



IVYBRIDGE PRIMARY SCHOOL

SAFEGUARDING POLICY FOR CHILD PROTECTION

INTRODUCTION

Ivybridge Primary School fully recognises its responsibility for Safeguarding and the contribution it makes to Child Protection. We recognise that the safety and protection of pupils is of paramount importance and that all staff, including volunteers, have a full and active role to play in protecting pupils from harm. This policy aims to ensure that all members of the school community are aware of their responsibilities in relation to Safeguarding and Child Protection and how these are to be carried out.

The policy reflects current legislation, accepted best practice and complies with the government guidance: [Working Together to Safeguard Children March 2015](#) and Keeping Children Safe in Education August 2016.

There are four main elements to our policy:

- a) Providing a safe learning environment for children and young people
- b) Prevention through the teaching and pastoral support offered to pupils.
- c) Procedures for identifying and reporting cases, or suspected cases, of abuse. Because of our day to day contact with children school staff are well placed to observe the outward sign of abuse.
- d) Support for pupils who may have been abused.

Our policy applies to all staff, governors, visiting professionals, contractors and volunteers working in the school. Teaching Support Assistants, Mid-day supervisors, administrators as well as teachers can be the first point of disclosure for a child. Concerned parents may also contact school governors.

The Teacher Standards (2012) require that "all teachers, including the Head Teacher should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties."

All supporting documentation referred to in this policy is available in school on the staff shared drive.

Advice may always be sought by staff from the **Local Authority Designated Officer (LADO) who is Hetsie Van Rooyen.**

This policy will be reviewed annually by the Governing Body.

PROVIDING A SAFE LEARNING ENVIRONMENT

As well as ensuring that we address child protection concerns, we will also ensure that children who attend the school are kept safe from harm whilst they are in our charge. This policy must be read in conjunction with the school's policies and procedures on

- Safer Recruitment
- Induction of Staff
- Code of conduct for staff
- Managing Allegations against Members of Staff (Hounslow 2011)
- Health and Safety
- Visitors in School
- Lettings Policy
- Racist Incidents
- Confidentiality
- Behaviour (Including Guidelines on Physical Intervention)
- Bullying
- Attendance
- PSHE
- E-Safety
- Acceptable Use Policies for ICT (staff and Pupils)
- Whistle Blowing
- Information Sharing

PHOTOGRAPHING

At school we often photograph children taking part in activities for a variety of reasons such as record keeping and display. These photographs are used for internal school purposes only.

All parents are asked to give permission for their children's photographs to be used for publications such as brochures, the school web site and local newspapers. Where permission is refused the school will make every effort to ensure those pupils are not included in photographs for external purposes. Where photographs are used in newspapers we will not identify individual children by name unless parental permission has been given.

For reasons of safeguarding we ask that parents do not film or photograph during events such as assemblies and concerts. However where pupils are taking part in public events the school cannot be held accountable for videos and photographs taken by the general public.

EXTERNAL PROVIDERS

Where the school commissions services from other agencies (for example sports clubs) we will ensure that these providers have appropriate safeguarding and child protection policies and procedures. There will be arrangements in place to link with the school on any such matters.

PREVENTION

We recognise that high self esteem, confidence, supportive friends and good lines of communication with a trusted adult help in the prevention of abuse.

The school will therefore:

- a) establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
- b) ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty;
- c) include in the curriculum, activities and opportunities for PSHE which equip children with the skills they need to stay safe from abuse (including FGM and Radicalisation) and to know to whom to turn for help;

- d) include, in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills.

PROCEDURES

We will follow the procedures set out in [the "Safeguarding and Promoting the Welfare of Children and Young People in Schools and education Settings – December 2011"](#) (also available on Hounslow Knowledge Hub)

The school will:

- a) ensure it has a Designated Safeguarding Lead (who must be a senior member of staff) who has undertaken training at the appropriate level. This training will be updated at least every two years. Additional training will be undertaken at least annually.

The Designated Safeguarding Lead at Ivybridge Primary School is the Headteacher, Caroline McKay.

The Deputy Designated Safeguarding Lead at Ivybridge Primary School is the Acting Deputy Headteacher, Sophie Tomlin.

It is the responsibility of the DSL to make referrals as appropriate to Children's Social Care (Early Help Hounslow), the Police (FGM) or the Prevent Team (Anti-terrorism/radicalisation).

It is also the responsibility of the DSL to ensure appropriate and timely training is provided.

One of these members of staff will be contactable by members of school staff at all times during normal school opening hours. If on any occasion both members of staff are off site advice should be sought from the senior teacher with responsibility for the school that day. The School Business Manager, Stuart Henderson, will always be able to contact one of the Designated Safeguarding Leads.

- b) ensure it has a designated person for Looked after Children.

