

HBN - Safeguarding and Child Protection Policy



Safeguarding / Child Protection Policy

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AIMS OF THIS POLICY

- To ensure that children are effectively safeguarded from the potential risk of harm at Henry Bloom Noble Primary School and that the safety and wellbeing of the children is of the highest priority in all aspects of the school's work.
- To help the school maintain its ethos whereby staff, pupils, parents and governors feel able to articulate any concerns comfortably, safe in the knowledge that effective action will be taken as appropriate.

PURPOSE OF THIS POLICY

To ensure that all members of the school community...
...are aware of their responsibilities in relation to safeguarding and child protection.
...know the procedures that should be followed if they have a cause for concern.
...know where to go to find additional information regarding safeguarding.
...are aware of the key indicators relating to child abuse.
...fully support the school's commitment to safeguarding and child protection.

The school Safeguarding and Child Protection Policy should also be read in conjunction with the school's Health and Safety Policy, Behaviour Policy, AUP Policy and with the child protection policies, procedures and guidelines produced by the Department of Education and Children and the Isle of Man Safeguarding Children Board which can be accessed at: <https://www.safeguardingboard.im>

Definitions

What is the difference between Safeguarding and Child Protection :

Safeguarding is what we do to prevent harm, while Child Protection is the way in which we respond to harm

Safeguarding :

The NSPCC defines Safeguarding as -

'The action that is taken to promote the welfare of children and protect them from harm'

Safeguarding means:

- * Protecting children from abuse or maltreatment
- * Preventing harm to children's health or development
- * Ensuring children grow up with the provision of safe and effective care
- * Taking action to enable all children and young people to have the best outcomes

Child Protection:

Save the Children defines Child Protection as -

'Measures and structures to prevent and respond to abuse, neglect, exploitation and violence affecting children'

If a child is placed on a Child Protection Plan there will be a coordinated response from professionals which may include Police, Education, Health, Probation and voluntary sector organisations and will be led by Social Care professionals.

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2 PRINCIPLES

We have a statutory duty to promote and safeguard the welfare of children, and have due regard to guidance issued by the Department of Education Sport and Culture at all times. This school recognises its legal and moral duty to promote the well-being of children, and protect them from harm, and respond to child abuse concerns when they arise.

We believe that every child and young person has at all times and in all situations a right to feel safe and protected from any situation or practice that results in a child being physically or psychologically damaged. We agree that we have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our teaching and learning, extracurricular activities, pastoral care and extended school activities. In order to achieve this, all members of staff (including volunteers and governors) in this school, in whatever capacity, will at all times act proactively in child welfare matters especially where there is a possibility that a child may be at risk of significant harm.

The school seeks to adopt an open and accepting attitude towards children as part of their responsibility for pastoral care. The school hopes that parents and children will feel free to talk about any concerns and will see school as a safe place if there are any difficulties at home. Children's worries and fears will be taken seriously if they seek help from a member of staff. However, staff must not promise secrecy if concerns are such that referral must be made to the appropriate agencies in order to safeguard the child's welfare.

In our school all staff are trained to be able identify signs of abuse, if there are suspicions that a child's physical, sexual or emotional well-being is being, or is likely to be, harmed, or that they are being neglected, appropriate action will be taken in accordance with the Child Protection procedures issued by Isle of Man Safeguarding Children Board .

We recognise that safeguarding children in this school is a responsibility for all staff, including volunteers, and the Governing body, after school activity providers, and providers of after school sports clubs. Staff will be appropriately trained.

We will ensure through the recruitment and selection of volunteers and paid employees that all people who work in our school are suitable to work with children and will act swiftly and make appropriate referrals to the DESC where an allegation is made that a member of staff has committed an offence against a child, harmed a child, or acted in a way that calls into question their suitability for working with children.

3 DESIGNATED SAFEGUARDING LEAD IN SCHOOL

The Designated Safeguarding Lead for safeguarding and child protection in this school is the Headteacher : **Mrs Rachel Ashley** In their absence, these matters will be dealt with by the Deputy Designated Safeguarding Lead the Deputy Headteacher: **Miss Joanne McCabe** The

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designated person is key to ensuring that proper procedures and policies are in place and are followed with regard to child safeguarding issues. They will also act as a dedicated resource available for other staff, volunteers and governors when they may have child protection concerns to discuss.

