

2016

Safeguarding and Child Protection Policy



HBH Academy Trust
Outstanding Together

Policy Agreed:

February 2016

Review Date:

February 2017

Safeguarding Children Team at HBH Academy Trust (Hatfield):

Interim Head Teacher: responsible for implementing policies & procedures, allocating resources to the safeguarding team & addressing staff safeguarding concerns.

Name: **Charlotte Blencowe** Tel no: 2456871

Designated Safeguarding Lead (DSL): a member of the leadership team with appropriate authority, responsible for dealing with safeguarding issues, providing advice and support to other staff, liaising with the local authority, and working with other agencies.

Name: **Helen Price** Tel no: 2456871 (ext 2208)

Designated Safeguarding Deputy (DSD): a member of the teaching, support or pastoral staff, in a post which requires assessment of children, with sufficient status & authority to effectively deputise for the DSL role above. Cannot be an administrative or finance worker.

Name: **Anita Linley** Tel no: 2456871 (ext 2208)

Special Educational Needs Coordinator (SENCo): staff member who provides advice, liaison & support for school staff and other agencies working with pupils with special education needs and their mothers, fathers or carers.

Name: **Anita Linley** Tel no: 2456871 (ext 2208)

Learning Mentor (or equivalent): addresses difficulties preventing a child from reaching their full potential e.g. behaviour, attendance, achievement, timekeeping, homework, safeguarding issues, and develops strategies to overcome these barriers.

Name: **Leanne Pellegrina** Tel no: 2456871 (ext 2205)

Looked After Children (LAC) Designated Teacher: promotes the educational achievement of 'looked after' children who are on the school roll, helps staff understand issues that affect how they learn and achieve. And ensures appropriate staff have the information they need.

Name: **Helen Price** Tel no: 2456871 (ext 2208)

E-Safety Coordinator: develops and maintains an e-safe culture within a setting.

Name: **David Wilson** Tel no: 2456871

The Safeguarding Children Team at HBH Academy Trust (Hartley Brook):

Interim Head Teacher: responsible for implementing policies & procedures, allocating resources to the safeguarding team & addressing staff safeguarding concerns.

Name: **Jim Garbutt**

Tel no: 0114 245 6882

Designated Safeguarding Lead (DSL): a member of the leadership team with appropriate authority, responsible for dealing with safeguarding issues, providing advice and support to other staff, liaising with the local authority, and working with other agencies.

Name: **Alethea Broadway**

Tel no: 0114 245 6882/07794006891

Designated Safeguarding Deputy (DSD): a member of the teaching, support or pastoral staff, in a post which requires assessment of children, with sufficient status & authority to effectively deputise for the DSL role above. Cannot be an administrative or finance worker.

Name: **Debbie Hughes**

Tel no: 0114 245 6882/07787985888

Special Educational Needs Coordinator (SENCo): staff member who provides advice, liaison & support for school staff and other agencies working with pupils with special education needs and their mothers, fathers or carers.

Name: **Alethea Broadway**

Tel no: 0114 245 6882

Learning Mentor (or equivalent): addresses difficulties preventing a child from reaching their full potential e.g. behaviour, attendance, achievement, timekeeping, homework, safeguarding issues, and develops strategies to overcome these barriers.

Name: **Estelle Westoby**

Tel no: 0114 245 6882

Looked After Children (LAC) Designated Teacher: promotes the educational achievement of 'looked after' children who are on the school roll, helps staff understand issues that affect how they learn and achieve. And ensures appropriate staff have the information they need.

Name: **Alethea Broadway**

Tel no: 0114 245 6882

E-Safety Coordinator: develops and maintains an e-safe culture within a setting.

Name: **Alethea Broadway**

Tel no: 0114 245 6882

Your Safeguarding Children Team also links in with the:

Safeguarding/Child Protection Governor: ensures there are appropriate safeguarding children policies and procedures in place, monitors whether they are followed and, together with the rest of the governing body, remedies deficiencies and weaknesses that are identified.

