

**1 YEAR**



Ashton C of E Primary School

# **Child Protection and Safeguarding Policy**

Policy ratification date:

**6<sup>th</sup> December 2016**

Policy review deadline:

**6<sup>th</sup> December 2017**

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Mrs M. Whitlock

Headteacher

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Mr N. Milner

Chair of governors

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## Summary of changes

Page	Details of change	Revision
ALL	Policy updated to reflect changes in legislation and guidance in 'Keeping Children Safe in Education' (2016).	December 2016
p.4	Contact details updated.	December 2016
p.5	2.3 – Added guidance on feedback and whistleblowing	December 2016
p.7	3.3 – Clearer guidance on, and encouragement for early help.	December 2016
p.8-9	6.1-6.6 – Section retitled and text amended to make the basic duties of everybody much clearer, and to highlight the difference between a concern and a situation where a child may be in danger or at risk of harm.	December 2016
p.9	7.1 – All adults are Enhanced DBS and barred list checked.	December 2016
p.10	7.1 – Added paragraph about protecting children from inappropriate online material using school equipment.	December 2016
p.14	12.2 – Visitor procedures added to policy.	December 2016
p.16	14.1 – Added text to clarify that abuse and neglect can and does overlap, and added links to reference documents.	December 2016
p.16	14.2 – Added guidance on peer on peer abuse.	December 2016
p.21	15.2-15.3 – New paragraphs on looked after children and children with SEND.	December 2016
p.29	Safeguarding Monitoring Schedule added to policy.	April 2016
ALL	Policy updated to new standard format.	March 2016
ALL	Policy completely revised to reflect changes in legislation and guidance in 'Keeping Children Safe in Education' (2015) and anticipated changes for KCSIE (2016).	March 2016

# 1. Important contacts

In school

**1.1 Headteacher and Designated Safeguarding Lead (DSL):**

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**Mrs Melanie Whitlock 01604 863189 / 07709 449950**

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**1.2 Deputy Designated Safeguarding Lead (DSL):**

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**Mrs Laura Wilson 07970 049080**

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**1.3 Lead safeguarding governor:**

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**Mr Alex Rowe 07736 275235**

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**1.4 Chair of governors:**

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**Mr Nigel Milner 07940 953296**

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Multi-Agency Safeguarding Hub (MASH)

**1.5 Telephone:**

- **0300 126 1000 (option 1 > option 3)**
- **01604 367268 ('Designated Officer')**
- **01604 626938 (Out of hours)**

**1.6 E-mail:**

- [\*\*MASH@northamptonshire.gcsx.gov.uk\*\*](mailto:MASH@northamptonshire.gcsx.gov.uk)

**1.7 Online:**

- [\*\*http://www.northamptonshirescb.org.uk/more/borough-and-district-councils/how-to-make-an-online-referral/\*\*](http://www.northamptonshirescb.org.uk/more/borough-and-district-councils/how-to-make-an-online-referral/)

## 2. Introduction

### Aim of this policy

- 2.1 Ashton C of E Primary School understands its responsibility to protect children from harm and to support children to achieve the best possible outcomes. The aim of this policy is to apply up to date legislation and advice to the specific context of our school so as to help adults meet their responsibilities to safeguard children with clear guidance. We aim to promote the welfare of our pupils, their safety and health within an honest, open, caring and supportive environment.
- 2.2 We are clear that:
- Safeguarding refers to what we do for **all** children;
  - Child protection refers to what we do for children specifically identified as being at risk of harm, or who have been harmed.
  - **Absolutely everyone** who comes into contact with children has a role to play in identifying concerns, sharing information and taking prompt action.

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### Safeguarding is everyone's responsibility

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### Ensuring this policy works

- 2.3 To ensure that this policy has the impact needed:
- It is reviewed annually, or sooner to comply with changes in law or guidance;
  - It is shared with **all** members of staff (permanent, temporary, part-time and full-time), the governing body, parents and the wider public (via the school website);
  - All adults are encouraged to offer feedback on weaknesses in safeguarding/child protection at school, and to share ideas for improvement. If they do not feel able to do this, or do not feel listened to, they should follow the Whistleblowing Policy, or contact [NSPCC Whistleblowing](https://www.nspcc.org.uk/08000280285) (0800 0280285, 8am-8pm, Mon-Fri.)
  - Governor visits take place every term to audit what the school actually does, recording evidence against a comprehensive monitoring checklist;
  - **All** members of staff and nominated safeguarding governors attend relevant safeguarding training annually;
  - Annual workshops are run for all staff and safeguarding governors to ensure that this policy and any updates to legislation or guidance are fully understood;
  - We adhere to the principles of safer recruitment.

