

SAFEGUARDING CHILDREN POLICY

Opening Statement

Forest Park school is dedicated to safeguarding and promoting the welfare of its pupils; our policies and practices encompass the needs of all our children from Early Years Foundation Stage to Year 6 across all aspects of school life including out of school provision. It is the duty of all members of staff, both teaching and non-teaching, to play an active role in ensuring that each child's needs are met. All members of staff are expected to be aware of and follow the Safeguarding procedures. In particular they need to be aware of their duty to report concerns, the guidance for identifying child abuse, what to do if a child makes an allegation of child abuse and issues about confidentiality.

An aim of the policy to support, the 5 outcomes of Every Child Matters. It promotes strategies of:

Being Healthy

- Ensuring that children are able to remain mentally and emotionally healthy.
- Supporting parents in keeping their children healthy.

Staying Safe

- Ensuring that children are safe from maltreatment, neglect, violence and sexual exploitation
- Keeping children safe from accidental injury and death.
- Working with agencies to safeguard children in accordance with current government guidance

Enjoy & Achieve

- Ensuring children are ready for school, attend school regularly, arrive on time and are collected at the appropriate time.
- Encouraging parents to support their children's learning.

Making A Positive Contribution

- Parents support their children's social and emotional development.
- Children are supported in managing changes and responding to challenges in their lives.
- Ensuring that children choose to engage in law abiding and positive behaviour.

Achieve Economic Well Being

- Families are supported in maximizing their economic well-being.
- Parents support their children 11 – 19 in preparation for working life

The five outcomes are universal ambitions for every child and young person, whatever their background or circumstances. Improving outcomes for all children and young people underpins all of the development and work within this school.

Safeguarding in Forest Park School is considered everyone's responsibility and as such our school aims to create the safest environment within which every pupil has the opportunity to achieve their Five Outcomes Forest Park School recognises the contribution it can make in ensuring that all pupils registered or who use our school feel that they will be listened to and appropriate action taken. We will do this by working in partnership with other agencies and seeking to establish effective working relationships with parents, carers and other colleagues to develop and provide activities and opportunities throughout our curriculum that will help to equip our children with the skills they need. This will include materials and learning experiences that will encourage our children to develop essential life skills and protective behaviours.

Responsibilities and expectations

Forest Park School has a Governing body whose legal responsibility it is to make sure that the school has an effective safeguarding policy and procedures in place and monitors that the school complies with them. The Governing body should also ensure that the policy is made available to parents and carers if requested. It is the responsibility of the Governing body to ensure that all staff and volunteers are properly checked to make sure they are safe to work with the pupils who attend our school and that the school has procedures for handling allegations of abuse made against members of staff (including the Head Teacher) or volunteers. The Governing Body has appointed a Senior Designated Officer (SDO) who has lead responsibility for dealing with all safeguarding issues in our school.

The **Senior Designated Officer** is Helen Gee who takes the lead responsibility for safeguarding children within the EYFS setting and liaising with local statutory children's agencies as appropriate. If they are not available then the **Deputy Designated Officer (DDO)** is Sara Hall (*These persons can also be contacted with any safeguarding concerns*).

It is the responsibility of the SDO to ensure that all safeguarding issues raised in school are effectively responded to, recorded and referred to the appropriate agency. They are also responsible for arranging whole school safeguarding training for all staff and volunteers who work with children and young people in our school. The SDO must ensure that the whole school safeguarding training takes place at least every three years; which they can deliver within school provided they are linked in to the support and quality assurance process offered by the Local Authority.

The SDO is required to complete an annual Safeguarding Audit which demonstrates that the Safeguarding arrangements in the school are being met. If the self-assessment highlights any areas for improvement, this will be detailed in the action plan which will be monitored by the School Governors to ensure these improvements are implemented.

The Local Authority have an auditing role in ensuring the school is meeting its Safeguarding requirements under s.175/157 of the Education Act 2002 for both maintained and independent schools.

All Child Protection concerns need to be acted on **immediately**. If you are concerned that a child may be at risk or is actually suffering abuse, you should tell the Senior Designated Officer.

All Adults, including the SDO, have a duty to refer all known or suspected cases of abuse to the relevant agency including Children and Young Peoples Service (CYPS) – Social Care or the Police.