Name: **Kathy Murphy**

Chair of Governors/Management Committee: takes the lead in dealing with allegations of abuse made against the Head Teacher/Principal/Senior Manager (and other members of staff when the Head Teacher is not available), in liaison with the Local Authority; and on safe recruitment practices with the Head Teacher/Principal/Senior Manager.

Name: **Diana Bentley-Watts**

SAFEGUARDING and Child Protection Policy

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1. Introduction

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

At HBH Academy all staff recognise that we have a shared responsibility to help keep children and young people safe by:

- Contributing to the provision of a safe environment for children to learn in
- Identifying children who are suffering or likely to suffer significant harm,
- Taking appropriate action with the aim of making sure they are kept safe both at home and school. (Please see front cover for named Safeguarding Team)

This safeguarding policy will operate in conjunction with other school policies including those for E-safety, Behaviour, Anti- Bullying & attendance. They are also in conjunction with the policies adopted from the Safeguarding Sheffield Children's Board.

This Safeguarding and Child Protection Policy is in line with the following statutory guidance:

- Keeping children safe in education – Statutory guidance for schools and colleges - April 2014
- Working Together to safeguard children - March 2013

Hard copies of the safeguarding policies are available at all times for staff, governors or parents to refer to. Safeguarding policies can also be accessed electronically on the school system as well as on the HBH Academy website.

For further information on safeguarding please visit the Sheffield Safeguarding Website:

www.safeguardingsheffieldchildren.org.uk.

Anyone can access this site.

We have a committed and caring workforce who fully believe in the importance of robust safeguarding systems and procedures.

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes

Definition of a child

'In this document a child is defined as anyone who has not yet reached their 18th birthday' (source: page 7 of Working Together)

2. Aims and Objectives

At HBH we aim to:

- Ensure we practice safer recruitment in checking the suitability of staff and volunteers.
- Raise awareness of potential safeguarding issues amongst staff, pupils and parents.
- Equip pupils with the skills required to keep them happy, healthy and safe both in and out of the educational setting.
- Continue to develop our knowledge and expertise in order to continue to improve systems and procedures.
- Raise awareness amongst staff of their responsibility in identifying and reporting cases of concern.
- Support pupils that may need to access support and intervention in a way that is kind and caring but is structured and clear and concise.
- Establish a safe environment where children feel free to learn in a supportive environment to achieve their potential.
- Ensure that all staff abide by the code of conduct relating to their behaviour toward children.

3. What is Child Abuse?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or failing to prevent harm. Children may be abused in a family or an institutional or community setting, by those known to them or, more rarely, by a stranger, for example, via the internet. They may be abused by an adult or adults, or another child or children.

Child abuse can take a number of forms but can be identified under 4 general categories:

- EMOTIONAL ABUSE [including exposure to domestic violence]
- PHYSICAL ABUSE
- NEGLECT
- SEXUAL ABUSE

The following information has been obtained from the Sheffield Safeguarding Children Website

Physical Abuse

This is when someone physically hurts or harms a child or young person. Hitting, squeezing, biting, or twisting their arms or legs can cause injuries like bruises, grazes, cuts or broken bones. Someone may burn a child or young person, perhaps by holding a part of their body against something very hot or by scalding them. Violently shaking a baby can cause brain injuries, which can lead to permanent disability or even death. Poisoning a child or young person, perhaps by giving them alcohol or drugs, or deliberately making them ill is also physical abuse.

Signs may include:

- Any injury at all to babies who are not yet able to move on their own.
- Bruises in places where you would not normally expect to find them on a child or young person.
- Bruises which have a distinctive shape or pattern, like hand prints, grasp or finger marks, or belt marks.
- Burns or scalds with clear outlines.
- Bruising in or around the mouth, especially in babies.

Neglect

Neglect can result when adults fail to meet the physical or emotional needs of the children they are responsible for. All children and young people need food, clothing, warmth, love and attention, in order to grow and develop properly.

Signs may include:

- A child or young person who is dirty or smelly
- A child or young person who looks thin or ill
- A child or young person with illnesses which have not been treated.
- Inadequate or unsuitable clothing for the weather conditions
- A child or young person who suffers repeated accidents
- A child or young person who does not respond when given attention.
- A child or young person who craves attention and affection from any adult.