The designated person for LAC is the Headteacher Caroline McKay

- c) recognise the roles of the Designated Safeguarding Lead and the Designated Teacher for Looked After Children (LAC) and arrange support and training
- d) ensure every member of staff, governors, volunteers and any agency or LA staff knows:
- the name of the designated person and her/his role
 - that they have an individual responsibility for referring child protection concerns using the proper channels and within the timescales set out in procedures
 - where the procedures are located.
- e) ensure that all members of staff are supplied with, read and understand

["Part 1 of Keeping Children Safe in Education \(DfE September 2016\)"](#)

Part 1 and Annex of this document provides further information on:

- children missing from education
- child sexual exploitation
- 'honour based' violence
- FGM mandatory reporting duty
- forced marriage
- preventing radicalisation

This is to assist staff to understand and discharge their role and responsibilities as set out in this guidance.

- f) ensure that members of staff are aware of the need to be alert to signs of abuse (Appendix 2) and know how to respond to a pupil who may disclose abuse (Appendix 3)

- g) ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations (this is published on the school website)
- h) provide training for all staff (including the induction of new staff) so that they know (i) their personal responsibility, (ii) the Hounslow procedures, (iii) the need to be vigilant in identifying cases of abuse (iv) how to support a child who discloses abuse
- i) notify the local Children's Social Care team if:
 - it should have to exclude a pupil currently receiving support under a child protection plan either for a fixed term or permanently
 - there is an unexplained absence of a pupil currently receiving support under a child protection plan
- j) work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at initial case conferences, core groups and child protection review conferences;
- k) keep written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Services immediately; ([Practice Guidelines for Safeguarding Record Keeping In Hounslow Schools](#)).

Record Keeping

- Record any disclosure in writing as soon as possible after the conversation.
- Do not destroy the original notes in case they are needed by a court
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Draw a diagram to indicate the position of any injuries
- Record statements and observations rather than interpretations or assumptions

These should be passed to the designated person IMMEDIATELY (see flow chart Appendix 1). No copies should be retained by the member of staff or volunteer.

- l) ensure all records are kept secure and in locked locations;
- m) adhere to the procedures set out in the "[Hounslow Guidance for Managing Allegations against Staff](#)" when an allegation is made against a member of staff or volunteer. A copy is available from the headteacher/designated member of staff. (also available on Hounslow Knowledge Hub)
- n) ensure through our recruitment and selection of volunteers and paid employees that all people who work in our school are suitable to work with children. It is the school's responsibility to follow the Statutory Requirements set out in "[Keeping Children Safe in Education.](#)" (DfE September 2016)"
- m) designate a governor for child protection who will oversee the school's safeguarding and child protection policy and practice.

The designated safeguarding governor is Mrs Irene Bowles, who is also the designated governor for LAC.

The governing body will ensure that;

- they comply with all duties under current legislation
- they pay due regard to this policy and guidance
- policies, procedures and training comply with the law

Confidentiality

- All staff in school have a duty to share information relating to the protection of children with other professionals particularly investigative agencies.
- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.
- Staff or volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

SUPPORTING THE PUPIL AT RISK

We recognise that children who are abused or witness abuse may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self blame.

This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.

The school will endeavour to support the pupil through:

- a) The content of the curriculum to encourage self esteem and self motivation
- b) The school ethos which (i) promotes a positive, supportive and secure environment (ii) gives pupils a sense of being valued
- c) The school's [behaviour policy](#) which is aimed at supporting vulnerable pupils in the school. All staff will agree on a consistent approach which focuses on the undesirable behaviour and the offence committed by the child but does not damage the pupil's sense of self worth. The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred.
- d) Liaison with other agencies who support the student such as Children's Social Care, Child and Adolescent Mental Health Services, the Educational Psychology Service and the Education Welfare Service.
- e) Keeping records and notifying Children's Social Care as soon as there is a recurrence of a concern.

When a pupil giving cause for concern leaves, we will transfer information to the new school immediately and inform the Designated Person at that school and the key worker (Children's Social Care). If such a pupil leaves and the destination school is unknown the Education Welfare Department at the Local Authority will be informed immediately.

Children with Statements of Special Educational Needs

We recognise that statistically children with behavioural difficulties and disabilities or SEN are most vulnerable to abuse. School staff who deal with children with profound and multiple disabilities, cerebral palsy, sensory impairment and or emotional and behaviour problems will be particularly sensitive to signs of abuse.