## Scope of this policy

- 2.4 This policy applies to **all** staff, governors and visitors to the school. We ensure that parents/carers are aware of this policy by making it available on our school website and by raising awareness of child protection and safeguarding at meetings with parents/carers.
- 2.5 Extra-curricular activities:
- Where activities happen directly under the supervision or management of school staff, the school's arrangements for safeguarding and child protection will apply;
  - Where activities are provided by someone else, the Governing Body will ensure that the provider has appropriate policies and procedures to safeguard and protect children and that the school communicates with the provider on such matters where appropriate.

## 3. The policy in outline

- 3.1 There are four main elements to this policy:
- **Prevention** (i.e. a positive, supportive school atmosphere in which children feel safe, secure and listened to; good teaching and safer recruitment procedures; recognition of the benefit of **early help**);
  - **Protection** (by ensuring that all adults follow agreed procedures, are trained and supported to respond appropriately and sensitively to safeguarding concerns);
  - **Support** (to pupils and school staff, and to children who may have been abused);
  - **Communicating with parents/carers** (to ensure appropriate communications and actions are undertaken).

### Safeguarding commitment

- 3.2 All staff encourage children and parents to feel free to talk about any concerns and to see school as a safe place when there are difficulties. Children's fears and concerns will be taken seriously.
- 3.3 We will therefore:
- establish and maintain an ethos where children feel secure and are encouraged to talk, and are always listened to;
  - ensure that children have named adults at the school who they can approach if they are worried or are in difficulty. Wherever possible, children will be encouraged to pick their named adult;

- be prepared to take action when a child might benefit from **early help**, rather than waiting to see whether a problem worsens, by speaking to the DSL;
- include in the curriculum activities and opportunities which equip children with the skills they need to stay safe independently, including online;
- seek to establish effective working relationships with parents and colleagues from other agencies;
- recruit safely, making sure that all required checks are carried out on new staff and volunteers who will work with children, including references, DBS and prohibition from teaching checks.

## 4. The laws and guidance behind this policy

### National

4.1 There are several laws and statutory guidance which the school must comply with:

- The Children Act (1989, 2004)
- The Education Act (2002)
- Working together to safeguard children (2015)
- Keeping children safe in education (2016)
- The Right to Choose: Multi-agency statutory guidance for dealing with forced marriage (2014)
- Channel Duty Guidance (2015)
- Prevent Duty Guidance (revised 2015)
- Supervision of activity with children (2014)
- Disqualification under the Childcare Act (2006, 2015)
- Supporting children at school with medical conditions (2014)
- Information sharing (2015)
- What to do if you're worried a child is being abused (2015)

### Local

4.2 The policy also takes note of local safeguarding procedures organised by the Northamptonshire Safeguarding Children Board (NSCB). The NSCB website (<http://www.northamptonshirescb.org.uk/>) contains a wealth of information. They get involved in real cases, develop policies, deliver training and assess the effectiveness of safeguarding and child protection around the county.

- Thresholds and Pathways (2015)

## 5. Related policies

5.1 The Governing Body has a duty to ensure that safeguarding is woven into the fabric of all aspects of school life. This policy therefore complements and links to a range of other policies:

- Acceptable Use Policy (AUP)
- Adults other than teachers (AOTT) policy
- Allegations of abuse against staff policy
- Anti-bullying policy
- Attendance policy
- Behaviour policy
- Data protection policy
- Drugs education policy
- E-safety policy
- Food in school policy
- Health and safety policy
- Induction policy (for staff)
- Learning outside the classroom policy
- Looked after children policy
- Medical clearance policy
- Restrictive intervention and positive handling policy
- Sex education policy
- Special Education Needs (SEN) policy
- Staff code of conduct policy
- Supporting pupils with medical conditions policy
- Whistleblowing policy

## 6. What everybody must do

All adults – **RECOGNISE, REFER and FOLLOW UP**

6.1 **Be vigilant every day** for any signs that a child might need help.

**Not only for major signs** of abuse and neglect, but also for less obvious changes in the appearance or behaviour of a child you know. Something might be wrong which can best be improved by acting early, rather than waiting for the situation to escalate.



- 6.2 **Share any concerns with the DSL, even if you are not sure there is a problem.** Keep the phrase “**respectful uncertainty**” in mind – this is not paranoia.
- 6.3 Refer directly (see section 1 – Important Contacts) if you feel that you need to. Make sure you inform the DSL as soon as possible afterwards.
- 6.4 **If you feel that a child is in danger or at risk of harm you must act promptly**, by telling the DSL, making your own referral, or by contacting the police.