All members of staff (including volunteers) must be made aware of who this person is and what their role is. The Designated Safeguarding Lead will act as a source of advice and coordinate action within the school over child protection cases. The Designated Safeguarding Lead will need to liaise with other agencies and build good working relationships with colleagues from these agencies. The Designated Safeguarding Lead is the first person to whom members of staff report concerns.

The Designated Safeguarding Lead is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by the BSCB. The Designated Safeguarding Lead is not responsible for dealing with allegations made against members of staff, **unless the Designated Safeguarding Lead is also the Headteacher.**

The Designated Safeguarding Lead will also ensure that the school is represented at Child Protection Conferences and that the required reports are written and available within the appropriate timescales. They will keep detailed accurate secure written records of referrals/concerns, and ensure that these are held in a secure place.

Where children leave the school roll, ensure any child protection file is transferred to the new school as soon as possible. Both schools should sign a form to confirm the handover of the records, both schools should retain a copy of the transfer form. Where a child leaves and the new school is not known, ensure that the local authority is alerted so that the child's name can be included on the database for children missing education.

4 RECRUITMENT

In order to ensure that children are protected whilst at this school, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised. We accept that it is our responsibility to follow the guidance set out by DESC.

5 VOLUNTEERS

We understand that some people otherwise unsuitable for working with children may use volunteering to gain access to children; for this reason, any volunteers in the school, in whatever capacity, will be recruited in line with DoESC Policy.

6 INDUCTION & TRAINING

All new members of staff will receive induction training, which will give them an overview of the organisation and ensure they know its purpose, values, services and structure, as well as how to identify and report abuse, child protection concerns within the appropriate levels of confidentiality. All new staff at the school will receive child protection training and given access to the Safeguarding and Child Protection policy on starting their work at the school.

All staff will be expected to attend training on safeguarding children and this will enable them to fulfil their responsibilities in respect of child protection effectively. The school will provide access to this training and new staff will also as part of their induction, complete the on line safeguarding training which can be accessed via www.kwango.com Staff visiting the school for short periods of time e.g. 1 day supply cover, will receive information in relation to safeguarding children and the

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procedures they must follow.

7 DEALING WITH CONCERNS

It is not the responsibility of any member of staff or volunteer to investigate any suspicions or concerns that a child/young person is at risk of or is suffering significant harm. Their concerns should be reported to the Designated Safeguarding Lead immediately and should also be recorded using the school's Cause for Concern documentation.

A Cause for Concern is an action, observation or discussion that makes you feel anxious about the safety or wellbeing of a child. All causes for concern must be recorded on the Cause for Concern record and must be passed to the Designated Safeguarding Lead immediately. The Designated Safeguarding Lead will decide on the appropriate actions. The Designated Safeguarding Lead will consider if the issue needs to be passed to another agency.

A Child Protection file may also be raised in line with the policy and direction issued by DESC. All discussions, telephone calls and meetings in relation to the child/young person must be recorded.

8 SAFEGUARDING IN SCHOOL

As well as ensuring that child protection concerns are addressed, we will also ensure that children who attend the school are kept safe from harm whilst they are in our charge.

To this end, this policy must be seen in conjunction with the school and government policies on:

- Personal, Social and Health Education and Sex and Relationships Education; child protection issues will be addressed through the curriculum as appropriate.
- Anti Bullying Policy
- Safe recruitment
- Code of conduct for staff
- Confidentiality
- Behaviour and discipline
- Health & Safety
- Physical Intervention - managing challenging behaviour
- Allegations against members of staff
- E-safety
- Whistle Blowing
- Visitors policy
- Induction policy
- Information sharing policy

9 PHOTOGRAPHING CHILDREN

We understand that parents like to take photos of or video record their children in the school play, or at sports day, or school presentations. We will not allow others (visitors to school e.g. theatre groups or workshop providers) to photograph or film students during a school activity without the parent's permission. We will not allow images of students to be used on school websites, publicity, or press releases, without express permission from the parent, and if we do obtain such permission, we will not identify individual children by name. The school cannot however be held accountable for photographs or video footage taken by parents or members of the public at school functions.