Specific guidance for dealing with children with SEN can be found in ["Cross-Departmental Guidance on the Investigation of Alleged Abuse Involving those with SEN or Disabilities – September 2005"](#) (also available on Hounslow Knowledge Hub)

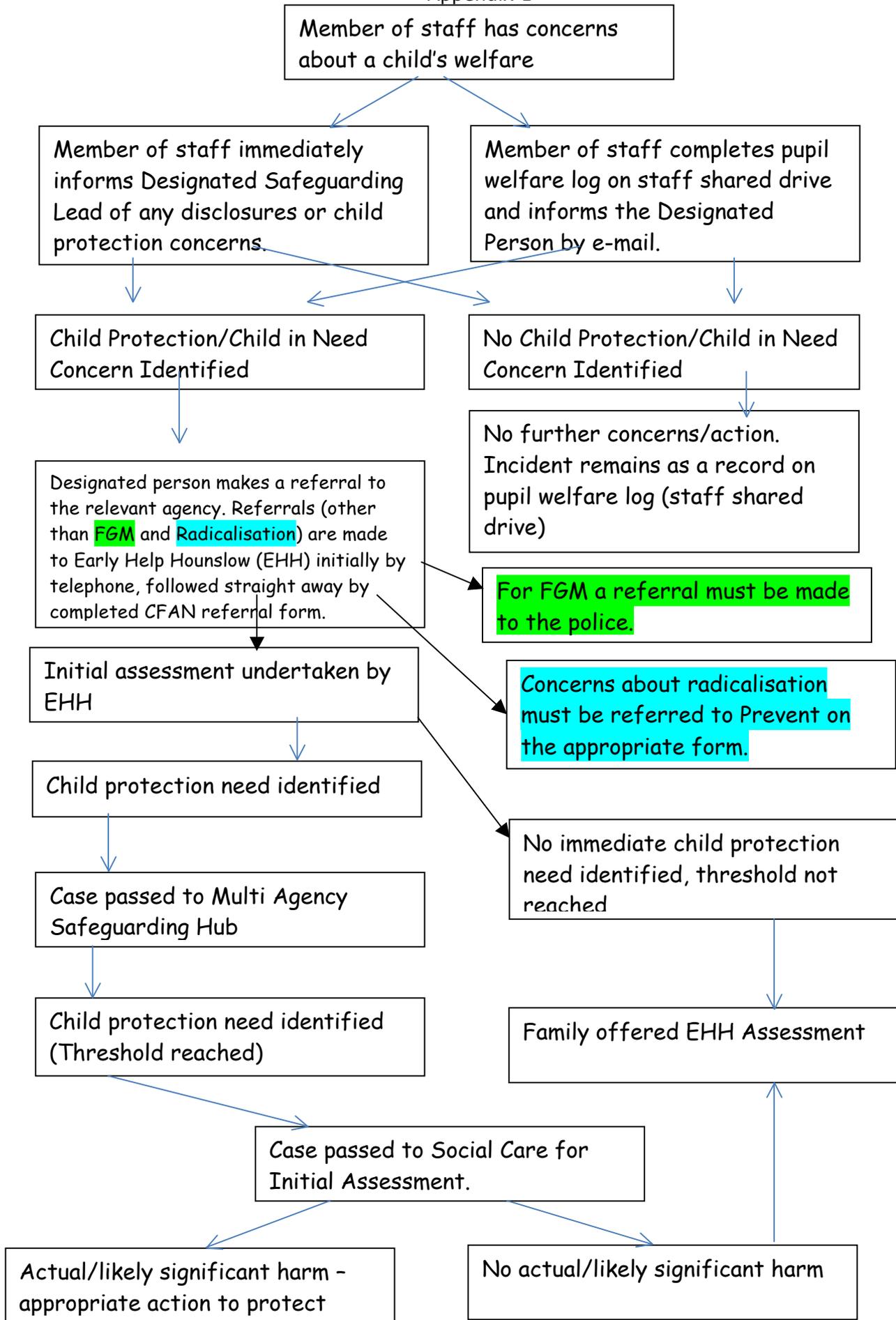
Children Most Vulnerable to Abuse

Other than children with SEN or disability children who fall into the following groups are generally more vulnerable to abuse;

- Young carers
- Those engaged in anti-social or criminal activity
- Those in challenging family circumstances (substance abuse, adult mental health, adult learning disability, domestic violence).
- Those showing early signs of neglect/abuse.

CHILD PROTECTION IS EVERYBODY'S BUSINESS

Appendix 1



Appendix 2 Indicators of Abuse and Neglect

The framework for understanding children's needs:



Working Together to Safeguard Children (DFE, 2015)

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

Child

Bruises – shape, grouping, site, repeat or multiple	Withdrawal from physical contact
Bite-marks – site and size Burns and Scalds – shape, definition, size, depth, scars	Aggression towards others, emotional and behaviour problems
Improbable, conflicting explanations for injuries or unexplained injuries	Frequently absent from school
Untreated injuries	Admission of punishment which appears excessive
Injuries on parts of body where accidental injury is unlikely	Fractures
Repeated or multiple injuries	Fabricated or induced illness -

Parent

Family/environment

Parent with injuries	History of mental health, alcohol or drug misuse or domestic violence.
Evasive or aggressive towards child or others	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Explanation inconsistent with injury	Marginalised or isolated by the community.
Fear of medical help / parents not seeking medical help	Physical or sexual assault or a culture of physical chastisement.
Over chastisement of child	

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 children that they are worthless or unloved, not giving the child opportunities to express their views, 'making fun' of what they say or how they communicate - hearing the ill-treatment of another and serious bullying (including cyber bullying).

