

Safeguarding and Child Protection Policy

Changes that have been made to the policy in October '19 since December '18 are highlighted in green

In 1989, governments across the world promised all children the same rights by adopting the UN Convention on the Rights of the Child. The Convention dictates what countries must do so that all children grow as healthy as possible, can learn at school, are protected, have their views listened to, and are treated fairly.

Article 3

The best interests of the child must be a top priority in all things that affect children.

Article 19

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

To see the full child friendly version at

http://www.unicef.org.uk/Documents/Publications/Child_friendly_CRC_summary_final.pdf

At Ballaugh School we believe that:

- * the welfare of the child is paramount .
- * children and young people have the right to protection from all forms of neglect and abuse.
- * Everyone has a responsibility for the protection of children and young people and for reporting concerns.

This policy aims to outline the role the school will have, the procedures that staff must follow and guidance on issues related to child protection generally. It is not exhaustive. All staff should use as a rule of thumb the needs and safety of the child as being at the centre of any decision they may need to take.

Further information can be found on the Isle of Man Safeguarding Children Board's website <http://www.isleofmanscb.im> and the "Safety" page on Ballaugh School's website ([google ballaugh.sch.im](http://google.com/ballaugh.sch.im))

Aims

- to make clear individual's responsibilities in identifying and reporting possible cases of abuse
- to provide a systematic means of monitoring, recording and reporting of concerns and cases
- to provide guidance on recognising and reporting suspected child abuse

Responsibilities

The Headteacher, Mr Cushnie, is the designated person for child protection "Designated Safeguarding Lead" (DSL). In his absence the Teacher in Charge, Miss McHugh, must be consulted.

They are responsible for:

1. Coordinating action within the school and liaising with the Department of Social Care (DHSC) and other agencies over cases of abuse and suspected abuse.
2. Acting as a source of advice within the school.
3. Ensuring that staff are familiar with the policy and procedures.
4. Referral of individual cases of suspected abuse.
5. Liaising with and delegating responsibility to Child and Family Support Workers
6. Organising training on child protection within school.

Teaching staff and support staff

Any new staff in school will be informed of the main points of this child protection policy and advised to read it as soon as is reasonable practicable. All staff will require level 2 training in Child Protection following recruitment. Short term supply staff and students will receive reporting procedures as part of their induction. Training will be delivered on a 3 year rolling programme. All staff need to be alert to the signs of neglect and abuse as detailed in this policy. They should report any concerns immediately to Mr Cushnie or in his absence, Miss McHugh. If in any doubt they should consult the DSL or his deputy.

APPLICATION OF PROCEDURES

Apply the procedures detailed below for responding to a suspected case remembering that:

- * we cannot promise confidentiality.
- * information will only be shared with those who need to know .

- * it is important to stay calm and reassuring.
- * the needs and safety of the child must always come first.
- * when in doubt – ask the DSL for advice.

Non teaching staff (including ancillaries, caretakers, cleaners, kitchen staff)

Non-teaching staff may also be approached by children or have concerns. They should follow the same procedure as teaching staff in seeking referral at the earliest opportunity to the DSL, or their deputy where appropriate.

Safeguarding

Safeguarding can be defined as follows:

‘Safeguarding children in educational settings includes the focus on protecting children from harm by adults, but goes beyond it to cover other functions such as:

- * promoting good attendance at school
- * ensuring positive and safe behaviour and eliminating bullying and other forms of harassment- (see behaviour policy and anti bullying policy)
- * providing support for children with social and emotional difficulties- (SEAL programme, circle time, Early Help and Support network (EHAS))
- * minimising exclusions from school
- * improving security on school sites (see health and safety policy)
- * health and safety for in-school and out-of-school activities.’ - (see health and safety policy and specific play risk assessments).

Child Protection

Child protection can be defined as:

‘a part of safeguarding and promoting welfare. This refers to the activity which is undertaken to protect specific children who are suffering or are at risk of suffering significant harm.’

Guidance on recognising suspected abuse

Child abuse is a term used to describe ways in which children are harmed by someone often in a position of power. It may not be our responsibility to decide whether child abuse is occurring but we are required to act on any concerns and report it to the appropriate party. The health, safety and protection of a child is paramount.