STAFF RECRUITMENT PROCEDURE

A staff recruitment policy is in place to ensure that the school appoints the very best people to posts in the school and that safe recruitment practices are rigorously enforced in order to:

- To ensure all those employed at Forest Park School are suitable individuals to work with children and young people.
- To ensure all those employed at Forest Park School are the best qualified and experienced to work with children and young people.
- To ensure all those employed at Forest Park School share the school's ethos, values, ways of working and aspirations for its pupils and the community it serves.
- To meet the requirements of the safeguarding agenda and protect both pupils and employers within the establishment.
- To meet government recommendations for appropriate training especially for safe staff recruitment.
- To ensure all employees understand the requirements within safeguarding and their role.

(Also see Recruitment Policy)

- (a) It is the responsibility of the proprietor to ensure that all appropriate checks have been carried out to confirm that only a suitable person is employed within the school. All employees and adults who work in direct contact with children, will need to be cleared by Criminal Records Bureau and a check will be obtained as soon as possible. A person may only be employed to work at the school prior to the receipt of a CRB certificate if a List 99 check has been completed and an appropriate risk assessment is in place. Without the list 99 check a person may only commence work if they have worked in a school in England and was in regular contact with children, they worked in a maintained school in England employed after 12th May 2006 and did not come into contact with children, or have been institution within the further education sector in England in a position which involved the provision of education or which brought them into regularly into contact with children or young persons. In this situation, a risk assessment will still be required.

Induction of volunteers

In the majority of cases volunteers must also have Criminal Records Bureau clearance. For a brief activity, such as a school visit, which does not involve the supervision or close contact of children the school may telephone for a "99" check. For extended contact with children, when children may be left alone with an adult, or when an adult visitor may be in and around the school building a full CRB search will be conducted. The office performs this. Visitors who do not yet have clearance will under no circumstance be left alone with a child or group of children.

Welcoming visitors

It is assumed that visitors with a professional role ie, the School Nurse or members of the police already have relevant clearance but the office will endeavour to check this before admittance is granted and a note made of anyone entering without clearance. All visitors into the school are expected to sign in and out of the premises and are issued with visitors badges.

Photographing and videoing

At Forest Park, we record and evidence the efforts and achievements of our pupils through the use of video and photography. These are often used within the school to as part of the learning process and to celebrate the successes of children.

We highlight pupil's participation and achievements in school events and use photographs of pupils along with examples of their work. Photographs will only be taken on the school cameras and down loaded onto school systems. These may

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be used in school displays, publications or website. Where images of pupils are used we only identify a pupil only by their first name or class unless further permission has been granted. From time to time, we invite the local press to cover events and these stories may be featured in the local newspaper. (refer to EY policy for more details)

There has been a lot of controversy surrounding adult photographing and filming children. The concerns are genuine, however we have decided to take a sensible, balanced approach which allows parents to photograph and film providing they follow certain guidelines:

- Parents consent to school taking video and photographs through a signed written permission slip.
- School photographs that are for use outside of school are anonymous unless specific permission has been received from the parents

Whistle blowing

If members of staff ever have any concerns about the behaviour or intentions of any person within the building, school grounds or within proximity of children, they have a professional duty to inform the management accordingly. This can be done in writing or verbally but staff should be prepared to discuss issues in the confidence that any such matter will be dealt with sensitively and with the necessary degree of confidentiality.

It aim of the policy for all teaching and non teaching staff to be aware of the signs and symptoms of abuse and to follow the procedures.

Terms of Reference: - Legislation – section 47(1) The Children’s Act 1989.

“The local authority has a duty to investigate situations where it has ‘reasonable cause to suspect that a child who lives, or is found in their area is suffering; or likely to suffer significant harm’. Enquiries must be made to decide whether it should take any action to safeguard the child’s welfare.”

Forest Park School follows and takes account of the Trafford child protection procedures outlined in the Trafford Local Safeguarding Children Boards “Child Protection Handbook”.

CATEGORIES OF CONCERN:-

Neglect: The persistent or severe neglect of a child which results in significant impairment of the child’s health or development. e.g.

- Failure to provide adequate food, clothing or shelter (including abandonment or exclusion from home)
- Failure to protect from physical or emotional harm.
- Failure to meet child’s basic emotional needs.
- Failure to ensure adequate supervision.
- Failure to ensure access to appropriate medical care.

