

Shirehampton Primary School



Safeguarding January 2017

Review Date: Annually

Named personnel with designated responsibility for Child Protection

Academic year	Senior Designated Officer	Deputy Designated Officer	Nominated Governor	Chair of Governors
2012 - 2013	Louisa Munton	Simon Penrose Melina Burrowes	Joan Cox	Rebecca Golder
2013 - 2014	Louisa Munton	Simon Penrose Melina Burrowes	Joan Cox	Rebecca Golder
2014 - 2015	Louisa Munton	Simon Penrose Melina Burrowes	Rebecca Golder	Rebecca Golder
2015-2016	Louisa Munton	Simon Penrose Melina Burrowes	Rebecca Golder	Rebecca Golder
2016-2017	Louisa Munton	Simon Penrose Melina Burrowes	Martyn Wood	Rebecca Golder

Dates of Staff Training and details of course title and training provider

Whole School	Senior Designated Officer	Deputy Designated Officer	Nominated Governor
20 June 2007	5 October 2010 Level 2 Multi Agency CP training BCSB	5 October 2010 Level 2 Multi Agency CP training	05 October 2016 Safeguarding Children in Education - The role of the governing body TwS - BCC
8 & 15 September 2010 CP training – Paul Aldus through BCC	13 September 2012 Advanced Inter Agency CP BCSB	13 September 2012 Advanced Inter Agency CP BCSB	20 October 2016 Disabled Children & Child Protection Bristol NHS
9 & 16 October 2013 CP training BCSB – Jeanette Plumb	18 September 2014 Child Protection Refresher and Update training BSCB	18 September 2014 Child Protection Refresher and Update training BSCB	
21 September & 5 October 2016 – CP training from Education Safeguarding Team Lesley O'Hagan	16 September 2016 Child Protection for Managers BSCB 21 September 2016 Domestic Abuse and Child Protection BSCB 4 October 2016 Parent Mental Health and Child Protection BSCB	16 September 2016 Child Protection for Managers BSCB 21 September 2016 Domestic Abuse and Child Protection BSCB 4 October 2016 Parent Mental Health and Child Protection BSCB	
	25 January 2017 & 22 March 2017 CASCADE – Schools and CAMHS partnership training	25 January 2017 & 22 March 2017 CASCADE – Schools and CAMHS partnership training	

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Purpose and Aims

The purpose of our safeguarding policy is to provide a secure framework for the workforce in safeguarding and promoting the welfare of those pupils who attend our school. The policy aims to ensure that:

All our pupils are safe and protected from harm.

It is in response to:

1. The Children's Act 2004
2. Latest guidance from Dfe

The policy is in line with the above, the Bristol Safeguarding Children's Board child protection procedures and 'What to do if you are worried a child is being abused' publication (2006)

Other elements of provision and policies are in place to enable pupils to feel safe and adopt safe practices;

Staff, pupils, governors, visitors, volunteers and parents are aware of the expected behaviours' and the school's legal responsibilities in relation to the safeguarding and promoting the welfare of all of our pupils.

This policy applies to all adults, including volunteers, working in or on behalf of the school.

Ethos

All children deserve the opportunity to achieve their full potential. In 2003, the Government published the *Every Child Matters* Green Paper alongside the formal response to the report into the death of Victoria Climbié. The Green Paper set out five outcomes that are key to children and young people's wellbeing:

be healthy;

stay safe;

enjoy and achieve;

make a positive contribution; and

achieve economic wellbeing.

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 Shirehampton Primary 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. Shirehampton Primary 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.

In order to keep children safe and provide appropriate care for them the school requires accurate and up to date information regarding:

- Names (including any previous names), address and date of birth of child
 - Names and contact details of persons with whom the child normally lives
 - Names and contact details of all persons with parental responsibility (if different from above)
 - Emergency contact details (if different from above)
 - Details of any persons authorised to collect the child from school (if different from above)
 - Any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
 - If the child is or has a Child Protection Plan (formerly known as being on the Child Protection Register)
 - Name and contact detail of key persons in other agencies, including GP
 - Any other factors which may impact on the safety and welfare of the child
- The school will collate, store and agree access to this information. It will be held centrally on the school premises

Responsibilities and expectations

The Governing Body is responsible for ensuring that:

- the school has a safeguarding policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request;
- the school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures;
- a senior member of the school's leadership team is designated to take lead responsibility for child protection (and deputy);
- staff undertake appropriate child protection and Prevent training;
- they remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements;
- a governor is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the head teacher
- `where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate.

- they review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged

Headteacher is responsible for ensuring that:

- the policies and procedures adopted by the Governing Body or Proprietor are fully implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities; and
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.