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### **Notify the DSL and write it down on a Cause for Concern form.**

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- 6.5 Having notified the DSL, **do not assume that the job is finished.** If you don't notice an improvement, or if you continue to have concerns, **you have a duty to follow the matter up** (with the DSL or, if unsuccessful, with another person listed in Section 1).
- 6.6 All staff must adhere to the Code of Conduct and Acceptable Use Policy, which are there to protect them. **Pay particular attention to the use of personal devices in school**, and the use of social media (the simplest and safest advice is to refrain from having a social media presence, if at all possible.)

## 7. Specific roles and responsibilities

### Governing Body

- 7.1 In accordance with the statutory guidance ‘Keeping Children Safe in Education’ (2016), the Governing Body will ensure that:
  - the school has a child protection/safeguarding policy and procedures in place, which are reviewed at least annually to comply with the law and guidance;
  - the policy is made available on the school website, or as a hard copy on request;
  - an enhanced DBS check with children's barred list check is obtained for ALL adults (staff, volunteers, governors etc.);
  - the effectiveness of the policy and procedures is monitored throughout the year in accordance with the Safeguarding Monitoring Schedule;
  - the teaching and promoting of safeguarding is woven into the school curriculum, including online safety.
  - safer recruitment is always practiced, including appropriate use of references and checks on new staff and volunteers. Furthermore, the Headteacher, a nominated Governor and any staff involved in the recruitment process will have undertaken appropriate Safer Recruitment training during the previous 3 years;

- there are clear procedures for dealing with allegations of abuse against members of staff and volunteers;
- the minimum training requirements are met as specified in section 13, 'Training';
- a full-time senior member of staff has responsibility for taking the lead on safeguarding/child protection matters – the Designated Safeguarding Lead (DSL) – and that there is cover for this role (deputy DSL);
- new staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities through an induction process which should include 'Keeping Children Safe in Education' (2016) 'Part 1 – Information for all School and College Staff' and the 'Staff Code of Conduct';
- any deficiencies or weaknesses in safeguarding brought to the attention of the Governing Body are addressed promptly;
- children are protected from harmful/inappropriate online material while using school equipment through the use of filters and monitoring systems, without inadvertently blocking children from accessing information on online safety;
- the Chair of Governors (or, in the absence of the Chair, the Vice Chair) deals with any allegations of abuse made against the Headteacher, in cooperation with the Designated Officer at the MASH;
- there is at least one named Governor who will take leadership of issues to do with safeguarding and child protection within the school, and who will provide information and report back to the Governing Body;
- the school contributes to inter-agency working in line with 'Working Together to Safeguard Children' (2015) and Northamptonshire County Council's 'Thresholds and Pathways' (2015), including providing a coordinated offer of early help for children who need it through the Early Help Assessment process.

## Headteacher

7.2 The Headteacher of the school will ensure that:

- the policies and procedures adopted by the Governing Body are effectively implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- allegations of abuse or concerns that a member of staff or adult working at school may pose a risk of harm to a child or young person are notified to the Designated Officer;

- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively, confidentially, effectively and in a timely manner;
- all staff are made aware that they have an **individual responsibility** to pass on safeguarding concerns and that **if all else fails to report these directly to Children's Social Care Services or the Police.**

## Designated Safeguarding Lead (DSL) and Deputy DSL

7.3 DSL responsibilities are found in Annex B of 'Keeping Children Safe in Education' (2016) and include:

- provision of information to the LSCB/Local Authority on safeguarding and child protection;
- liaison with the Governing Body and the Local Authority on any deficiencies brought to the attention of the Governing Body and how these should be rectified without delay;
- referral of cases of suspected abuse to Multi-Agency Safeguarding Hub (and/or Police where a crime may have been committed);
- acting as a source of support, advice and expertise within the school;
- attending and contributing to child protection conferences when required;
- ensuring each member of staff has access to and understands the school's child protection policy especially new or part-time staff and lunch time staff who may work with different educational establishments;
- ensuring all staff have induction training covering child protection and are able to recognise and report any concerns immediately they arise. Ensure all staff are given the guidance – 'Keeping Children Safe in Education' (2016) 'Part 1 – Information for all School and College Staff' and the 'Staff Code of Conduct';
- ensuring that all adults working with children at the school understand, in particular, their responsibilities in respect of the use of personal devices such as mobile phones and the use of social media;
- keeping detailed, accurate and secure written records of concerns and referrals;
- ensuring that all staff training requirements are met;
- where children leave the school, ensuring that their child protection file is handed to the DSL of the receiving school/setting and signed for in the new school/college as soon as possible. A receipt **must** be obtained;
- maintaining and monitoring child protection records, including monitoring and acting upon individual concerns, patterns of concerns or complaints, in accordance with section on 'Child protection records' below.