Physical Abuse

May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. It also includes when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

Possible signs include:

Unexplained injuries or burns
Refusal to discuss injuries
Improbable explanations of injuries
Untreated injuries or lingering injuries
Admission of punishment that appears excessive
Shrinking from physical contact
Fear of returning home or parents being contacted
Fabricated Induced Illness
Fear of undressing
Fear of medical help
Aggression/bullying
Over compliant behaviour
Running away/unexplained pattern of absence
Significant changes in behaviour
Deterioration in work

Emotional Abuse

This is persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It can include:

- *conveying to a child they are worthless or unloved
- *placing inappropriate age-related expectations on a child
- *making a child feel frightened or in danger on a frequent basis

It may also involve seeing or hearing the ill treatment of another, for example when a child witnesses domestic violence.

Possible signs include:

Continual self-deprecation
Fear of new situations
Inappropriate emotional responses to painful situations
Self harm or mutilation
Neurotic behaviour - obsessive rocking, thumb-sucking
Air of detachment 'don't care attitude'
Social isolation
Attention-seeking behaviour

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. Activities may involve penetrative acts, or non contact activities such as involving children in looking at or in the production of pornographic material, including child pornography on the internet.

Possible signs include:

Bruises, scratches, burns or bite marks

Scratches abrasions or persistent infection in the anal or genital regions
Pregnancy
Sexual awareness inappropriate to the child's age
Frequent public masturbation
Attempts to teach other children about sexual activity
Refusing to go with certain people or go to certain places
Aggressiveness, anger, anxiety, tearfulness
Withdrawal from friends
Unexplained gifts

Neglect

Neglect is the persistent failure to meet the child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may include the failure to provide adequate food, clothing, shelter, supervision. Failure to protect a child from physical harm or danger, failure to ensure appropriate access to medical treatment or response to emotional needs.

Possible signs include:

Constant hunger
Poor personal hygiene / Inappropriate clothing
Frequent lateness or non-attendance
Untreated medical problems
Low self-esteem
Poor social relationships
Compulsive stealing or scrounging
Constant tiredness

Bullying

Bullying can be defined as using deliberately hurtful behaviour, usually over a period of time, where it is difficult for those bullied to defend themselves. The three main types of bullying are:

physical
verbal
emotional

All incidents of bullying should be dealt with by the class teacher in the first instance, followed by the Headteacher, as appropriate. A more detailed guide can be found in the school's anti-bullying policy.

Self Harm

If it comes to the attention of a teacher/member of staff that a child is self harming, they should alert the designated teacher for child protection - Mr Cushnie (Miss McHugh in his absence). Actions by the designated teacher include:

* contacting parents

* contacting Child Adolescent Mental Health Services (CAMHS)

* contacting DHSC if the child meets referral needs (Get advice from Inclusion and Safeguarding - Gráinne Burns)

Guidance on dealing with suspected abuse

All staff should refer concerns to the DSL as soon as possible

IF A CHILD'S WELFARE MAY BE AT RISK BY RETURNING HOME, THE DESIGNATED SAFEGUARDING LEAD MUST BE INFORMED IMMEDIATELY.

In the meantime, they should:

Listen to the pupil, keeping calm and offering reassurance

Observe bruises but do not ask a child to remove or adjust their clothing to observe them

If a disclosure is made the child should lead the discussion. Do not press for details by asking questions "what did they do next?".

See guidance for Dealing with a Disclosure below.

Dealing with a disclosure

Listen to the child.

Try not to show any shock you might feel and take what they say seriously.

Stay calm and reassure them that they have done the right thing in telling you.

DO NOT make promises about what might or might not happen next.

You cannot promise confidentiality.

Consider using phrases such as 'you've done the right thing' or 'you're not to blame' or 'I understand'.

Allow the child to talk but do not interrogate or ask leading questions - use questions such as 'Do you have anything else to tell me?'

Do not make judgements about the people children refer to - they may be people they love.

Explain what will happen next and who you will need to talk to.

Make brief notes at the time and write them up afterwards - keep both sets, (just in case).

Use diagrams to record the position of any bruising or marks and transpose on to a Body Map when time permits. (available with Logging a concern form on the staffroom noticeboard)

After the disclosure, appropriate support should be given to both the child and the members of staff receiving and dealing with the disclosure.