Senior Member of Staff with Designated Responsibility for Child Protection is responsible for:

Referrals

- Refer cases of suspected abuse or allegations to the relevant investigating agencies;
- Act as a source of support , advice and expertise within the educational establishment;

Training

- To recognise how to identify signs of abuse and when it is appropriate to make a referral;
- Have a working knowledge of how BSCBs operate, the conduct of a child protection case conference and be able to attend and contribute to these;
- Ensure that all staff have access to and understand the school's safeguarding policy and child protection procedures;
- Ensure that all staff have induction training;
- Keep detailed accurate secure written records and/or concerns
- Obtain access to resources and attend any relevant or refresher training courses at least every two years.

Raising Awareness

- Ensure the safeguarding policy is updated and reviewed annually and work with the governing body regarding this;
- Ensure parents are made aware of the child protection policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later;

Where a child leaves the establishment, ensure the child protection file is transferred to the new establishment ASAP and separately from the main pupil file. If a child goes missing or leaves to be educated at home, then the child protection file should be retained at school or passed to EWS after discussion.

All staff and volunteers must:

- fully comply with the school's policies and procedures
- attend appropriate training

- inform the designated person of any concerns

The **Senior Designated Officer (SDO)** is Louisa Munton. If they are not available then the **Deputy Designated Officer (DDO)** is Simon Penrose and/or Melina Burrowes. (This/these person/s can also be contacted with any safeguarding concerns).

The Named Member of the Governing Body for Safeguarding is Rebecca Golder.

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 attend or ensure that a senior member of staff who has the relevant training and access to appropriate supervision, attends where appropriate, all child protection case conferences, reviews, core groups or meetings where it concerns a child at our school and to contribute to multi-agency discussions to safeguard and promote the child's welfare.

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 signed off and monitored by the Named Governor for Safeguarding to ensure these improvements are implemented. The self-review assessment is to be shared with the Local Authority, who will 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 First Response and Early Help– Social Care or the Police. Where a disclosure is made to a visiting staff member from a different agency, e.g. Connexions or School Nurse, it is the responsibility of that agency staff to formally report the referral to the School's Senior Designated Officer in the first instance. Where the disclosure is made by a child attending a Short Stay School (SSS) or alternative provision, the referral should be recorded and referred to the On-Site Senior Designated Officer and a formal notification made to the school's SDO where the child is on roll for information or appropriate action to be taken. Any records made should be kept securely on the Child's main school/Child Protection file.

Recognising concerns, signs and indicators of abuse

Safeguarding is not just about protecting children from deliberate harm. For our school it includes such things as pupil safety, bullying, racist abuse and harassment, educational visits, intimate care, children missing education and internet safety etc. The witnessing of abuse can have a damaging affect on those who are party to it, as well as the child subjected to the actual abuse, and in itself will have a significant impact on the health and emotional well-being of the child. Abuse can take place in any family, institution or community setting, by telephone or on the internet. Abuse can often be difficult to recognize as children may behave differently or seem unhappy for many reasons, as they move through the stages of childhood or their family circumstances change. However, it is important to know the indicators of abuse and to be alert to the **need to consult further**.

Physical Abuse

This can involve hitting, shaking, throwing, poisoning, punching, kicking, scalding, burning, drowning and suffocating. It can also result when a parent or carer deliberately causes the ill health of a child in order to seek attention through fabricated or induced illness. This was previously known as Munchausen's Syndrome by Proxy.

Emotional Abuse

Emotional Abuse is where a child's need for love, security, recognition and praise is not met. It may involve seeing or hearing the ill-treatment of someone else such as in Domestic Violence or Domestic Abuse. A parent, carer or authority figure is considered emotionally abusive when they are consistently hostile, rejecting, threatening or undermining toward a child or other family member. It can also occur when children are prevented from having social contact with others or if inappropriate expectations are placed upon them. Symptoms that indicate emotional abuse include:

- Excessively clingy or attention seeking.
- Very low self-esteem or excessive self-criticism.
- Withdrawn behaviour or fearfulness.
- Lack of appropriate boundaries with strangers; too eager to please.
- Eating disorders or self-harm

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. This may include physical contact both penetrative and non-penetrative, or viewing pornographic material including through the use of the internet. Indicators of sexual abuse include: allegations or disclosures, genital soreness, injuries or disclosure, sexually transmitted diseases, inappropriate sexualized behaviour including words, play or drawing.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs which can significantly harm their health and development. Neglect can include inadequate supervision (being left alone for long periods of time), lack of stimulation, social contact or education, lack of

appropriate food, shelter, appropriate clothing for conditions and medical attention and treatment when necessary.

What to do if you are concerned

If a child makes an allegation or disclosure of abuse against an adult or other child or young person, it is important that you:

- Stay calm and listen carefully.
- Reassure them that they have done the right thing in telling you.
- Do not investigate or ask leading questions.
- Let them know that you will need to tell someone else.
- Do not promise to keep what they have told you a secret.
- Inform your Senior Designated Officer as soon as possible.
- Make a written record of the allegation, disclosure or incident which you must sign, date and record your position using the schools' safeguarding record log forms.