## 8. Child protection records

### Keeping records

- 8.1 Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or children within the school. The DSL is responsible for such records and for deciding at what point these records should be shared with other agencies.

### Storing and reviewing records

- 8.2 Records relating to actual or alleged abuse or neglect are stored separately and securely from normal pupil or staff records. Normal records have markers to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.
- 8.3 Child protection records are stored securely, with access restricted to specific staff, i.e. the DSL, Deputy DSL and the Headteacher.
- 8.4 Child protection records are reviewed regularly, including monitoring patterns of complaints or concerns about any individuals, to ensure that these are acted upon.

### Transferring records between schools

- 8.5 When children transfer school copies of all their child protection records are also transferred. Safeguarding records will be transferred separately from other records and best practice is to pass these directly to a DSL in the receiving school or educational establishment with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. In the event of a child moving out of area and a physical handover not being possible then the most secure method possible should be found to send copies of the confidential records to a named DSL by registered post with a receipt request.

## 9. Recruiting safely

- 9.1 The school's safer recruitment processes are based on 'Keeping Children Safe in Education' (2016) part 3, which should be referred to when recruiting staff.
- 9.2 On every interview panel for school staff at least one member (teacher/manager or governor) will have undertaken safer recruitment training either online on the DfE website or by attending other another appropriate local or national accredited training course within the previous 3 years.

## 10. Support for pupils and adults

### Support for pupils

- 10.1 Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way. For such children school may be one of the few stable, secure and predictable aspects of their lives. Other children may be vulnerable because, for instance, they have a disability, are in care, or are experiencing some form of neglect. We will actively seek to provide such children with the necessary support and to build their self-esteem and confidence.
- 10.2 This school recognises that children sometimes display abusive behaviour and that such incidents must be referred on for appropriate support and intervention.
- 10.3 Complaints or concerns raised by pupils will be taken seriously and followed up in accordance with the school's complaints process.

### Support for staff and volunteers

- 10.4 As part of their duty to safeguard and promote the welfare of children and young people staff may hear information, either from the child/young person as part of a disclosure or from another adult that will be upsetting. Where a member of staff is distressed as a result of dealing with a child protection concern, he/she should in the first instance speak to the DSL about the support he/she requires. The DSL should seek to arrange the necessary support.

## 11. Communicating with parents/carers

- 11.1 The school will:
  - Ensure that parents/carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus and on the school website;
  - Undertake appropriate discussion with parents/carers prior to involvement of Children and Young People Services (CYPS) (Children's Social Care) or another agency, unless to do so would place the child at risk of harm or compromise an investigation.

## 12. School-specific risks and mitigation

### Site and infrastructure

- 12.1 Access to the school during normal hours is via a gate which is unlocked remotely from the office. There is no remote video camera for identifying visitors, only an intercom.
- All visitors must be asked to identify themselves by name/organisation over the intercom.
  - The gate operator must try to verify this by looking through the window.
  - Unfamiliar or unexpected visitors must be met as soon as possible upon entering the playground and **at the very latest before they enter the school building.**
- 12.2 There is no “airlock” reception area between the entrance and access to children.
- All visitors must report to reception and sign in (and out before leaving).
  - Visitors’ ID must be checked by a member of staff and photocopied for records.
  - All visitors must wear their visitor’s pass while on school grounds.
  - All visitors are reminded not to access personal devices such as phones/tablets within the school, except in staff only areas (staff room and office).
  - Unfamiliar or unexpected visitors must be met **before they enter the school building.**
- 12.3 The gate used as a fire escape from the infants’ outdoor area is unlocked during the day.
- The outdoor play area must never be unsupervised while children are using it.
  - The lower gate bolt cannot be opened from the outside.

### Part-time staff

- 12.4 The school employs a majority of part-time staff. The risk here is that few staff see the full picture of every child, every day. Communication and ‘handovers’ between staff who do not see each other could present a ‘crack’ for concerns to disappear through. Assumptions might be made that someone else will have noticed the same concern and will report it instead. Also, children do not necessarily all have access to a full-time adult they feel they can confide in.
- All concerns, however small, must be shared with the DSL and a cause for concern form completed.
  - Children are encouraged to choose a named adult/adults they feel they can trust.

