



SOUTHSEA INFANT SCHOOL

Safeguarding Policy

1. Duty of care

It is the duty and responsibility of all adults regularly involved with Southsea Infant School (staff, volunteers and governors) to ensure that children are safe and secure. All such adults will therefore be alert to the well-being of all children, including any signs of neglect and/or abuse and will report any suspicions in line with current procedures.

"All school and college staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child." DFE safeguarding children in education 2016"

2. Definitions

2.1 'Safeguarding' and 'child protection' these words are often use interchangeably, however, they have different meanings. Safeguarding is what we do for all children whilst Child Protection refers to the procedures we use for children at risk of significant harm or who have been harmed.

2.2 'Immediate danger' or 'at risk of harm' means.. 'harm' is defined as the ill treatment or impairment of health and development. This definition was clarified in section 120 of the Adoption and Children Act 2002 (implemented on 31 January 2005) so that it may include 'impairment suffered from seeing or hearing the ill treatment of another' for example, where there are concerns of domestic violence and abuse. Sometimes, a single traumatic event may constitute significant harm (e.g. a violent assault, suffocation or poisoning). More often, significant harm is a compilation of significant events, both acute and longstanding, which interrupt, change or damage the child's physical and psychological development (definition from PSCB website.) A concern may be something that requires early help or intervention but may not result in a referral to social care.

If you are unsure you must discuss with the DSL (Lyndsey Cook)

2.3 'At Risk' A child is considered to be abused or 'At Risk' when the basic needs of the child are not being met, through avoidable acts of either commission or omission. This includes neglect, physical, emotional and sexual abuse. Abuse can involve children of all ages, religions, cultures and social classes.

(Safeguarding Children in Education, Section 1.2, page 3, paragraph 1).

3. Signs of abuse and/or neglect

3.1 These include:

- Physical marks (cuts, bruises etc.) beyond what would normally be expected for children;
- Sudden or prolonged change in behaviour e.g. aggression or withdrawal, which is out of character for the child;
- Personal hygiene issues e.g. persistent dirty clothes, children unwashed, regular incidents of soiling
- Language, terminology and subject matter used by the child in conversation e.g. overtly sexual at a level of understanding beyond what is normal
- Actual disclosure by the child to an adult (or to other children and reported to an adult).

3.2 There are other types of safeguarding issues which staff must also be aware of, and for which support and guidance will be given, such as Female Genital Mutilation, honour-based violence, peer on peer abuse and Child Sexual Exploitation. Guidance on how to support children with these issues can be found on the Portsmouth Safeguarding Children's Board (PSCB) website <http://www.portsmouthscb.org.uk/professionals>.

4. Children with special educational needs and disabilities

Para 85(DFE). Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs
- communication barriers and difficulties in overcoming these barriers.
- Children with SEN are more prone to peer group isolation
- Children with SEN may require extra pastoral support

5. Children with other needs can face additional safeguarding challenges. This can include:

- Young carers
- Frequently missing or goes missing from care or home
- Misusing drugs or alcohol
- Is in a family circumstance presenting challenges for the child - such as substance abuse/adult mental health problem or domestic abuse
- Has returned home to their family from care

6. Looked after children

A previously looked after child potentially remain vulnerable and all staff should have the skills, knowledge and understanding to keep PLAC safe. When dealing with PALC it

is important that all agencies work together and prompt action is taken on actions to safeguard these children.

7. Local and national documentation and legislation

7.1 The procedures of the school will comply with the procedural requirements of the Local

Safeguarding Children Board (PSCB) <http://4lscb.proceduresonline.com> and *Safeguarding Children in Education* (Portsmouth City Council guidance and procedural requirements for schools and education staff). These are in turn informed by national legislation and guidance such as "Keeping children safe in education", the Human Rights Act, 1998, The Children Act 1989 and The Children Act 2004 and government documentation such as Working Together to Safeguard Children, 2006, Framework for the Assessment of Children in Need and their Families, 2000, and What to do if you're worried that a child is being abused, 2003.

7.2 The essence of this legislation and documentation is:

1. The welfare of the child is paramount
2. Everyone has the right to a quality of life free from abuse and neglect
3. All agencies supporting children need to work with each other and share information
4. Safeguarding children is *everyone's* responsibility

8. Safer Recruitment/DBS checks

Recruitment in school is carried out in line with current legislation. At least one member of every interviewing panel will have attended safer recruitment training. All staff, governors and regular volunteers who work with pupils are thus subject to enhanced checks with the Disclosure and Barring Service (DBS). Volunteers who work in supervised areas or in unregulated activities (see appendix 1) will not need to be DBS checked. Note, this does *not* apply to parents or helpers who occasionally accompany classes on school trips and who are never left alone with pupils.
(see Safer Recruitment Policy)

8.1 Disqualification by Association

To comply with the Disqualification by Association legislation introduced in July 2015, all staff are expected to complete a self-declaration which provides relevant information about themselves and/or any people who live or work in the same household as them. This forms part of the Induction process for new staff.