If you are concerned that a member of staff or adult in a position of trust poses a danger to a child or young person or that they might be abusing a child or young person you should report your concerns to the Headteacher. Where those concerns relate to the Headteacher however, this should be reported to the Chair of Governors using the schools 'Whistle blowing' policy.

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/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/Chair of Governors 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.

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. Our Governing body will have access to safeguarding training.

Our safeguarding arrangements are reported on an annual 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 prospectus/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 parents whose first language is not English, on request.

Taking Action to ensure that children are safe at school and home

All staff follow the Bristol LSCB Child Protection Procedures which are consistent with the most recent guidance from the Dfe and 'What To Do If You Are Worried A Child is Being Abused'.

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the designated senior person with responsibility for child protection (or another senior member of staff in the absence of the designated person) prior to any discussion with parents.

1. Staff must immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play

- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)

See Appendix A for sharing a concern in the absence of the DSL.

2. Responding to Disclosure

Disclosures or information may be received from pupils, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity, providing appropriate support for those who have difficulty expressing themselves verbally.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person and make a contemporaneous record.

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated person in order that s/he can make an informed decision of what to do next.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of school staff
- **clarify the information**
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the senior designated person
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and that the person will be involved as appropriate

3. Action by the Designated Senior Officer (or other senior person in their absence)

Following any information raising concern, the senior designated officer will consider:

- any urgent medical needs of the child
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g. First response, Early Help, EWO service
- the child's wishes

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
 - whether to make a child protection referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately
- OR**
- not to make a referral at this stage
 - if further monitoring is necessary
 - if it would be appropriate to undertake an assessment (e.g. SAF) and/or make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to social care will be accompanied by a standard referral form.

4. Action following a child protection referral

The designated senior officer or other appropriate member of staff will:

- make regular contact with First Response and/or Early Help
- contribute to the Strategy Discussion and Initial Assessment
- provide a report for, attend and contribute to any subsequent Child Protection Conference
- if the child or children has a Child Protection Plan (formerly placed on the Child Protection Register), contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences
- share all reports with parents prior to meetings
- where in disagreement with a decision made e.g. not to apply Child Protection Procedures or not to convene a Child Protection Conference, discuss this with the Education Safeguarding and Child Protection Manager
- where a child having a Child Protection Plan moves from the school or goes missing, immediately inform the key worker in Social Care

5. Recording and monitoring

School will record:

- Information about the child : name (aka) address, d.o.b., those with parental responsibility, primary carers, emergency contacts, names of

persons authorised to collect from school, any court orders, if a child is or has been subject to a CP Plan (been on the CP Register)

- Key contacts in other agencies including GP details
- Any disclosures/accounts from child or others, including parents (and keep original notes)
- All concerns, discussions, decisions, actions taken (dated, timed and signed) and arrangements for monitoring/review

All records should be objective and include:

- Statements, facts and observable things (what was seen/heard)
- Diagram indicating position, size and colour of any injuries (not photograph)
- Words child uses, (not translated into 'proper' words)
- Non-verbal behaviours

All C.P. documents will be retained in a 'Child Protection' file, separate from the child's main file. This will be locked away and only accessible to the headteacher and senior / deputy designated officers. These records will be transferred to any school or setting the child moves to, using the BSCB 'Guidance on the transfer of a child protection file to another educational setting' and the accompanying form. If the child goes missing from education or is removed from roll to be educated at home, then any Child Protection file should remain in school or passed to EWS after discussion.

School will monitor:

Any cause for concern including where there could be serious child welfare concerns:

- Injuries/marks
- Attendance
- Changes e.g. mood/ academic functioning
- Relationships
- Language
- Behaviour
- Demeanour and appearance
- Statements, comments
- Medicals
- Stories, 'news', drawings
- Response to P.E./Sport
- Family circumstances
- Parental behaviour/ care of child

The SDO will review all monitoring arrangements in the timescale and manner determined by circumstances, recorded and clearly understood by all concerned

6. Supporting the Child and Partnership with Parents

- The school shares a purpose with parents to keep children safe from harm and to have their welfare promoted.
- School recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents

- School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm
- School will provide a secure, caring, supportive and protective relationship for the child
- School encourages parents to discuss any concerns they may have with the class teacher or the head teacher (senior designated officer)
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Senior Officer will determine which members of staff “need to know” personal information and what they “need to know” for the purpose of supporting and protecting the child

Support, Advice and Guidance for Staff

Staff will be supported by the head teacher and referral to documentation held in school and <http://www.bristol.gov.uk/page/children-and-young-people/bristol-safeguarding-children-board>

The senior designated officer will be supported by the governing body designated person.

Advice and support is always available from the Education Welfare Officer.