## 13. Training

### For all staff

13.1 All staff should access safeguarding refresher training at least annually.

### For the Headteacher, DSL and deputy DSL(s)

13.2 **The Headteacher, DSL and deputy DSL(s)** must attend externally provided safeguarding training annually.

### For governors

13.3 **Safeguarding named governors** and the **Chair of governors** must attend externally provided safeguarding training annually.

13.4 **All governors** must receive some sort of safeguarding refresher training annually. This could include:

- a presentation to governors by the DSL and/or safeguarding named governor(s);
- a briefing document distributed to all governors;
- formal training by a recognised provider;
- an online course;
- a workshop held in school.

13.5 **All governors** must have completed the online Prevent training.

### For volunteers

13.6 Volunteers should be invited (and encouraged) to attend any safeguarding training held at the school, including externally provided training and internally run informal workshops.

## 14. Abuse and neglect – what to look for

### What is child abuse?

- 14.1 Abuse or neglect of a child means inflicting harm, or failing to act to prevent harm. A situation could involve abuse, or neglect, or elements of both. Children could be abused in a family or community setting by someone they know or, more rarely, by others (e.g. via the internet). They could be abused by an adult or by another child. Staff should read '[What to do if you're worried a child is being abused](#)', which provides useful guidance and examples of what to look for, as does the [NSPCC website](#).

### Children abusing other children

- 14.2 Peer on peer abuse might involve sexual assault, 'sexting' (sending naked or sexual photos from a phone), gender based violence (e.g. homophobia-incited physical assault), or bullying (online or in person). **It might not be obvious that it is abuse**, since all schools have incidents of bad behaviour between children. Staff should therefore be prepared for peer on peer abuse to be unclear. Again – it is important to **raise all concerns with the DSL**. Note that sexualised behaviour, including sexual behaviour towards or assault of another child, is a strong indication of a child protection issue involving the child perpetrating the abuse.

### General signs that something might be wrong

- 14.3 Staff and other adults in school get to know the children well over time, and are better placed than most to notice when something might be wrong. The following sections go into more detail about the possible physical and behavioural signs of a problem, but first, here are some general things to look out for:
- Unauthorised or persistent absence from school;
  - Significant changes in behaviour or personality;
  - Deterioration in general wellbeing;
  - Comments which cause concern;
  - Self-harming (including eating disorders);
  - Obsessive Compulsive Disorder (OCD);
  - Known home issues, e.g. running away from home; domestic violence.

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**Don't assume that someone else will follow it up. You might be the first person to notice. Tell your DSL and fill in a cause for concern form.**

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## Physical Abuse

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

Physical harm may also be caused when a parent or carer fabricates the symptoms of or deliberately induces illness in a child.

14.5 Possible physical observations:

- Bruises, especially eyes, ears, cheeks, neck, shoulders, upper and inner arm, chest, back, buttocks, thighs, genitals;
- Gripping/grasping/finger marks, especially on cheeks, neck, shoulders, upper and inner arm, chest, knees;
- Torn frenulum (the piece of skin which connects the top lip to the gum);
- Regular pattern of bruising (and/or other injuries);
- Different colour bruises at the same time;
- Burns and scalds, especially from a cigarette;
- Human bite marks;
- Fractures;
- Weals – raised marks on the body made by a blow, which could suggest beatings;
- Any serious injury with no explanation or conflicting/inconsistent/apparently rehearsed explanations;
- Multiple unrelated injuries;
- Injuries to **soft** parts of the body (i.e. other than forehead, knees, shins etc.)

14.6 Possible behavioural characteristics:

- Absence, for instance unexplained pattern of absence which serves to hide injuries;
- Improbable excuses given to explain injuries;
- Unusually fearful of adults;
- Over compliant behaviour or a 'watchful' attitude;
- Refusal to discuss injuries/fear of medical help;
- Fears or is reluctant to return home or to have parents contacted;
- Withdrawal from physical contact;
- Aggression towards others;
- More isolated/withdrawn than usual;
- Wears cover-up clothing;
- Excuses not to do P.E./swimming;

## Sexual Abuse

14.7 Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (e.g. rape or oral sex) or non-penetrative acts such as masturbation, rubbing or touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of sexual images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can commit sexual abuse, as can children.

14.8 Possible physical observations:

- “Love bites”, or other bite marks;
- Tiredness/lethargy;
- Damage to, or soreness around, genitalia, anus or mouth;
- Sexually transmitted infection;
- Unexplained recurrent urinary tract infections or discharges; bleeding or abdominal pain; pregnancy;
- Toileting issues that you would not expect at that age;
- Dressing to hide (or promote) sexuality.