At the start of each academic year parental consent to the taking and use of photographs and

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videos will be updated for each student

10 Record Keeping

All disclosures and records of dialogue between all relevant parties are to be kept on the appropriate Safeguarding or Child Protection proforma on the day of the disclosure. Completed documents to be handed to the Safeguarding Lead for action or safe keeping. Safeguarding Lead to file document in the correct file.

Individual or family Social Care files containing relevant and required information will be kept in a locked cabinet accessible only by Safeguarding Lead and/ or senior members of staff on request.

All telephone calls are to be recorded on proforma and filed in children's files after information has been shared with appropriate staff. If a telephone call comes in from an individual requesting information about a pupil ALWAYS request the Safeguarding Lead or senior member of staff calls back. It is advisable to have a witness to some phone calls if they are of a tricky nature. Tell the person to whom, you are speaking that there is someone else there and also put the telephone onto speaker phone.

Who should have access to child protection information?

Access to the information in any Social Care file should be on a need-to-know basis which will be determined by the designated person on a case-by-case basis. Anyone who accesses the file should be logged on the Front Cover Sheet. The confidentiality of the child and family should be respected as far as possible, but the welfare of the child is paramount.

Child protection files form part of a child's "educational record" and as such the child or a parent has a right of access to that record. Access can only be denied in exceptional circumstances, for example, where there is a likely risk of significant harm. Therefore, unless there is a valid reason to withhold information, it is best practice to share all information with the child and/or parent, for example, an education report to a child protection conference should be shared with the parent(s) before the conference takes place.

Conversations between designated personnel at different education establishments are perfectly acceptable (e.g. sharing concerns or asking for information about sibling groups). Unless there is risk of significant harm, the child and/or parents should be informed before any conversation takes place.

Where there is concern that a child is at risk of significant harm, information may be shared with Social Care and/or Police and Health. In all instances the Department of Education and Children must be advised.

11 CONFIDENTIALITY and INFORMATION SHARING (refer to the School Confidentiality and Information Sharing Policy)

The school, and all members of staff at the school, will ensure that all data about students is handled in accordance with current statutory regulations and current GDPR regulations. Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.

Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the designated Safeguarding Lead.

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12 CONDUCT OF STAFF

The school has a duty to ensure that high standards of professional behaviour exist between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries.

At all times, members of staff are required to work in a professional way with children. All staff should be aware of the dangers inherent in:

- working alone with a child
- physical interventions
- cultural and gender stereotyping
- dealing with sensitive information
- giving to and receiving gifts from children and parents
- contacting children through private telephones (including texting), e-mail, MSN, or social networking websites.
- disclosing personal details inappropriately
- meeting students and families outside school hours or school duties

An agreed code of conduct in relation to safeguarding has been agreed and adopted by all adults working with children at HBN Primary School. Any member of staff who does not adhere to the policy will be subject to disciplinary procedures

An agreed Whistle Blowing policy in relation to Safeguarding (Appendix 1) supports the school ethos where students and staff can talk freely about concerns knowing they will be listened to and appropriate action taken.

13 ALLEGATIONS AGAINST MEMBERS OF STAFF

If anyone makes an allegation that any member of staff (including any volunteer or Governor) may have harmed or be a risk to a child. The allegation will be dealt with in accordance with guidance issued by the DoESC. The head teacher, will handle such allegations, unless the allegation is against the head teacher, when the incident will be reported to the Director of Education..

14 PHYSICAL CONTACT AND RESTRAINT

Members of staff may have to make physical interventions with children. Members of staff will only do this in line with school policy on managing challenging behaviour. Handling should be seen as a last resort after all de-escalation techniques have failed and the health and safety of pupils is put at risk.

15 BEFORE AND AFTER SCHOOL ACTIVITIES

Where the school transfers control of the use of the school premises to bodies (such as sports clubs) to provide out of school hours activities, we will ensure that these bodies have appropriate safeguarding and child protection policies and procedures in place, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the bodies. DESC lettings will oversee such arrangements

16 CONTRACTED SERVICES

Where the DESC contracts its services to outside providers, they will ensure that these providers have appropriate safeguarding and child protection policies and procedures, and that there are

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arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the provider.

