or cultural reasons are sometimes given for FGM. However, FGM is child abuse. It's dangerous and a criminal offence. Anyone can apply to the court for an FGM Protection Order if they are concerned that someone is at risk of FGM. Breaching an FGM Protection Order is a criminal offence with a maximum sentence of 5 years imprisonment.

The FGM Act 2003 (as amended by section 74 of the Serious Crime Act 2015) introduced a mandatory reporting duty for all regulated health and social care professionals and teachers in England and Wales. Professionals must make a report to the police, if, in the course of their duties:

- they are informed by a girl under the age of 18 that she has undergone an act of FGM
- or
- they observe physical signs that an act of FGM may have been carried out on a girl under the age of 18.

A girl or woman who's had FGM may:

- have difficulty walking, sitting or standing
- spend longer than normal in the bathroom or toilet
- have unusual behavior after an absence from school or college
- be particularly reluctant to undergo normal medical examinations
- ask for help, but may not be explicit about the problem due to embarrassment or fear.

Confidentiality and sharing information

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff must only discuss concerns with the designated senior person or Head Teacher. That person will then decide who else needs to have the information and they will disseminate it on a 'need- to- know' basis.

Child protection information will be stored and handled in line with Data Protection Act 1998 principles. Information is:

- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- kept no longer than necessary
- processed in accordance with the data subject's rights
- secure.

Record of concern forms and entries in the Child Protection Register and any other written information will be stored in a locked facility (Head Teacher's Office) and any electronic information will be password protected and only made available to relevant individuals.

Every effort will be made to prevent unauthorised access, and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. Child protection information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, 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 parent to see child protection records, they will refer the request to the Head Teacher or DSP.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The school's policy on confidentiality and information-sharing is available to parents and pupils on request.

Record keeping

The completed forms/records will be kept for the duration of the child's school career and where a child changes school the forms/records will be forwarded to the Link Teacher at the receiving school. The school will retain a receipt for the records signed by the receiving school.

The information contained will be regarded as confidential. Any request for access to the information by non-Rotherham Safeguarding Children Board Agencies (e.g. solicitor, investigating agent) will be referred to the Head Teacher/DSP who is advised to seek legal advice before acting.

Reporting directly to child protection agencies

Staff must follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the DSP, their deputy, the Head Teacher and the chair of governors are all unavailable
- they are convinced that a direct report is the only way to ensure the pupil's safety
- advice can always be sought from Sherran Finney – 01709 822690

Related safeguarding file portfolio policies:

- Physical intervention and the use of reasonable force
- Behaviour
- Personal and intimate care
- Complaints procedure
- Tackling bullying
- Appropriate physical contact
- Whistleblowing
- SEN
- Missing children
- Safer recruitment
- Managing allegations
- Grievance and disciplinary procedures
- E-Safety/Responsible internet use

Appendix 1

The common Assessment Framework (CAF)

BACKGROUND – The common Assessment Framework (CAF) was introduced into Rotherham Local Authority, with training for relevant staff, including senior managers during 2014. The CAF is designed to streamline the referral process for children considered to be at risk or harm, as well as permit a far more structured and responsive overarching national system intended to offer a graded, gradual and appropriate level of response and ultimately, protection to the potentially ever-changing needs of individual children at risk within their home, community or society in general. The document entitled '*Every Child Matters: Next Steps*,' largely provides the basis for the development of the CAF system.

The school will have at least one member of staff trained to administer the CAF process.

The procedures for promoting children's welfare and well-being are clearly defined within the CAF process. In short, there are four levels of assessed response to the needs of a child requiring intervention and support, including Level One, which is that given within the run of the 'normal family' and accepted cultural expectations experienced by the majority of children within our society.

- Level 1: Universal Service Provision – GP's, Health Visitors, Schools. Connexions (for age 13+), Youth Services, Housing etc.
- Level 2: Life chances may be impaired without services – Children requiring support beyond that provided by their family and U.S.P., due to physical or intellectual impairment, adverse family circumstances etc.
- Level 3: Life Circumstances will be impaired without services – Children with more complex needs requiring a range of different services to be co-ordinated to ensure their needs are met, etc.
- Level 4: Risk of significant harm or removal from home – Children requiring protection within the care system, assessment, planning for long-term needs etc.