PROCEDURES FOR MONITORING, RECORDING AND REPORTING

At the time

Brief notes at the time or immediately after will help you to complete the Logging a Concern sheet when you are able. You should note:

Date and time of disclosure/incident observed
Place and context of disclosure or concern.
Facts you need to report.

AS SOON AS POSSIBLE AND BEFORE LEAVING THE BUILDING

Complete a Logging a Concern sheet which is pinned to the board in the staffroom. This should then be passed to the DSL (GC or KMCh). In the case of there being bruises or observed injuries the Body Map which is available in the same location.

Remember to keep to factual information and not assumption or interpretation. Use the child's own language to quote rather than translating into your own terms. Be aware that these sheets may be used at a later date to support a referral to an external agency.

The Designated teacher will:

Follow-up the referral using the Logging a Concern sheet as a basis for consideration before action.

Make additional records of discussions and any investigation that takes place.

Make a decision whether to continue to monitor the situation or take the referral further and communicate this to the individual making the initial referral.

Where a child is referred to DHSC the MAAR (Multi Agency Assessment Referral) form should be completed asap.

Consulting Inclusion and Safeguarding staff (Gráinne Burns) is recommended but not essential

Children with individual files (looked after children and those with Social Worker)

Children who have been referred to Social Care have their own file which is stored in a secure cabinet in the HT's office. Recorded information from social care meetings and other reports are stored in their individual file.

Please note that Logging a Concern sheets **MUST** to be completed for any incidents/ observations regarding children who have individual files.

Copies of any SEN correspondence regarding children with individual files must be made and handed to Mr Cushnie.

Weekly staff meetings will be an opportunity for staff to share any cause for concerns as appropriate. These will be minuted and followed up by the headteacher.

Allegations against staff

This is an extremely difficult and sensitive area to address.

Report any allegations to the Headteacher straight away
(If the allegations are against the Headteacher themselves, report it directly to Director of Inclusion and Safeguarding (Sue Mowle) or Director of Corporate Services at DESC)

Further information regarding procedures following this can be found on the Safeguarding Children Board website <http://www.isleofmanscb.im>

Inter-agency liaison

Social care meetings

At times school staff may be called to participate in meetings organised and chaired by social care. These might be:

Strategy discussions.

Child protection conference or review.

Family group conferences - for children in need, in a range of circumstances where a plan is required for the child's future welfare.

Professionals' meetings - in which representative professionals from different agencies are asked to meet to discuss children and their families with a view to

Providing support or making recommendations in terms of next stages of involvement.

Core group meetings - meeting in which a 'core' group of professionals associated with the family are asked to meet to review the progress of actions decided at case conferences and register reviews

At these meetings, representatives from the school should be ready to report providing information about;

attendance and punctuality
academic achievement
the child's behaviour and attitude
relationships with peer group and social skills generally
child's appearance and readiness for school
contact with parents/ carers
any specific incidents that need reporting

Prior to the meeting, class teachers and other adults working closely with the child should be asked for their comments by completing a 'Safeguarding Report Form' (available from the Mr Cushnie)

Following the meeting, feedback **MUST** be given and staff brought up-to-date with any actions that are needed.

Confidentiality

Where children are on the child protection register and leave one school for another the designated teacher (Mr Cushnie) must inform the receiving school and the key worker at the DHSC.

Education staff have a professional responsibility to share relevant information about the protection of children with the investigative agencies. Members of staff should not promise confidentiality but can let the child know that only those who need to know will be informed and that that will be for the child's own sake.

Time should be taken to reassure the child and confirm that information given will be treated sensitively. Reassurance should be given and the adult involved listen sympathetically and non judgmentally.

Staff should be careful and ensure that information is only given to the appropriate person. All staff **must** be kept aware of issues relating to confidentiality and the status of information they may hold. More details regarding Information Sharing can be found on the Safeguarding Children Board website <http://www.isleofmanscb.im>

Members of staff, other than the **DSL** and those involved closely, should only have enough details in order to help them to act sensitively and appropriately to a pupil. Discretion should be used when talking about the personal, and changing circumstances of children e.g. when a child goes into care. Discretion is particularly necessary after attending child protection meetings. Information received should be treated sensitively and discretion will be needed as issues emerge on a formal and informal basis.