Current Safeguarding Issues

The following Safeguarding issues are all considered to be child Protection issues and should be referred immediately to the most relevant agency. The issues featured below are linked to guidance and local procedures which can be found on the South West Child Protection Procedures at www.swcpp.org.uk

Some members of our communities hold beliefs that may be common within particular cultures but which are against the law of England. Shirehampton Primary School does not condone practices that are illegal and which are harmful to children. Examples of particular practices are:

Preventing Radicalisation and Violent Extremism

Shirehampton Primary School values the fundamental rights of freedom of speech, expression of beliefs and ideology and tolerance of others which are the core values of our democratic society. However, all rights come with responsibilities and free speech or beliefs designed to manipulate the vulnerable or which advocate harm or hatred towards others will not be tolerated. Shirehampton Primary School seeks to protect its students and staff from all messages and forms of violent extremism and ideologies including those linked to, but not restricted, to the following: Far Right / Neo Nazi, White Supremacist ideology, extremist Islamic ideology, Irish Nationalist and Loyalist paramilitary groups and extremist Animal Rights groups.

At Shirehampton Primary School there is no place for extremist views of any kind. Our children know that our school is a safe place, and all adults at Shirehampton Primary School have a duty of care to ensure this happens.

We recognise that exposure to extremist materials and influences can lead to poor outcomes and will be addressed as a safeguarding concern. We acknowledge that if we fail to challenge extremist views we are failing to protect our children, and tackling extremism falls under the remit of our Designated Officers. Education is a powerful tool against the ignorance, division and fear created by extremism. We will provide children with the knowledge, skills and critical thinking to challenge extremist ideas.

We are aware that children can be exposed to extremist influences or prejudiced views from early childhood through a variety of sources and media, and that they may at times reflect or display views which may be discriminatory, prejudiced or extremist, or use offensive language.

Any discrimination, prejudice or extremist views, including offensive language, shown by pupils or staff will be dealt with in line with our Behaviour Policy and staff Code of Conduct, and will always be addressed.

We place high priority on spiritual, moral, social and cultural development, which we achieve through our quality delivery of:

- PSHE
- RE
- Restorative Approaches in School
- Values-led curriculum
- School assemblies

which all instil in our children a positive and strong self-identity and foster a sense of belonging.

We also adhere to the main methods outlined in the governmental guidance 'Teaching Approaches that help build resilience to extremism among young people.' (DfE 2011):

- We make good connections with our children through good teaching design and a child-centred approach
- We facilitate a safe place for discussion and dialogue
- We equip our children with the skills, knowledge and understanding and awareness to develop resilience.

We promote the values of democracy through our School Council, Eco Council, House Captains, Peer Mediators, and ample opportunities to vote on decisions regarding our school.

We value the rule of law and individual liberty, mutual respect and tolerance to those of other faiths, backgrounds and beliefs. We teach all our children to respect each other and tolerate differences.

Forced Marriage

Shirehampton Primary School does not support the idea of forcing someone to marry without their consent.

Under-age Marriage

In England, a young person cannot legally marry until they are 16 years old (without the consent of their parents or carers) nor have sexual relationships.

Genital mutilation/female circumcision

This is against the law, yet for some communities it is considered a religious act and cultural requirement. It is illegal for someone to arrange for a child to go abroad with the intention of having her circumcised. If any of the above areas of concern is brought to the attention of Shirehampton Primary School we will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

Ritualistic Abuse

Some faiths believe that spirits and demons can possess people (including children). What should never be considered is the use of any physical or psychological violence to get rid of the possessing spirit. This is abusive and will result in the criminal conviction of those using this form of abuse even if the intention is to help the child.

Honour Based Violence

Honour based violence' is a crime or incident, which has or may have been committed to protect or defend the honour of the family and/or community'. It is important to be alert to signs of distress and indications such as self-harm, absence from school and truancy, infections resulting from female genital mutilation, isolation from peers, being monitored by family, not participating in school activities, unreasonable restrictions at home. Where it is suspected that a child/young person is at risk from Honour based violence Shirehampton Primary School will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

Trafficked Children

Child trafficking involves moving children across or within national or international borders for the purposes of exploitation. Exploitation includes children being used for sex work, domestic work, restaurant/ sweatshop, drug dealing, shoplifting and benefit fraud. Where Shirehampton Primary School is made aware of a child is suspected of or actually being trafficked/exploited we will report our concerns to the appropriate agency.

Domestic Abuse

The Government defines domestic abuse as "Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members regardless of gender or sexuality".

Staff need to understand what is required of them if children are members of the household where domestic abuse is known or suspected to be taking place. Our policy includes action to be taken regarding referrals to the Police and Children and Young People's Services and any action to be taken where a member of staff is the alleged perpetrator or victim of domestic abuse. At Shirehampton Primary School we will follow our safeguarding policy and report any suspected concerns regarding Domestic Abuse to the relevant agency.

Sexually Active under Eighteen years old

It is acknowledged by those working with young people that most young people under the age of 18 will have an interest in sex and sexual relationships. The Protocol for Sexually Active Young People under 18 years old has been designed to assist those working with children and young people to identify where these relationships may be abusive, and the children and young people may need the provision of protection or additional services. At Shirehampton Primary School we will ensure our policy for managing this issue links to the available protocol.