17 PROVISION TO HELP PUPILS STAY SAFE

Safeguarding permeates through all aspects of the wider school curriculum. The following examples are not exhaustive but give a flavour for how safeguarding is promoted at HBN Primary School.

PSHE - Through a personalised PSHE programme (Jigsaw) that specifically meets the needs of our children, they learn to engage with others in a safe and mutually respectful way. Our anti-bullying policy is reinforced regularly. Pupils who have particular needs or difficulties in these areas are supported by a range of social and emotional support strategies and programmes, as well as receiving additional individual support from parents and staff. Initiatives such as School Council and our Nurture facility, along with highly effective work with other agencies ensure that children are well-placed to keep themselves and other children safe in their everyday lives.

18 IMPLEMENTATION, MONITORING, EVALUATION AND REVIEW

All adults in school will receive a copy of the Safeguarding and Child Protection Policy and are expected to have read and agree to follow its procedures. It will be discussed at least annually at staff meetings. Safeguarding and Child Protection will be a regular agenda item at Staff Team Meetings. The effectiveness of the policy will be reviewed and evaluated by the school's SMT and the Governing Body annually in light of any specific incidents or changes to local/national guidance. The Headteacher will report on safeguarding matters through the report at each full governing body meeting.

18 PARENTS AND CARERS

Parents and carers will be informed that they can have a paper copy of the Safeguarding and Child Protection Policy on request. Schools should be proactive in their consultations and involvement with parents and carers where there are child protection concerns unless this would be prejudicial to the safety and wellbeing of the child/young person.

Chair of Governing Body:..... Date:

Headteacher:Date:

Reviewed: July 2024

Review date: July 2025

Appendix I

Safeguarding Children: Whistle Blowing

Staff must acknowledge their individual responsibility to bring matters of concern to the attention of the Head Teacher. Although this can be difficult this is particularly important where the welfare of children may be at risk. You may be the first to recognise that something is wrong but may not feel able to express your concerns out of a feeling that this would be disloyal to colleagues or you may fear harassment or victimisation. These feelings, however natural, must never result in a child or young person continuing to be

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unnecessarily at risk. Remember it is often the most vulnerable children or young people who are targeted. These children need someone like you to safeguard their welfare.

Don't think what if I'm wrong - think what if I'm right

Reasons for whistleblowing

Each individual has a responsibility for raising concerns about unacceptable practice or behaviour in order to:

- prevent the problem worsening or widening
- protect or reduce risks to others
- prevent becoming implicated yourself

What stops people from whistleblowing

- Starting a chain of events which spirals
- Disrupting the work or project
- Fear of getting it wrong
- Fear of repercussions or damaging careers
- Fear of not being believed

How to raise a concern

- You should voice your concerns, suspicions or uneasiness as soon as you feel you can. The earlier a concern is expressed the easier and sooner action can be taken.
- Try to pinpoint exactly what practice is concerning you and why
- Approach the Headteacher
- If your concern is about your immediate manager/Headteacher, or you feel you need to take it to someone outside the school, contact the Chair of Governors, [Mr Les Foster](#) or [the Director of Strategic Advice for Education, Mrs Caroline Savin](#).
- Make sure you get a satisfactory response - don't let matters rest
- Put your concerns in writing, outlining the background and history, giving names, dates and places where you can.
- A member of staff is not expected to prove the truth of an allegation but you will need to demonstrate sufficient grounds for the concern .

What happens next?

- You should be given information on the nature and progress of any enquiries

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- Your employer has a responsibility to protect you from harassment or victimisation
- No action will be taken against you if the concern proves to be unfounded and was raised in good faith.
- Malicious allegations may be considered as a disciplinary offence

Self reporting

There may be occasions where a member of staff has a personal difficulty, perhaps a physical or mental health problem, which they know to be impinging on their professional competence. Staff have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered. Whilst such reporting will remain confidential in most instances, this cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children

Further advice and support

It is recognised that whistle blowing can be difficult and stressful. Advice and support is available from your line manager, HR department and/or your professional or trade union.