Supporting children

For some children, school may be the one stable place from which they can expect security and reassurance. We must not only be alert to potential abuse but also provide support to help children through difficult times.

The pastoral education programme

Children who are 'looked after' should have their own pastoral support programme, involving EPeps which will be drawn up in discussion with social care, the class teacher, carers, foster parents and the child themselves.

Support in school - **pastoral care**

All class teachers and senior leaders are responsible, in conjunction with other school staff, for the pastoral needs of the children in their care. This includes providing opportunities for children to share their concerns. Our curriculum includes opportunities

for children to discuss and explore issues. In addition, circle time can be used to raise issues spontaneously that are particularly relevant to the class at that time.

Care should always be taken in regard to the discussion of sensitive issues and advice should be sought where there are concerns. There are a variety of resources (e.g. SEAL) to support circle time and the discussion of issues.

Support in school - the curriculum

Within our curriculum there will also be opportunities to discuss issues which some children might find sensitive and disturbing. Care should be taken particularly in relation to discussion about families and their make up. Assumptions about families and the presence of both parents should be avoided both in discussion and the presentation of materials. During SRE staff should be alert to the fact that some children will have very different experiences and may find content 'sensitive' within their own histories. Staff should make themselves familiar with the background of the children in their care in order to avoid children becoming distressed.

Physical contact with pupils

Some form of physical contact with pupils by teachers is inevitable. In some cases it is necessary for reassurance. However, all teachers should be aware of issues related to touching and the way in which this might be misconstrued. This relates particularly to any sensitive areas of the body.

Working with parents

It is important that school has an established approach to Parents' where their need for privacy should be respected. Attitudes to, and contact with, parents should appear to be non-judgemental in order to obtain the most conducive working relationship. The priority is the needs of the child and effective liaison is crucial for this.

It should be recognised that families from different backgrounds and cultures will have different approaches to child-rearing. These differences should be acknowledged and respected provided they do not place the child at risk as defined earlier in the document.

If you have concerns and cannot find anyone in school to report it to and you feel it is urgent, ring the Department, 686053 and ask for Grinne Burns

or

686085 Sue Mowle (Director of Inclusion and Safeguarding)
stating 'Child Protection matter'.

Children and Families Division, Department of Health and Social Care Tel No:
686179

Children & Families Division

2nd Floor Murray House Mount Havelock Douglas

Isle of Man

IM1 2SF

The Police numbers are:

The Public Protection Unit.

During office hours the number is 01624 - 631493.

Outside of office hours - Police Headquarters, 01624 - 631212 where the call will be transferred to either a Duty Detective or Duty Sergeant.

KEY POINTS ABOUT SAFEGUARDING

We have a responsibility for safety and wellbeing of the children and adults we work with in our organisation including parents.

If you have safeguarding concerns about a child or an adult you must talk about it with Graeme (designated safeguarding lead) or if he is not available then Kate (deputy DSL)

If you have safeguarding concerns about a child or adult you must report it to the named people above as soon as **reasonably practicable** and before 3.30 if it is so serious that they should not return home.

If you feel that concerns you had expressed to your safeguarding lead had not been adequately followed up you must contact the *DESC Child Protection & Safeguarding Officer: Gráinne Burns Tel: 686053/478332*
(if unavailable please contact Sue Mowle, Director of Inclusion and Safeguarding- Tel: 693833/456279)

Knowing about other children *in the household* is the most important **child safeguarding issue** when establishing a relationship with an adult who will use the child protection services.

There are no circumstances when you would withhold information when talking to Graeme / Kate about concerns that you have for a child or adult.

Speak **only to** Graeme (headteacher) and then if he is not round Kate if you have concerns about a colleague / professional / volunteer's behaviour with regard to children and or adults.

Speak **only to** Graeme (headteacher) and then if he is not round Kate if a parent/ child/adult came to you with an allegation against a colleague/professional/volunteer.

The Safeguarding Children Board website

Is where you will find information on safeguarding children and / or safeguarding adults.

The Blue box in staffroom and on the school's website

is where would you find your organisations safeguarding policy and procedures.

'Resolving Professional Differences in Safeguarding Policy - Multi Agency Reflection Discussion (MARD) Process'