14.9 Possible behavioural characteristics:

- Sexual knowledge or behaviour inappropriate for that age;
- Sexualised behaviour in young children (self, dolls, peers);
- Fear of undressing for P.E.;
- Otherwise inexplicable deterioration in school performance;
- Poor trust in significant adults;
- Fear of specific adults;
- Talk of a “significant other” person;
- Secretive with phone, computer etc.;
- Unexplained amounts of money/goods;
- Socially withdrawn;
- Arriving early at school/leaving late;
- Running away from home;
- Regressive behaviour, such as wetting;
- Suicide attempts.

## Neglect

14.10 Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food and clothing, shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care takers); or ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

14.11 Possible physical observations:

- Poor personal hygiene;
- Emaciated/malnourished/constant hunger;
- Constant tiredness;
- Obesity;
- Inappropriate clothing for the weather conditions;
- Inappropriate lunch (or no lunch);
- Pale complexion;
- Untreated injuries/illnesses.

14.12 Possible behavioural characteristics:

- Frequent lateness/absence;
- Destructive tendencies;
- Low self-esteem;
- Neurotic behaviours (e.g. rocking, hair-twisting, thumb-sucking);
- Poor relationships with peers;
- Compulsive stealing or scavenging;
- Bullying others for food/money;
- Clingy behaviour, not wanting to go home.

## Emotional Abuse

14.13 Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber-bullying) causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of Emotional Abuse is involved in all types of maltreatment of a child, though it may occur alone.

14.14 Possible physical observations:

- Physical, intellectual and emotional developmental delays;
- Sudden speech disorders;
- Self-harming.

14.15 Possible behavioural characteristics:

- Extremes of compliance, passively and/or aggressively;
- Acceptance of punishment which appears excessive;
- Over-reaction to mistakes;
- Unable to accept praise, or responds to praise in an unusual way;
- Continually putting themselves down;
- Fear of new situations;
- Inappropriate emotional responses to painful situations;
- Fearful of parents being contacted;
- Compulsive stealing.

## 15. Specific safeguarding issues

### Safeguarding issues

15.1 It is beyond the scope of this policy to describe in detail all the different specific safeguarding issues. Indeed, the list is ever-growing and the job of safeguarding is never finished. Refer to Keeping children safe in education (2016) for a more complete list, the GOV.UK website for references to useful material and Ashton's own school website which has a safeguarding section full of good information.

### Looked after children

15.2 The **most common reason for children becoming looked after is as a result of abuse and/or neglect**. Staff need to have the skills, knowledge and understanding necessary to keep looked after children safe. In particular, **appropriate staff** need to know whether children are looked after under voluntary arrangements with consent of parents or not, and about contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the level of authority of the carer. A member of staff should be nominated to be responsible for looked after children.

### Children with Special Educational Needs or Disabilities (SEND)

15.3 It is **vital** to recognise that these children are some of the most vulnerable to safeguarding risks because:

- typical indicators of abuse, such as behaviour, mood and injury, are sometimes dismissed as part of the disability;
- they are potentially more impacted by behaviour such as bullying;
- communication barriers often make it difficult for them to ask for help.

### Absence from school

15.4 The school recognises the importance that all children are entitled to full time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

15.5 The school recognises that persistent absence is a potential indicator of a wellbeing issue, or even of abuse or neglect.

15.6 The school will follow the details set out in the NSCB procedure 'Children Missing Education' to report and respond to incidences of children missing from school. We will also comply with the guidance in 'Keeping Children Safe in Education' (2016).

- 15.7 We also ensure that additional risks are considered to those missing from education including those who may be potential victims of sexual exploitation, Female Genital Mutilation, Forced Marriage or have potential safeguarding concerns due to travelling to conflict zones.

## Child sexual exploitation

- 15.8 The school is committed to ensuring that all incidences of potential child sexual exploitation are reported and acted upon. The school follows the guidance and procedure set out in the NSCB CSE Toolkit.

<http://www.northamptonshirescb.org.uk/schools/cse-professionals/tackling-cse-toolkit-schools/>

## Female genital mutilation

- 15.9 Despite common misconceptions, FGM **does** occur in Northamptonshire (in fact, it occurs a great deal) and the typical age for girls to be abused in this way is exactly primary school age – 4 to 8 year olds. Therefore, it is important to know what to look for, and how to report it.
- 15.10 If staff have concerns that FGM **might** present a threat to a child at school, they must inform the DSL, fill in a cause for concern form and follow it up.
- 15.11 NSCB procedures exist for dealing with FGM. The DSL should contact someone to activate these procedures.
- 15.12 Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, **there is a statutory duty upon that individual to report it to the police.**
- 15.13 Possible indicators:
- Anxiety leading up to holidays (not just abroad – increasingly, FGM is taking place within the UK);
  - Talk of a “special ceremony” (girls might not know what is going to happen);
  - Extended absence
  - Depression, low self-esteem, anxiety;
  - Bladder problems, complaints of pain or discomfort when sitting still.