Sexual Abuse

Sexual abuse is when a child or young person is forced, tricked or coerced into taking part in sexual activity with an adult or young person. This can include kissing, touching the child or young person in intimate areas, intercourse or oral sex. Encouraging a child or young person to look at pornographic magazines, videos or sexual acts is also sexual abuse.

The abuser may use different methods to persuade the child or young person to cooperate, like bribery or threats of physical force. Often, there will be no physical signs. It can happen to boys as well as girls. Sexual abuse can have long-lasting effects: some children or young people who have been abused in this way are unable to have close relationships with other people when they are older; others deliberately harm themselves because they feel so bad about what has happened; some may abuse other children or young people when they are older. Children or young people who are being sexually abused often tell an adult they trust – that person must be prepared to listen, hear and take action.

Signs may include:

- A child or young person who behaves in a sexual way.
- A child or young person who has inappropriate sexual knowledge for their age.
- Injuries to or unusual appearance of private areas of the body.
- A child or young person who seems to take on an 'adult' role in the family.
- A child or young person who has 'secrets' with adults.
- A child or young person who hints at sexual activity through words, play or drawings.
- Truancy, running away from home or care.
- Bruises or bite marks, eg. 'love bites'.

Emotional Abuse

Emotional abuse occurs when a child or young person's basic needs for love, security, praise and recognition are left unmet. It may result in them becoming withdrawn, nervous, unhappy or lacking in confidence. They may be isolated and find it difficult to make friends, perhaps because they don't feel the same as other children.

Emotional abuse may happen when an adult constantly behaves in an uncaring or hostile way towards a child or young person, perhaps by bullying, rejecting, frightening, criticising or scape-goating them. An adult may behave in an inconsistent way all of the time so they never know what reaction to expect. Some adult carers can be very possessive or over protective towards a child or young person. In severe cases, they may be

subjected to cruel treatment and punishment like being locked up in cold dark surroundings. Basic needs like food, drink and warmth may be withheld or have to be 'earned'.

Signs may include:

- A child or young person who is constantly blamed unfairly for things that go wrong.
- A child or young person who is made to carry out tasks inappropriate to their age.
- A child or young person who is not allowed to do normal childhood activities.
- A child or young person who is unhappy, nervous, withdrawn, isolated

4. **Responding to Children in Need and Signs of Abuse**

- The safety of the child is paramount
- Be calm and reassuring
- Be honest, never promise to keep a secret or that you will not tell anyone else.
- Do not ask leading questions or interrogate the child.
- Tell the child what action you are taking
- Always record, in writing, any incident or your reasons for concern. Ensuring that this information is signed and dated.

All concerns regarding child abuse should be treated as priority and acted upon immediately.

- If a member of staff has concerns that a child is in need or being abused they must report their concerns to the DSO or Deputy DSO. If these people are out of school then report your concerns to the Headteacher or Deputy Headteacher.
- The DSO or the senior person who receives the concern will then make the decision which agency, if any, to contact.
- If it is decided to refer to Social Services, the DSO should collect clear notes of the incident or the reason for concern as well as look at any previous information. If it is felt appropriate they should contact Social Services and the child's parents (although this may not always be possible if it is believed that the child or the adult will be at risk).
- Although it is usual school procedure for the DSO / Senior Leadership Team to make referrals to Social Services, if it is deemed appropriate, any member of staff can refer their concerns to social.

- Parents are the most important people in a child's life and should be involved in any decisions relating to their child. Where Social Services are to be involved, they would normally expect parents or carers to be informed, unless that would put the child or the member of staff at risk.
- Out of office hours the Social Services Emergency Duty Team may be contacted. Where necessary, to avoid delay contact the Police directly.
- The Safeguarding Children Advisory Service can be contacted on **0114 2053535**.