"Absolutely without fail- challenge poor practice or performance. If you ignore or collude with poor practice it makes it harder to sound the alarm when things go wrong" (reproduced with acknowledgement to "Sounding the Alarm" – Barnardos)

Appendix 2: Definitions and Symptoms of Abuse

There are four main categories of abuse – physical injury, neglect, sexual abuse and emotional abuse. The list of symptoms given is not exhaustive or comprehensive but consists of frequently observed symptoms. It is important to remember that most abuse involves more than one main type, for example, sexual and emotional abuse may be recognised together. These symptoms, for example cuts and grazes, may also be accidental and not a sign of abuse.

Physical Abuse

Actual or risk of physical injury to a child or failure to prevent physical injury (or suffering) to a child, including deliberate poisoning, suffocation and factitious illness by proxy. This includes excessive punishment.

Symptoms:

| | |
|---|-----------------|
| Behaviour changes/wet bed/withdrawal/regression | Finger marks |
| Frequent unexplained injuries | Broken bones |
| Afraid of physical contact | Cuts and grazes |
| Violent behaviour during role play | Cigarette burns |
| Unwillingness to change clothes | Cowering |
| Aggressive language and use of threats | |

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Bruising in unusual areas

Changing explanation of injuries

Not wanting to go home with parent or carer

Neglect

Actual or risk of persistent or severe neglect of a child or the failure to protect a child from exposure to any kind of danger, including cold or starvation. Extreme failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development, including failure to thrive.

Symptoms:

| | |
|--------------------------------------|---------------------------|
| Lack of appropriate clothing | Dirty |
| Cold – complaining of | Body sores |
| Hunger – complaining of | Urine smells |
| Unkempt hair | No parental interest |
| Not wanting to communicate | Behaviour problems |
| Attention seeking | Lack of respect |
| Often in trouble – police | Bullying |
| Use of bad language | Always out at all hours |
| Lack of confidence – low self-esteem | Stealing |
| Jealousy | Significantly underweight |

Sexual Abuse

Actual or risk of sexual exploitation of a child or adolescent. The child may be dependent and/or developmentally immature. The involvement of dependent, immature children and adolescents in activities to which they are unable to give informed consent or that violate the social taboos of family roles.

Symptoms:

| | |
|---|-----------|
| Inappropriate behaviour – language | Withdrawn |
| Change of behaviour | Role play |
| Rejecting physical contact or demanding attention | Rocking |
| Physical evidence – marks, bruising | Knowledge |

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Pain going to toilet, strong urine

Stained underwear

Bruising/marks near genital area

Drawing – inappropriate knowledge

Relationships with other adults or children for example, being forward

Emotional Abuse

Actual or risk of severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill-treatment or rejection. It is important to remember that all abuse involves some emotional ill-treatment.

Symptoms:

Crying

Rocking

Withdrawn

Not wanting to socialise

Cringing

Bad behaviour

Aggression

Behaviour changes

Bribery by parent

Self infliction

Lack of confidence

Attention seeking

Isolation from peers – unable to communicate

Clingy

Afraid of authoritative figures

Treating others as you have been treated

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Appendix 3 - Protocol for after a disclosure.

After following all school procedures and passing on information to the designated lead the next steps should be:

1. DSL or deputy DSL to let staff member know within 48 working hours what has happened after the information was shared i.e is it being monitored, parents spoken to or referred to Children & Families.
2. DLS or deputy DSL to discuss with staff if they need any support due to the nature of the disclosure. Appropriate supervision should be made available if requested.
3. Plan any school provision changes that need to be made as a result of the disclosure.
4. If referral is made to Children & families, any relevant/appropriate decisions by them about how the case is progressing to be shared with teacher when school are informed e.g. case is closed, section 46 investigation.
5. Staff member to carry on with normal routine with the pupil unless told otherwise.
6. Staff member to have a check with the pupil e.g. "How are you today? You know where I am if you need anything."
7. Be led by the child. Don't bring up the referral unless the child does. Pupils often want normality in these situations. Answer any questions about what will happen by explaining Children & Families will find out what happened and are there to help families.
8. If you feel the child is particularly distressed about what has happened, refer to the DSL or deputy DSL.
9. If the parents have concerns about the referral they will be directed to the DSL or headteacher.