Children Missing Education

“Basic to safeguarding children is to ensure their attendance at school.” (OFSTED 2002). Children are best protected by regularly attending school where they will be safe from harm and where there are professionals to monitor their well-being. At Shirehampton Primary School we will encourage the full attendance of all of our children at school. Where we have concerns that a child is missing education because of suspected abuse, we will liaise with the appropriate agency including the Education Attendance Service to effectively manage the risks and to prevent abuse from taking place.

Safeguarding Disabled Children

Disabled children have exactly the same human rights to be safe from abuse and neglect, to be protected from harm and achieve the Every Child Matters outcomes as non-disabled children.

Disabled children do however require additional action. This is because they experience greater risks and ‘created vulnerability’ as a result of negative attitudes about disabled children and unequal access to services and resources, and because they may have additional needs relating to physical, sensory, cognitive and/ or communication impairment (Safeguarding Children, DCSF, July 2009) Shirehampton Primary School will ensure that our disabled children are listened to and responded to appropriately where they have concerns regarding abuse. In order to do this we will ensure that our staff and volunteers receive the relevant training to raise awareness and have access to specialist staff in the event they have concerns regarding abuse of a child.

Safer Recruitment and Selection

It is a requirement for all agencies to ensure that all staff recruited to work with children and young people are properly selected and checked. At Shirehampton Primary School we will ensure that we have a member on every recruitment panel who has received the appropriate recruitment and selection training. That all of our staff are appropriately qualified and have the relevant employment history and checks to ensure they are safe to work with children in compliance with the Key Safeguarding Employment Standards.

Private Fostering

Private fostering is an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote his/her welfare.

A privately fostered child means a child under the age of 16 (18 if a disabled child) who is cared for and provided with accommodation by someone other than:

- A parent.
- A person who is not a parent but has parental responsibility.
- A close relative.
- A Local Authority.

for more than 28 days and where the care is intended to continue. It is a statutory duty for us at Shirehampton Primary School to inform the Local Authority where we are made aware of a child or young person who may be subject to private fostering arrangements.

Child Exploitation and E-Safety

Children and young people can be exploited and suffer bullying through their use of modern technology such as the internet, mobile phones and social networking sites. In order to minimize the risks to our children and young people Shirehampton Primary School will ensure that we have in place appropriate measures such as security filtering, and an acceptable use policy linked to our E-Safety policy. We will ensure that staff are aware of how not to compromise their position of trust in or outside of the school and are aware of the dangers associated with social networking sites.

Our E-safety policy will clearly state that mobile phone or electronic communications with a student at our school is not acceptable other than for approved school business e.g. coursework, mentoring. Where it is suspected that a child is at risk from internet abuse or cyber bullying we will report our concerns to the appropriate agency.

Appendix A:

Anyone can make a referral. Where referrals are not made by the DSL (this should only be in exceptional circumstances), they should be informed, as soon as possible, that a referral has been made.

If you have concerns about a child.....			
If a child is at immediate risk call the POLICE	POLICE 999		
To make an URGENT referral ie a child is likely to suffer or is suffering significant harm call First Response	FIRST RESPONSE 0117 9036444 Out of hours Emergency Duty Team 01454815185		
To make an NON URGENT referral contact First Response using the online form (must have parent/carer consent)	FIRST RESPONSE https://www2.bristol.gov.uk/form/child-or-young-person-request-support-or-report-concern		
To raise concerns and ask for advice about extremism (also contact First Response)	PREVENT DUTY 0117 9455536 channelsw@avonandsomerset.pnn.police.uk		
For advice and guidance about whether to make a referral	EARLY HELP (N) 0117 3521499 EARLY HELP (E/C) 0117 9415886 EARLY HELP (S) 0117 9037770		
For information, advice and guidance in relation to safeguarding policy and procedure.	Schools Safeguarding Advisors		
	North Lesley O'Hagan 0117 9223786 07901102852	East Central Henry Chan 0117 9224282 07484989157	South Esther Lambert 0119 8222832 07484989153
If you have concerns about a professional working with a child.....			
To raise concerns and ask for guidance in relation to the conduct of someone who works with children	Local Authority Designated Officer (LADO) Nicola Laird 0117 9037795		

Useful Contacts:

Bristol Safeguarding Children Board <http://www.bristol.gov.uk/page/children-and-young-people/bristol-safeguarding-children-board>

South West Child Protection Procedures www.swcpp.org.uk

BECTA www.becta.org.uk

Child Exploitation and Online Protection Agency www.ceop.org.uk

www.thinkuknow.co.uk

CAPE (Child Protection in Education) www.cape.org.uk

Keeping Children Safe

Internet Safety

www.ceop.gov.uk

Cyberbullying

www.digizen.org

KS2/3

www.missdorothy.com

Bullying & child abuse

www.anti-bullyingalliance.org

www.kidscape.org.uk

www.childline.org.uk

www.nspcc.org.uk

Domestic Violence

www.thehideout.co.uk

Internet Safety

www.ceop.org.uk/thinkuknow

www.childnet-int.org

KS2/3

www.kidsmart.org.uk

Jenny's story

www.childnet-int.org/jenny

Raising Concerns with Outside Agencies with Regard to Children's Welfare

School Staff:

Louisa Munton: headshirehamptonp@bristol-schools.uk

- ✓ Head Teacher and Designated Person for Child Protection
- ✓ First point of contact for First Response, Early Help, Social Care
- ✓ Refers families to First Response in line with thresholds
- ✓ Shares school concerns regarding child welfare with parents
- ✓ Seeks advice from / shares information with First Response and/or Early Help for clarification if family close to threshold
- ✓ Attends CiN, CP, MARAC and multi agency professional meetings

Simon Penrose: simon.penrose@bristol-schools.uk

- ✓ Learning Mentor and Deputy Designated Person for Child Protection
- ✓ First point of contact for First Response, Early Help, Social Care
- ✓ Refers families to First Response in line with thresholds
- ✓ Shares school concerns regarding child welfare with parents
- ✓ Seeks advice from / shares information with First Response and/or Early Help for clarification if family close to threshold
- ✓ Attends CiN, CP, MARAC and multi agency professional meetings
- ✓ Completes and attends SAF

Melina Burrowes: sencoshirehamptonp@bristol-schools.uk

- ✓ Family Link Worker and Deputy Designated Person for Child Protection
- ✓ Engages with families that need intervention in regard to child welfare to reduce the likelihood of escalation to SAF or First Response
- ✓ Completes and attends SAF for families engaging with
- ✓ Shares school concerns regarding child welfare with parents engaging with
- ✓ Seeks advice from / shares information with First Response and/or Early Help for clarification if family close to threshold for families engaging with
- ✓ Attends CiN, CP, MARAC and multi agency professional meetings for families engaging with

School Intervention:

- ✓ The Learning Mentor will work predominately with pupils and be a liaison point with families where concerns can be identified / shared. Work may then be undertaken directly with Simon or he may enlist support from the Family Link Worker and / or signpost to services available.
- ✓ The Family Link Worker will predominately work with family units, with a particular emphasis on supporting parents / carers. Work will be directly undertaken by Melina and / or external agencies involved to put together a package of appropriate support – for example Shelter, BDP, HAWKS.

The SAF process will be initiated by either Simon or Melina; this may be a joint decision, after discussion, or request from Louisa, when it is agreed the needs of a family are beyond those school can offer or the nature of the need is complex, involving several housing / community needs.

A referral to First Response will be made if the needs remain and do not improve and / or deteriorate and they particularly pertain to safeguarding. In order to fully safeguard all pupils school will work closely with external agencies to ensure that the correct level of need has been identified (The Triangle of Need) and the best possible plan is developed.

School will always endeavour to involve outside agencies at the earliest opportunity.