Listening to the Child

If a child says that he or she is being abused or provides information that suggests that they are being abused, the person receiving that information should:

- Be calm and reassuring but do not make promises you cannot keep. For example telling the child that you won't tell anyone else, or saying that everything will be alright.
- Discuss with the child who exactly needs to be told about the situation.
- Take what the child says seriously.
- Ask questions only to clarify understanding of what the child has said. Do not interrogate the child. Ask only 'open' questions eg
 Child: 'I got hit'
 Adult: 'How did that happen?'
NOT 'Who hit you?' Don't introduce any information that the Child has not volunteered.
- Let the child know you understand what they have said and that you will act upon it.
- Immediately write down the incident / disclosure on a Child Concern / Disclosure Record Sheet. Make sure that you include the time and date and that you sign it.
- Pass on your concern, in person, to the DSO or Deputy. (Headteacher if DSO not available). Staff **MUST NOT** keep copies of any reports.
- Keep the child informed of what is happening.

Procedure for Suspected or Discovered Abuse

Any concerns or suspicions that a child may be suffering from or likely to suffer harm should be discussed with the DSO or the deputy DSO who can offer advice, guidance and access to other agencies who may later become involved. All concerns are to be kept confidential.

Suspicion:

Share your concern with the DSO/Deputy DSO, who, dependent on the level of concern, will then decide what course of action to take, if any. Whatever is decided, close and continued monitoring will be required with careful and accurate recording.

Disclosure:

Any disclosure made by a child needs to be investigated. The full details of the disclosure must be recorded noting the time, date, persons present, as far as possible the child's actual words and any action taken by yourself and others.

The DSO will then check the Child Protection files and if the child is known will then contact the key worker involved. If the child is unknown [is not presently being monitored by the DSO] it may be appropriate to make a referral to the Duty Social Worker in the division in which the child lives.

Allegation against staff, carers & volunteer

If an allegation is made against a member of staff or volunteer it should be reported to the Headteacher immediately. The disclosure must not be discussed with any other member of staff. If the disclosure is about the Head teacher then it is to be reported directly to the Chair of Governors (Anne Nettleship). The disclosure should be reported immediately. All allegations should be reported to LADO.

Referral:

A complaint [referral] is defined as:-

- a) An allegation by a third party that a child is being neglected or ill-treated according to the complainant's own interpretation of these terms.
- b) A description of incidents which would be regarded as neglect or ill-treatment by a substantial body of public opinion.
- c) A description of injuries to a child, without reasonable explanation of accidental cause, for which the inference of ill-treatment is a possible explanation.

Specific Issues to be aware of:

Domestic Violence

Domestic violence is listed under the definition of emotional abuse

Staff are to follow safeguarding procedures

Female Genital Mutilation

FGM is a collective term for all procedures which include the partial or total removal of the external female genital organs for non-medical or therapeutic reasons.

Some signs and Risk Factors:

- The age of the procedure may vary however the most common age is between 5 and 8 years.
- There may be other girls or women in the family or household who have had the procedure.
- A girl may confide in a friend or a teacher of a special ceremony to 'become a woman'.
- Prolonged absence from school or college.
- Reluctance to undergo medical examinations or participate in PE.
- Signs of pain and frequent urinary or menstrual problems.
- A request for help which may not be explicit for reasons of fear and embarrassment. (SSCB Fact Sheet)

If staff have concerns about a Young Person they must follow safeguarding procedures.

Sexual Exploitation

Signs and indicators:

- Is the Young Person staying out all night?
- Have they been/are they missing from home?
- Do they have prolonged absence from school?
- Do they appear with unexplained gifts and money?
- Have they begun a relationship with an older boy?
- Are you concerned they are involved in alcohol and drugs?
- Have you noticed a range in mood/attitude?
- Do they lack self-esteem?
- Are they secretive?
- Are they chatting on-line to people they have never met?

If staff have concerns about a Young Person they must follow safeguarding procedures.

Preparing Reports:

At times the DSO may ask for information about a child prior to preparing a report for case conference or a review meeting. If a referral is being made it is vital that the person making the report provides as much detailed information as possible regarding what was seen or heard to support the belief that abuse has occurred.