Physical Abuse: Deliberate or intended injury to a child. e.g.

- Hitting, shaking, throwing, burning, scalding, drowning, suffocating, or poisoning.
- Deliberate inducement of an illness.

Sexual Abuse: Actual or likely sexual exploitation. e.g.

- Use of force or enticement to take part in sexual activity, penetrative or non – penetrative.
- Involvement in non contact activities such as looking at or making abusive images.
- Encouraging children to watch sexual activities.
- Encouraging children to behave in sexually inappropriate ways.
- Any sexual activity with a child under the age of 16 (with or without agreement)

Emotional Abuse: Persistent or severe emotional ill treatment or rejection which adversely affects the child’s emotional and behavioural development. e.g.

- Conveying to a child that they are worthless, unloved or inadequate.
- Overprotection, limiting exploration and learning, preventing normal social interaction or imposing inappropriate expectations.
- Causing a child to feel frightened or in danger by the witnessing of violence towards another person whether domestic or not.

RECOGNITION OF POSSIBLE ABUSE:

It is extremely difficult to determine if abuse has occurred. Teachers should look carefully at the behaviour of their children and be alert for significant changes. Teachers should be aware that children may exhibit any of the following without abuse having occurred:

- Disclosure.
- Non accidental injury, bruising or marks.
- Explanation inconsistent with injury.
- Several different explanations for an injury.
- Reluctance to give information about an injury
- A sudden change in behaviour – aggression, extroversion, depression, withdrawn.
- Attention seeking
- Hyperactivity
- Poor attention
- Appear frightened of parents or family members
- Abnormal attachment between parent and child
- Indiscriminate attachment
- Hyper alertness.
- Reduced response.
- Frozen watchfulness.
- Nightmares.
- Anxiety/irritability.
- Abdominal pain/headaches.
- Poor self esteem.
- Poor peer relationships
- Act in an inappropriate way for age
- Over sexualised play/talk or drawings.
- Excessive or inappropriate masturbation
- Self harm/eating disorder
- Frequent visits to the toilet (urinary infection).
- Reluctance to change for P.E.
- Failure to thrive
- Poor hygiene
- Recurrent/untreated infections of skin or head lice
- Untreated health/dental issues
- Frequent absence from school or repeated lateness
- Delay in meeting normal developmental milestones

This School recognises its legal duty to work with other agencies in protecting children from harm and responding to abuse as outlined in the 'Safeguarding of Children' document.

- The school will seek out training opportunities for all adults involved in the group to ensure that they recognise the symptoms of possible physical abuse, neglect, emotional abuse and sexual abuse.
- Adults will not be left alone for long periods with individual children or with small groups. An adult who needs to take a child aside – for example, for time out after behaviour which needs improvement – will leave the door ajar.
- Children will be encouraged to develop a sense of autonomy and independence through adult support in making choices and in finding names for their own feelings and acceptable ways to express them. This will enable children to have the self-confidence and the vocabulary to resist inappropriate approaches.
- The layout of the classroom(s) will permit constant supervision of all children.
- The Staff seek to adopt an open attitude towards pupils as part of their responsibility for pastoral care so that pupils and parents feel free to talk about any concerns and see the School as a safe place if there are any difficulties at home.
- Pupils' worries and fears will be taken seriously should they seek help from a member of Staff.
- Staff cannot guarantee confidentiality if concerns are such that a referral must be made
- Staff who observe, or are told of, injuries that appear to be non-accidental or have concerns that indicate physical, emotional or sexual abuse or neglect MUST report their concerns to the SO or SDO.
- Staff do not carry out investigations themselves.
- If Staff are unsure how to proceed, ask the SO or the SDO for advice.
- The School will ensure that bullying is identified and dealt with quickly so that any harm to a pupil is minimised.
- All pupils are encouraged to show respect for others and to take responsibility for protecting themselves. The pupils are encouraged to report bullying (and suspected abuse) of classmates. The House Captain system at Year 6 and the Anti-bullying Council are great sources of information.
- Parents are expected to help children to behave in non-violent and non-abusive ways to both Staff and other pupils.
- The ethos of the School is care and consideration for others.
- Parents can feel confident that procedures are in place to ensure that all Staff appointed are suitable to work with children.
- If it is necessary to use physical force to protect a child from injury, to prevent a pupil from harming others or if any pupil is injured accidentally, the parents will be informed immediately. Pupils will not be punished by any form of hitting, slapping, shaking or other degrading treatment.