SHIREHAMPTON PRIMARY SCHOOL

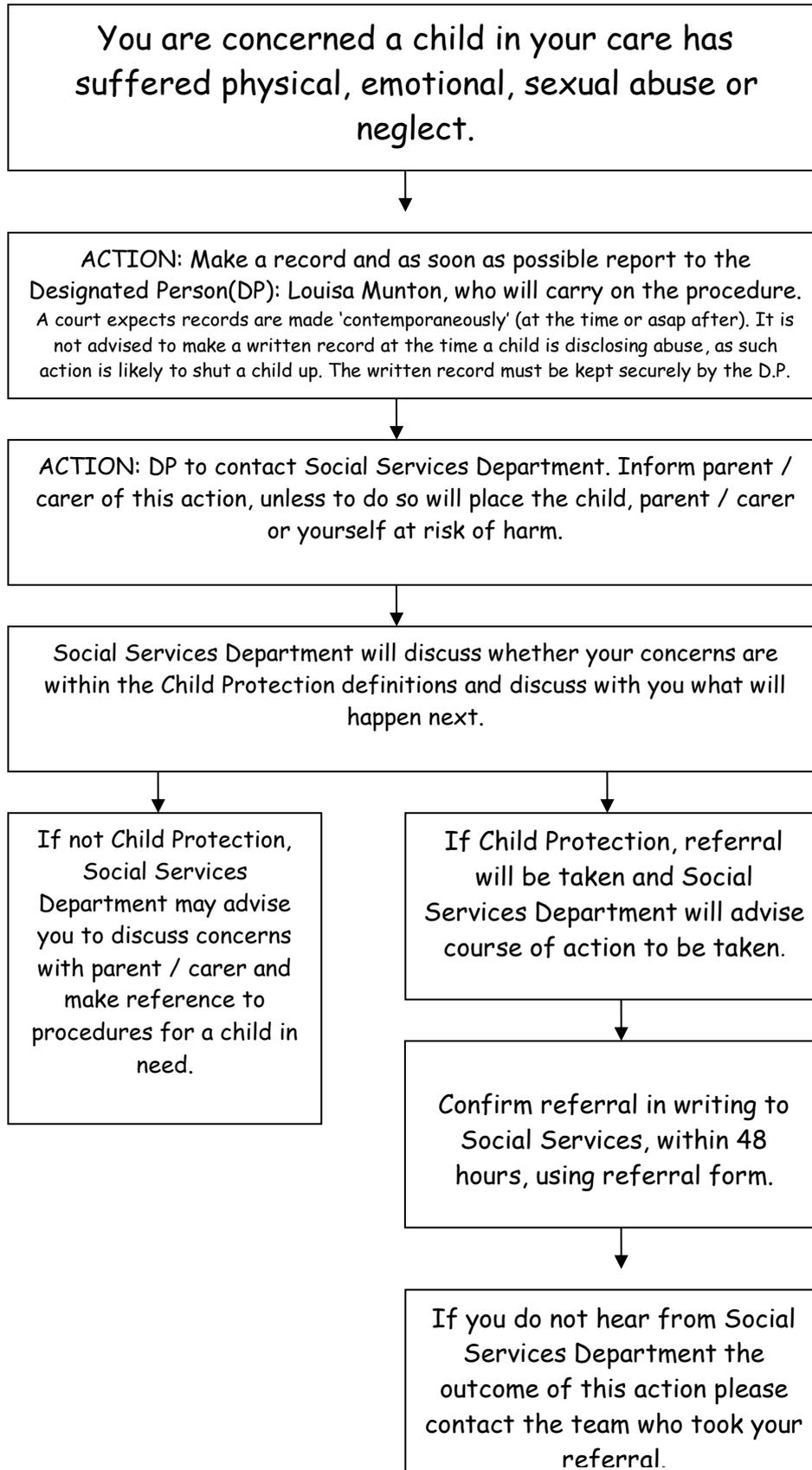


CHILD PROTECTION GUIDANCE AND PROCEDURES

November 08

SHIREHAMPTON PRIMARY SCHOOL

Child Protection Flowchart



How is child abuse recognised?

At Shirehampton, all staff are aware of the seriousness of any form of child abuse / neglect. Therefore we are always rigorous in noting any possible signs we observe that may indicate abuse or neglect is happening to a child.

If we observe any of the following signs we will always fill in either a concern or disclosure log and immediately inform the designated Person: Louisa Munton.

- An injury which arouses your suspicions. See appendix 1.1 and 1.2 for information on common sites for non-accidental and accidental injury.
- Observations of the child at play or any interactions with the child that may give reason to suspect that the child has been abused.
- A slow but definite change in the child's behaviour, from an outgoing, happy child to a withdrawn, passive personality, possibly with regressive toilet habits and / or poor eating.
- If the parent / carer, when asked about an injury, is evasive or inappropriately hostile, or will say nothing at all, this may indicate that the injury was non-accidental.

All staff must always notify the DP of any concerns about a child they may have.

About the Child:

Name:

DOB:

Address:

Parent / carer(s):

About the disclosure ~

Date:

Time:

Place of disclosure:

Personnel present:

Describe the nature of the disclosure, giving as full an account as possible of what the child said (records should be factual, using the child's words).

Please detail the questions put to the child.

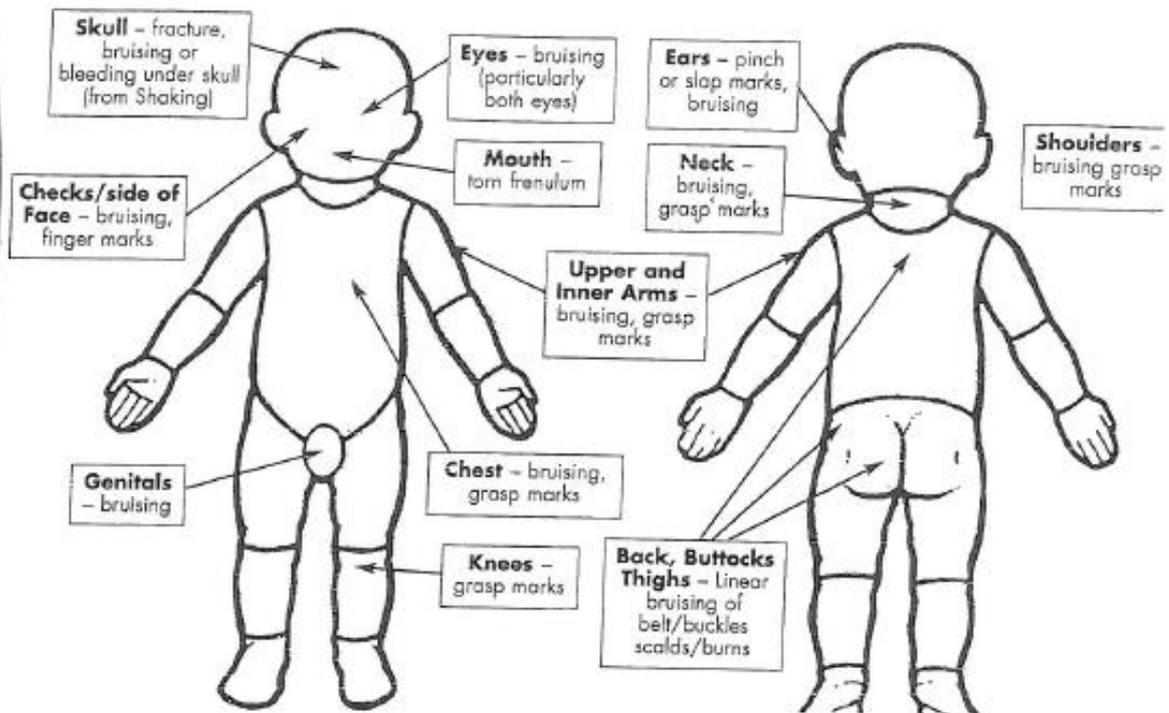
Describe the demeanour of the child.