This will include:

- The child's personal details including attendance.
- The child's location at the time of the incident or disclosure.
- A description of injuries or circumstances, which are causing concern, details of any explanation or comments from the child or carer.
- The condition and expectations of the child
- Information given to parents/carers, if any.
- Any other useful background information ie current levels, behaviour in class

Comprehensive, objective and factual records are vital to ensure Child Protection procedures are followed correctly. **Please remember – Reports for Case Conferences will be discussed with parents/carers prior to the meeting.**

6. Confidentiality

All safeguarding records are kept in a locked cabinet. **NEVER** leave any documents relating to safeguarding lying around. Safeguarding records are not, and should not be available for perusal by anyone else. This includes anyone with parental responsibilities and outside agencies. Staff and other agencies will be informed on a 'need to know' basis determined by the DSO.

All files will be passed to the child's next setting at the point of transition immediately. Confirmation receipt will be logged

7. Roles and Responsibilities

Headteacher

The Headteacher must ensure that:

- The school safeguarding policy and procedures are communicated to and implemented by all staff.
- The DSO is a member of the leadership team and has sufficient time and resources to carry out the duties effectively.
- A Deputy DSO is identified.

- The DSO and Deputy receive training every year.
- Safeguarding training is undertaken by ALL staff.
- Arrangements are in place for the inclusion of child protection procedures in an induction programme for all people working in the school, no matter how long for or the status of the individual.
- Arrangements are in place to ensure safe recruitment procedures and appropriate checks on new staff and volunteers.
- They know the number of children that currently have a Child Protection Plan.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies where appropriate.
- The Headteacher is expected to provide the Annual Safeguarding Report for Headteachers to the Governing Body in the summer term (a template for this is available on the Safeguarding Children website).

Designated Safeguarding Officer / Deputy

Key Responsibilities

- To lead on Safeguarding and ensure that all safeguarding requirements are met across the whole school community.
- To lead on Safeguarding, including e-safety, across the whole school community
- To work in partnership with teaching and support staff and outside agencies to identify those children who would benefit most from interventions.
- To have knowledge and appreciation of the range of activities, courses, opportunities, organisations and individuals that could be drawn upon to provide extra support for pupils.
- To contribute to the sharing of information between outside agencies and schools, and be a point of contact for specialist support services, for example, the Social and Youth Services, the Education Welfare Service, the Probation and Careers Services.
- To advise and support colleagues working in behaviour support, safeguarding and transition across the school and ensure appropriate training where necessary.
- To liaise with the Headteacher with regard to Safeguarding issues; developing, co-ordinating and recording the response of the school with that of other agencies.

Governing Bodies Responsibilities

The Governing Body should ensure that:

- HBH Academy Trust has effective policies and procedures and monitors the school's compliance with them.
- HBH Academy Trust operates safe recruitment procedures and carries out appropriate checks on all staff and volunteers.
- HBH Academy Trust has procedures for dealing with allegations of abuse against members of staff and volunteers.
- A senior member of the school leadership team is designated to take the lead for child protection issues. This person should also support staff, liaise with the local authority and work with other agencies.
- They remedy without delay and deficiencies or weaknesses in regard to child protection arrangements that are brought to their attention.
- A Designated Safeguarding Governor (DSG) is nominated.
- Policies and procedures are reviewed annually and provide information to the Local Authority about how they have discharged these duties.

8. Admissions

The Inclusion Team ensures that home visits are completed as a child starts school. The following information is discussed with parents

Safeguarding Team
 Policy and Procedures (Behaviour policy, safeguarding over view)
 Attendance / Punctuality
 Uniform / Routines of the day, including lunchtime
 Data collection forms completed
 Consent forms completed for trips, photographs, observations
 E – safety guidelines for parents
 Home School Agreement
 Medical information collected / permission for school nurse

In addition to this the DSO will also contact the following professionals:

Previous school setting
 MAST team
 Child Protection Enquiry Team

9. Staff Inductions and training

All new staff / volunteers / external agencies will receive a pack when entering school for the first time. This will include:

Overview of safeguarding team

- Photographs of DSO / Deputy
- Behaviour policy overview
- Acceptable Use policy
- Fire procedures
- Map of school

The DSO ensures that all new members of staff / volunteers complete a face to face induction for safeguarding. This includes

- Induction pack from the Sheffield Safeguarding website
- Safeguarding Policy
- E Safety Policy
- Links to statutory guidance
- Links to all school policies

All staff will have basic safeguarding training (5 hours), and this will be updated every 3 years. The Inclusion Team keeps a record of all training. This will be recorded electronically by the Office Manager.