## Preventing radicalisation

- 15.14 Radicalisation does not only imply Islamic extremism. In fact, far more radicalisation occurs in the context of fascist groups and ideologies such as the English Defence League and others. The local area in which Ashton lies makes it potentially susceptible to both. The ethnic demographic of pupils and their parents/carers is not a reliable indicator of the likelihood of radicalisation, nor is the school's apparently quiet, friendly village setting.
- 15.15 Preventing radicalisation is seen as part of the school's wider safeguarding duties. The school supports the idea that it is possible to intervene and prevent vulnerable people becoming radicalised. It also understands that deeply embedding the foundations of mutual respect and tolerance in every aspect of school life is the most powerful way of preventing children straying towards extremism as they grow older.
- 15.16 Staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral.
- 15.17 The school accepts its duty under the Prevent Duty Guidance for England and Wales which places requirements on the school under four themes: risk assessment, working in partnership, staff training and IT policies.
- 15.18 Possible indicators:
- Glorifying/advocating violence;
  - Evidence of accessing extremist literature/websites;
  - Advocating extremist messages;
  - Out of character appearance/dress;
  - Secretive behaviour;
  - Verbalising anti-western/anti-British views.

## 16. Guidance for disclosures and allegations

Alleged or suspected abuse, or serious cause for concern about a child

### General guidance

- 16.1 The Local Safeguarding Children Board for Northamptonshire Procedures contains the inter-agency processes, protocols and expectations for safeguarding children. (Available on NSCB website [www.northamptonshirescb.org.uk](http://www.northamptonshirescb.org.uk)). The DSL is expected to be familiar with these, particularly the referral processes and with Northamptonshire County Council (NCC) 'Thresholds and Pathways' (2015).

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**It is important that all parties act swiftly and avoid delays.**

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- 16.2 Any person may seek advice and guidance from the Multi-Agency Safeguarding Hub particularly if there is doubt about how to proceed (see contacts at the start of this policy). **Any adult**, whatever their role, can take action in his/her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.
- 16.3 **Written records**, dated and signed, must be made to what has been alleged, noticed or reported, and be kept securely and confidentially.
- 16.4 In many cases of concern there will be an expectation that there have already been positive steps taken to work with parents and relevant parties to help alleviate the concerns and effect an improvement for the child. This is appropriate where it is thought a child may be in need in some way, and require assessment to see whether additional support and services are required. An example might be where it is suspected a child may be the subject of neglect. In most cases the parents' knowledge and consent to the referral are expected, unless there is reason for this not being in the child's interest. However, there will be circumstances when informing the parent/carer of a referral that might put the child at risk, and in individual cases advice from Children's Social Care will need to be taken.

### Guidance for all staff/volunteers/adults

- 16.5 When a child makes a disclosure, or when concerns are received from other sources, do not investigate, ask leading questions, examine children, or promise confidentiality. Children making disclosures should be reassured and, if possible, at this stage should be informed what action will be taken next.
- 16.6 As soon as possible, write a dated, timed and signed record of what has been disclosed or noticed, said or done and report to the DSL.
- 16.7 If the concern involves the conduct of a member of staff or volunteer, a visitor, governor, trainee or another young person or child, the Headteacher must be informed. The Headteacher will contact the Designated Officer to seek advice.
- 16.8 If the allegation is about the Headteacher, the information should normally be passed to the Chair of Governors or the Designated Officer.
- 16.9 If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken.



## Guidance for Designated Safeguarding Lead (DSL)

- 16.10 Begin a case file for pupils where there are concerns, with an overview chronology, which will hold a record of communications and actions. This must be stored securely.
- 16.11 Where initial enquiries do not justify a referral to the investigating agencies inform the initiating adult and monitor the situation. If in doubt, seek advice from the Multi-Agency Safeguarding Hub (MASH).
- 16.12 Share information confidentially with those who need to know.
- 16.13 Where there is a child protection concern requiring immediate, same day, intervention from Children's Social Care (Priority 1), the Multi-Agency Safeguarding Hub should be contacted immediately by phone. Written confirmation should follow within 24 hours on the NSCB Agency Referral Form. All other referrals should be made firstly through a telephone conversation with the Multi-Agency Safeguarding Hub and then by following up with the online form, where requested to do so.