Please state where the child was taken and where returned to at the end of the disclosure.

Further comments:

Appendix 1.1

Common sites for non-accidental injury



Bruises are likely to be:

- Frequent
- Patterned (e.g. finger and thumb mark)
- Old and new in same place (note colour)
- In unusual position (see chart)

Consider:

- Developmental level of the child and their activities
- May be more difficult to see on darker skins

Injuries are suspicious if they could be:

- Bite marks
- Fingernail mark
- Large and deep scratches
- Incisions (e.g. from razor blades)

Sexual abuse may result in:

- Unexplained soreness, bleeding or injury in the genital or anal area.
- Sexually transmitted diseases (e.g. gonorrhoea).

Burns and scalds are likely to have:

- Clear outline
- Splash marks around burn area
- Unusual position (e.g. back of hand)
- Indicative shapes (e.g. bar of electric fire)

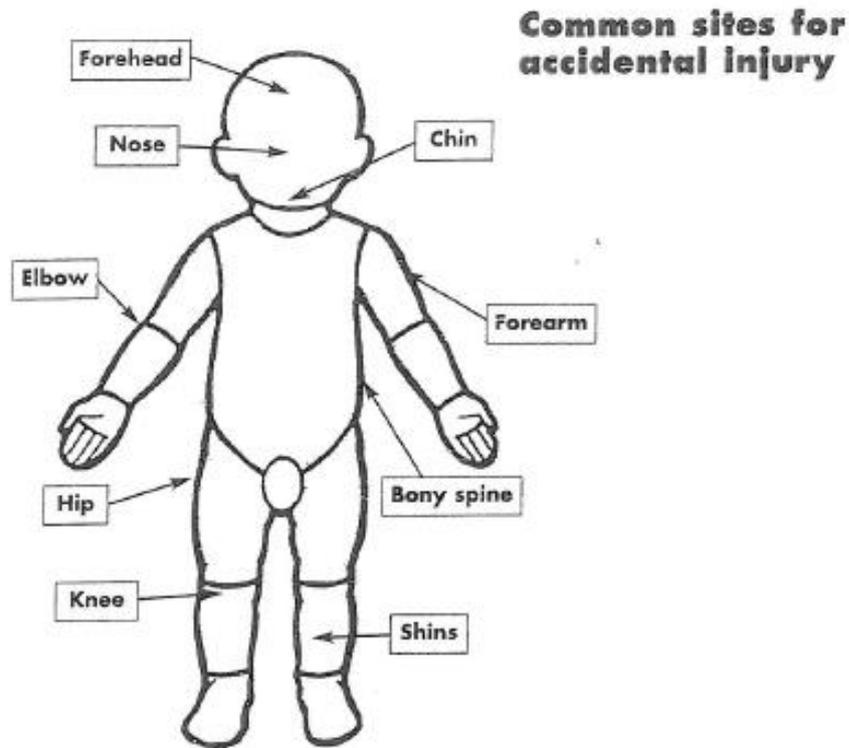
Fractures are likely to be:

- Numerous - healed at different times

Consider:

- Age of child, always suspicious in babies under two years old.
- Delay in seeking treatment.

Appendix 1.2



Bruises are likely to be:

- Few but scattered
- No pattern
- Same colour and age

Consider:

- Age and activity of child (e.g. learning to walk)
- May be confused with birthmarks or other skin conditions

Burns and scalds are likely to be:

- Treated
- Easily explained
- May be confused with other conditions (e.g. Impetigo, nappy rash)

Injuries are likely to be:

- Minor and superficial
- Treated
- Easily explained

Fractures are likely to be:

- Of arms and legs
- Seldom on ribs except for road traffic accidents
- Rare in very young children
- May rarely be due to brittle bone syndrome

Genital area:

- Injury may be accidental (seek expert opinion)
- Soreness may be nappy rash or irritation (e.g. from bubble bath)
- Anal soreness may be due to constipation or threadworm infestation.