Staff with safeguarding responsibilities will have additional Level 3 training which will be updated each year.

Senior Leadership staff will have safer recruitment training.

The DSO deliver a short induction on the first day of term to all staff. This ensures that staff are clear about who is on the safeguarding team and what to do should they need to report a concern.

10. Implementation of safeguarding within the curriculum and wider school activities

Children will have access to a range of learning experiences and activities throughout their HBH career to develop their awareness.

For example:

- SEAL lessons
- Assemblies
- Peer Buddies
- School Council
- Y5 / Y6 – NSPCC Childline safeguarding workshops
- Y6 – Crucial Crew
- Fire Safety
- Stranger Danger

E Safety Week
Anti-Bullying week
Bikeability – Y5
Swimming lessons

Risk Assessments completed as appropriate – uploaded onto evolve.

11. Supervision of children at the beginning and end of the day

All children need to be supervised by an adult until 8:40am. Children are not allowed to stay on the yard unsupervised and will be sent to the breakfast club. KS2 children may attend the breakfast club without the supervision of their parents and will be supervised by the Learning Mentors. KS1 children must be supervised by the adult that has brought them to school.

All children who are collected late at the end of the day will be supervised by a member of staff. If children are frequently collected late, the Inclusion Team will be informed and a meeting with parents will be organised.

By 3:15pm parents of children uncollected will be contacted. If parents / emergency contact are not able to be contacted, the police will be informed.

Foundation / KS1 and Y3 must be collected by a person older than 16 years of age. Parents must inform school if another responsible adult will be collecting their child.

Y4 children may walk home unsupervised however a letter of consent must be written by parents prior to this arrangement.

Y5 & Y6 children may walk home unsupervised.

12. Who has Parental Responsibility?

- The birth mother
- The birth father if he was married to the mother at the time of the birth, or they got married after that date
- The birth father by getting a parental responsibility agreement with the mother or by getting a parental order by the court
- Same sex parents who were civil partners at the time of the treatment will both have parental responsibility

- For same sex partners who aren't civil partners, the 2nd parent can get parental responsibility by either applying for parental responsibility if a parental agreement was made, or becoming a civil partner of the other parent and making a parental responsibility agreement or jointly registering the birth
- An adult who has been granted a Child Arrangements or Special Guardianship order by the court
- The child's legally appointed guardian or adoptive parents
- The local authority if the child is in care or under an order

13. Working together with Parents

HBH Academy has a shared aim with parents to keep children safe from harm.

We communicate with parents via letter, text and through discussion.

We are committed to working with parents positively, openly and honestly. We ensure that parents are treated with courtesy and respect.

When and wherever possible we contact parents directly about safeguarding/CP issues but there are times when we are duty bound to contact outside agencies prior to contacting parents.

We encourage parents to contact their class teachers to discuss any concerns that they have about their child's progress and development.

Headteacher's signature _____ Date _____

Chair of Governors' signature _____ Date _____

DISCLOSURE/CONCERN RECORD SHEET
CONFIDENTIALITY IS CRUCIAL AT ALL TIMES

Name of Child.....Date of Birth.....

Class..... Teacher.....

Details of incident / allegation / disclosure / concern

(Please be clear, include all factual details and record exactly what was said. Attach a separate sheet if more details or a sketch is required)

DateTime..... Location.....

Persons present

.....

Details of incident: (if relevant please quote directly what the child has said)

Report made by _____ Role within school _____

Signature

Date passed to DSO _____

ACTION TAKEN:

Named member of Safeguarding team _____

Signature _____ DATE _____