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**The Multi-Agency Safeguarding Hub is always available for advice.**

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- 16.14 If it appears that urgent medical attention is required, arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.
- 16.15 **Exceptional circumstances:** If it is feared that the child might be at immediate risk on leaving school, take advice from the Multi-Agency Safeguarding Hub (for instance about difficulties if the school day has ended, or on whether to contact the police). Remain with the child until the Social Worker or Police take responsibility. If in these circumstances a parent arrives to collect the child, the **member of staff has no right to withhold the child**, unless there are current legal restrictions in force (e.g. a restraining order). If there are clear signs of physical risk or threat, the Multi-Agency Safeguarding Hub should be updated and the Police should be contacted immediately.

## 17. How to deal with a disclosure

- Be prepared – know this policy;
- **Listen carefully** (don't stop a child or parent who is talking freely about what has happened);
- React calmly;

- Try to be aware of non-verbal signals you might be giving out;
- Keep responses short, simply, slow and gentle;
- Do not ask leading questions or investigate, use **TED**:
  - Tell me
  - Explain
  - Describe
- If you have difficulty understanding the person, reassure them that you will find someone who can help;
- Support/comfort/reassure (tell them that they have done the right thing);
- **Do not promise** to keep secrets;
- Avoid making comments or judgements about what you they share with you;
- Tell them what will happen next, and be honest;
- **Make a written note**:
  - What was said
  - Who was present
- Remember – you have a duty to **keep it confidential** with the exception of telling the DSL. This means other staff, children, your family etc.
- Report it to the DSL and fill in a cause for concern form.
- The DSL should keep you informed.

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**If you are not satisfied that progress is being made, you must follow it up with the DSL, another DSL or the contacts at the beginning of this policy.**

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- 17.2 There are other ways that you may become aware of a concern, including:
- Through poetry, writing, art work etc.;
  - Via a third person;
  - Via e-mail, letters, telephone;
  - By 'acting out' behaviour.

## 18. Procedure for allegations against adults

### Procedure for dealing with allegations against staff/volunteers/adults

18.1 These procedures should be followed in all cases in which there is an allegation or suspicion that a person working with children has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.

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**Write down a dated and timed account of what has been alleged/noticed/said/done.**

**Inform the Headteacher immediately and pass them the written account.**

**If the allegation concerns the Headteacher, inform the Chair of governors immediately and pass them the written account.**

**Headteacher or Chair of governors contacts Designated Officer (or MASH if unavailable) for advice without delay.**

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18.2 Note: There must be **NO** questioning or investigation by anyone in school without first seeking advice.

## 19. Policy review

### Responsibility for ratification

19.1 The policy can be ratified by the whole governing body or this can be delegated to the Learning and Wellbeing Committee.

### Interval for ratification

19.2 The statutory ratification interval for this policy is at least annually.

## 20. Safeguarding monitoring schedule

Term	Monitoring task	Initials
<b>Autumn 1</b>	<ul style="list-style-type: none"> <li>• Audit checklist section 1;</li> <li>• Child protection/safeguarding policy, AUP, Code of Conduct, KCSIE part 1 shared with staff (paid <i>and</i> volunteer) and governors;</li> <li>• Staff safeguarding training requirements for academic year planned for by HT;</li> <li>• Governor safeguarding training requirements for academic year planned for by named training governor;</li> </ul>	
<b>Autumn 2</b>	<ul style="list-style-type: none"> <li>• Review of Child protection/safeguarding policy by Named safeguarding governor(s) and draft changes prepared for ratification in Spring 1;</li> <li>• Staff and governor joint safeguarding workshop to share knowledge and experience and to strengthen understanding of policies in practice;</li> </ul>	
<b>Spring 1</b>	<ul style="list-style-type: none"> <li>• Audit checklist section 2;</li> <li>• Ratification of Child protection/safeguarding policy;</li> </ul>	
<b>Spring 2</b>	<ul style="list-style-type: none"> <li>• Review of safeguarding section of website, including function of hyperlinks within and beyond the school website;</li> </ul>	
<b>Summer 1</b>	<ul style="list-style-type: none"> <li>• Audit checklist section 3;</li> </ul>	
<b>Summer 2</b>	<ul style="list-style-type: none"> <li>• Brief presentation to governing body by named safeguarding governor(s) on evaluation of the effectiveness of child protection and safeguarding at Ashton as evidenced by monitoring tasks carried out according to this schedule.</li> </ul>	

# 21. Sharing information

**If a child is at risk of harm, sharing information comes above data protection.**

## Flowchart of when and how to share information