Child

Self-harm	Over-reaction to mistakes / Inappropriate emotional responses
Chronic running away	Abnormal or indiscriminate attachment
Drug/solvent abuse	Low self-esteem
Compulsive stealing	Extremes of passivity or aggression
Makes a disclosure	Social isolation – withdrawn, a 'loner' Frozen watchfulness particularly pre school
Developmental delay	Depression
Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)	Desperate attention-seeking behaviour
Parent	Family/environment
Observed to be aggressive towards child or others	Marginalised or isolated by the community.
Intensely involved with their children, never allowing anyone else to undertake their child's care.	History of mental health, alcohol or drug misuse or domestic violence.
Previous domestic violence	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
History of abuse or mental health problems	Past history in the care of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault
Mental health, drug or alcohol difficulties	Wider parenting difficulties
Cold and unresponsive to the child's emotional needs	Physical or sexual assault or a culture of physical chastisement.
Overly critical of the child	Lack of support from family or social network.

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.

Child

Failure to thrive - underweight, small stature	Low self-esteem
Dirty and unkempt condition	Inadequate social skills and poor socialisation
Inadequately clothed	Frequent lateness or non-attendance at school
Dry sparse hair	Abnormal voracious appetite at school or nursery
Untreated medical problems	Self-harming behaviour
Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold	Constant tiredness
Swollen limbs with sores that are slow to heal, usually associated with cold injury	Disturbed peer relationships
Parent	Family/environment
Failure to meet the child's basic essential	Marginalised or isolated by the community.

needs including health needs	
Leaving a child alone	History of mental health, alcohol or drug misuse or domestic violence.
Failure to provide adequate caretakers	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Keeping an unhygienic dangerous or hazardous home environment	Past history in the family of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault
Unkempt presentation	Lack of opportunities for child to play and learn
Unable to meet child's emotional needs	Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
Mental health, alcohol or drug difficulties	

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 or non-contact activities, such as involving children in looking at sexual images or being groomed on line / child exploitation.

Child

Self-harm - eating disorders, self-mutilation and suicide attempts	Poor self-image, self-harm, self-hatred
Running away from home	Inappropriate sexualised conduct
Reluctant to undress for PE	Withdrawal, isolation or excessive worrying
Pregnancy	Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
Inexplicable changes in behaviour, such as becoming aggressive or withdrawn	Poor attention / concentration (world of their own)
Pain, bleeding, bruising or itching in genital and /or anal area	Sudden changes in school work habits, become truant
Sexually exploited or indiscriminate choice of sexual partners	
Parent	Family/environment
History of sexual abuse	Marginalised or isolated by the community.
Excessively interested in the child.	History of mental health, alcohol or drug misuse or domestic violence.
Parent displays inappropriate behaviour towards the child or other children	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Conviction for sexual offences	Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Comments made by the parent/carer about the child.	Grooming behaviour
Lack of sexual boundaries	Physical or sexual assault or a culture of physical chastisement.

Appendix 3

What to do if you are worried a child is being abused / Responding to a pupil who may disclose abuse

Be Alert;

- Be aware of signs of abuse and neglect
- Identify concerns early to prevent escalation
- Know the systems and procedures in place within the school for supporting safeguarding

Question Behaviours;

- Listen to the views of children, be non-judgemental
- Observe any changes in behaviour and question any injuries/unexplained marks
- Raise concerns about any poor or unsafe practice.

Ask for Help;

- Record and share information appropriately with due regard to confidentiality
- Raise concerns with the Designated Safeguarding Lead
- You have a responsibility to take appropriate action – do not delay

Refer;

- The Designated Safeguarding Lead will make the referral to Children's Social Care (Early Help) however in an emergency or a genuine concern that appropriate action has not been taken anyone is able to make a referral. Telephone 020 8583 3300.
- Where a teacher has reason to believe that FGM has been carried out on a child under 18 years of age, it is the individual's statutory duty to report this to the police. Advice and support may be sought from the DSL.

When a child has made a disclosure, the member of staff/volunteer should:

Listen to what is being said without displaying shock or disbelief

- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Never promise a child that they will not tell anyone - as this may ultimately not be in the best interests of the child.
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record
- Pass the information to the Designated Senior Person without delay