Staff will be asked annually to confirm there are no changes in their circumstances and the school will act on information received with regards to a staff member's suitability to ensure reasonable and appropriate steps are taken to negate the possibility that someone who is disqualified is not knowingly employed.

9. Designated Safeguarding Lead (DSL)

A senior member of staff is given the responsibility for overseeing all aspects of child protection - the Designated Safeguarding Lead (DSL). Currently this member of staff

is the Headteacher.(Lyndsey Cook). In her absence the lead would be the Deputy Headteacher (Vicky Bosworth) followed by the Inclusion Manager (Katie Kithakye). If in exceptional circumstances the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. The governor responsible for child protection issues is Kath Hutton.. The DSL will receive training every two years from the relevant bodies with an update at least annually.

9.1The role of the DSL.

The role of the DSL can be found in annex B of the Keeping Children Safe in Education guidance. The Headteacher's job description makes reference to this.

The well-being of children in the school is of paramount importance and supersedes any other consideration. Every term an update review is made of children who have any CP concerns.

10. Early Help

PARA 14 (DFE) All staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

11. Disclosure

If a member of staff receives information about abuse from a child this is often because that staff member may be the only adult whom the child is prepared to trust. The staff member will need to display sensitivity and tact in responding to the disclosure. They will need to retain the trust of the child whilst also explaining the need for action, which will necessarily involve other adults being involved. The child is likely to be under severe emotional stress and once they have disclosed school systems should ensure that the child does not have to repeat the information unnecessarily.

If a child discloses child abuse the staff member should listen carefully and record accurately in the language used by the child, at the earliest opportunity. During the disclosure they must not offer alternative explanations for the child's concerns or ask leading questions.

12. Confidentiality

Only those adults directly involved with the pupil will need to be informed of child protection issues. Written records will be kept in a secure cabinet in the Headteacher's office in files marked CP. Access to these records is restricted to those adults working directly with the pupil.

13. Peer on Peer abuse

Safeguarding issues can manifest themselves via Peer on Peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), sexual violence,

sexual harassment and sexting. All staff should be clear as to the school's policy and procedure with regards to peer on peer abuse.

14. Curriculum - Teaching Safeguarding

Opportunities to educate children in understanding and preventing abuse will be proactively identified and delivered across the curriculum. Specific curriculum areas covered within the school will include road safety, the rights of the child, anti-bullying, sex and relationships, internet safety, substance abuse, drug awareness and fire safety. Reference should be made to the Behaviour Management Policy in general and the Anti-Bullying Policy in particular with regards creating a climate where abuse and/or neglect is unacceptable.

(See PSHE, Anti-Bullying and Behaviour Policies)

15. Allegations against a member of staff

Allegations of abuse made against a member of staff (either by children or by other staff members) will be treated with all seriousness and confidentiality following the most recent PSCB procedures. All staff are informed of whistleblowing procedures and this will form part of their induction and a copy is available on the staff system.

(See Whistleblowing Policy)

16. Children Missing in Education (CME)

All staff need to be aware that children going missing from education can be a warning sign of safeguarding considerations.

This is defined within the Portsmouth Children Missing from Education guidance as "All children of compulsory school age who are not on a school roll or undertaking elective home education." It is our responsibility to ensure that we follow the guidance within this document and ensure that we follow up all children in conjunction with the LA. The school's attendance officer will have training and be responsible for this.

17. Radicalisation and Extremism

Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties. The government defines extremism as vocal or active opposition to fundamental British values.

The school is committed to preventing pupils from being radicalised and drawn into any form of extremism or terrorism. The school promotes the values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs by providing pupils with opportunities through the curriculum to discuss issues of religion, ethnicity and culture and learn how to discuss and debate points of view; and by ensuring that all pupils are valued and listened to within school. School staff receive training that provides them with both the information they need to understand the risks affecting children and young people in this area; and a specific

understanding of how to identify individual children who may be at risk of radicalisation and how to support them. Staff are trained to report all concerns about possible radicalisation and extremism to the DSL immediately as they would any other safeguarding concern.

However, the school will make appropriate referrals to the Police PREVENT team and Channel programme in respect of any pupil whose behaviour or comments suggest that they are vulnerable to being radicalised and drawn into extremism and terrorism in order to ensure that children receive appropriate support.

The school expects all staff, volunteers, governors, visiting professionals, contractors and individuals or agencies that hire school premises to behave in accordance with the school's Staff Behaviour Policy.

(See Code of Conduct).

18. Working with other agencies

In all aspects of safeguarding children, members of school staff will actively work with other agencies such as Social Care, the police and health. This will include attending case conferences and child protection conferences. The members of staff attending such meetings will usually either be the Designated Lead for Safeguarding Children or DHT or Inclusion Manager.

19. Training

The DSL will maintain up to date training at least every 2 years with additional annual updates. All staff are updated on safeguarding children annually. This is given on an INSET day staff for teachers and TAs. Other staff such as technicians, office staff and caretaking staff may be trained separately. Every 3 years staff will receive update training from the PSCB training team.

This policy will be reviewed annually. October 2018