If circumstances lead the school to believe a child is at significant risk of harm, then a referral will be made by by-passing CAF levels 1 to 3, thus auctioning an immediate response from RAS and the social care system at level 4; or by direct contact with the police if advised to do so. The purpose of such action is to safeguard the well-being and welfare of the child deemed to be at risk.

The role of the CAF officer/lead professional is:

- To be responsible for completing any referrals within the assessment framework and liaising agencies and professionals as necessary, ensuring that the interests and welfare of the child is safeguarded.
- To ensure that recommendations from case reviews are acted upon in relation to the child's welfare and well-being at Bramley Grange Primary School informing staff of outcomes, planning and intended progress with regard to an individual's need.
- To support the DSP and deputies with regard to child protection issues, acting as an additional point of reference for those members of staff who raise concerns regarding a child's well-being.

Levels 1 to 3 CAF's , remain the responsibility of the school to call case conferences, lead and resolve issues, with the support of external agencies, as well as, internal school support.

Team Teach support for staff

All staff working in direct contact with pupils of Bramley Grange Primary School will be contractually obliged to undertake and gain certification in the 12 hour Team Teach Modular Course, that trains staff in the spectrum of Positive Handling; including diversion, diffusion and de-escalation; as well as how to intervene with a series of gradual and graded physical response. These responses are designed to keep children and young people safe until they are able to gain sufficient self-control to manage their own behaviours without harming themselves, others, or damaging property. (Refer to the school's Behaviour and Physical Intervention Policy). Incidents of physical intervention are recorded in the site's copy of Incidents of Positive Handling Log. The following statement is made by Team Teach and is also included in the school's Behaviour Policy.

"Team Teach techniques seek to avoid injury to the client, but it is possible that bruising or scratching may occur accidentally, and these are not seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of attempts to keep people safe".

Team Teach – "Response and Responsibilities"

Injury resulting from suspected abuse, requiring emergency treatment

In cases where it is suspected that an injury is the result of abuse, the following procedure should be followed:

- The DSP/Deputy must be informed. The matter will be actioned as soon as possible. The member of staff will complete a body map outlining what they see.
- Depending on the nature/extent of the injury, arrangements for the child to attend A&E will be made, or paramedics called to school immediately. This will be passed to the DSP who will inform CART and take their professional lead in.
- The child must be supervised throughout, whenever possible by two adults (and if taken to A&E must also be accompanied by two adults, unless taken by ambulance when one accompanying adult will suffice). The adult(s) must ensure that the medical staff in attendance are briefed regarding the cause of the injury and that it could lead to an investigation; as well as being given information regarding the child's special needs – i.e. autism, behavioural issues, hearing impaired etc.
- Policy stated recording procedures must be observed throughout, with names of medical staff and all other professionals involved, being noted. The Child Protection Register must be completed in keeping with policy expectations at the earliest opportunity.

SAFEGUARDING & CHILD PROTECTION CONCERN FORM

This form is to be used where there are concerns re neglect, physical abuse, sexual abuse or emotional abuse. This could include domestic violence.

The concerns must be shared with the school's Designated Senior Person (DSP), or the Deputy DSP.

Child's Name:

Date of Birth:

What is the concern? Record observations and the words the child has said.

Signature of person expressing concern:

Date:

This form must be passed to the DSP for Safeguarding or the Deputy DSP without delay

The following section to be completed by the DSP or the Deputy DSP for Safeguarding

Planned action, in addition to placing this record of concern on the child's safeguarding file:

Signature (of DSP or Deputy DSP for Safeguarding making decision on planned action):

Date:

DSP – Mrs Rachel Colquhoun (Head Teacher)

Deputy DSP – Mrs Amanda Laity (Deputy Head Teacher)