Managing Allegations

We are aware of the possibility of allegations being made against members of staff or volunteers that are working or may come into contact with children and young people whilst in our school. Allegations will usually be that some kind of abuse has taken place. They can be made by children and young people or other concerned adults. Allegations are made for a variety of reasons:

- Abuse has actually taken place.
- Something has happened to the child that reminds them of a past event – the child is unable to recognize that the situation and people are different; Children can misinterpret your language or your actions.
- Some children recognize that allegations can be powerful and if they are angry with you about something they can make an allegation as a way of hitting out.
- An allegation can be a way of seeking attention.

If an allegation is made against an adult in a position of trust whether they be members of staff or volunteers this should be brought to the immediate attention of the SDO who will advise the Headteacher. In the case of the allegation being made against the Headteacher this will be brought to the immediate attention of the Chair of Governors. The Headteacher/ Governor will need to discuss with the Local Authority Designated Officer (LADO) the nature of the allegations in order for the appropriate action to be taken. This may constitute an initial evaluation meeting or strategy discussion depending on the allegation being made. Head teachers will need to:

Refer to the LADO immediately and follow up in writing within 48 hours. Consider safeguarding arrangements of the child or young person to ensure they are away from the alleged abuser.

Contact the parents or carers of the child/young person if advised to do so by the LADO.

Consider the rights of the staff member for a fair and equal process of investigation.

Ensure that the appropriate disciplinary procedures are followed including whether suspending a member of staff from work until the outcome of any investigation is deemed necessary.

Act on any decision made in any strategy meeting.

Advise the Independent Safeguarding Authority where a member of staff has been disciplined or dismissed as a result of the allegations being founded.

EMERGENCY PROCEDURES

If the designated person or Headteacher are not available, establish the facts and details as above and contact the Social Services.

- Phone Trafford Borough Council and - Ask for Social Services – Children and Families.
- Ask for the local Authority Designated Officer
- Discuss the situation and ask for advice

Keep Records

Whenever worrying changes are observed in a child's behaviour, physical condition or appearance, a specific and confidential record will be set up, quite separate from the usual on-going records of children's progress and development. The record will include, in addition to the name, address and age of the child: timed and dated observations, describing objectively the child's behaviour/appearance, without comment or interpretation; where possible, the exact words spoken by the child; the dated name and signature of the recorder.

Such records will be kept in a separate file and will not be accessible to people other than the Headteacher, designated officer and other member of staff as appropriate.

Training

All members of staff and volunteers will have access to whole school safeguarding training at least every three years. We will also, as part of our induction, issue information in relation to our Safeguarding policy and any policy related to safeguarding and promoting our children/young people's welfare to all newly appointed staff and volunteers.

Our Senior Designated Officer and Deputies will undertake further safeguarding training in addition to the whole school training. This will be undertaken at least every two years which updates their awareness and understanding of the impact of the wide agenda of safeguarding issues. This will support both the SDO/Deputies to be able to better undertake their role and support the school in ensuring our safeguarding arrangements are robust and achieving better outcomes for the pupils in our school. This includes taking part in multi-agency training in addition to safeguarding training.

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The school Governor will have access to safeguarding training and will also undertake additional training at least every two years to support their employers' role in Handling Allegations against adults who work with children and young people, including our staff and volunteers.

Our safeguarding arrangements are reported on a monthly basis to our Governing body and our Safeguarding policy is reviewed annually, in order to keep it updated in line with local and national guidance/legislation.

We will include our Safeguarding Policy in our school website and will post copies of our policy throughout the school. We are also able to arrange for our policy to be made available to parent, on request.

Support Families

With the provision that the care and safety of the child must always be paramount, the school will do all in its power to support and work with the child's family.

How to Contact Help through Trafford

Phone: 0161 912 5125

Child Protection Line: 0161 912 5124

Fax: 0161 912 5056

Trafford Police helpline 0161 856 7527

Documents kept in school:

What to do if you're worried a child is being abused 2006

Working Together to Safeguard Children 2010

Trafford Partnership Safeguarding/Child Protection Handbook 2010