

## Eastfield Primary School POLICY DOCUMENT

<b>POLICY TITLE</b>	Safeguarding and Promoting Children's Welfare Policy
<b>RESPONSIBLE COMMITTEE</b>	
<b>RATIONALE</b>	To ensure a safe environment for the children in our care: that every child is a safe child
<b>PURPOSES</b>	We expect that this policy will guide all staff, teachers, support assistants, administrative staff, caretakers and lunchtime staff who work at Eastfield Primary School and Children's Centre on how to recognise signs of child abuse. It also sets out clearly what should be done if anyone suspects a child is suffering from some sort of abuse.
<b>GUIDELINES</b>	<ul style="list-style-type: none"> <li>• Safeguarding is the concern of <b>ALL</b> members of staff - any concerns should be reported <b>immediately</b></li> <li>• The Safeguarding Office is Mrs Julie Holmes</li> <li>• The substitute Safeguarding Officer is Mrs Katie Beal. The safeguarding procedures and guidance will be followed in all procedures concerning possibly abused children. A copy is situated in the Head's Office</li> <li>• <u>TRAINING</u>: xxxx has undertaken a two-day core training for child protection co-ordinators and attends all updates on child protection</li> <li>• All staff have received some in-house training on child protection - what signs to look for. All members of staff will have a copy of the school's policy and procedures. All staff will be encouraged to attend relevant course - particularly the Inclusion Officer</li> <li>• <u>Induction of new staff</u>: This policy and the school's procedures will be explained to all new staff by Julie Holmes or Katie Beal</li> <li>• The school will follow procedures prescribed by the LA should a formal allegation of abuse be made against a member of staff.</li> <li>• The role of the Safeguarding Officer (Appendix 1)</li> <li>• Children in Care (Appendix 2)</li> <li>• A safe environment (Appendix 3)</li> <li>• A Safe Child (Appendix 4)</li> <li>• Guidelines for Dealing with Disclosures from Children (Appendix 5)</li> <li>• Categories, Signs and Symptoms of Abuse (Appendix 6)</li> <li>• Safeguarding Procedures</li> </ul>
<b>FURTHER DETAILS</b>	LA procedures for formal allegations against a member of staff

<b>DATE APPROVED</b>	<b>NEXT REVIEW DATE</b> (every two years)
Autumn 09	Autumn 2011

<b>Reference Number:</b>	
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## **Safeguarding and Promoting Children's Welfare Policy**

### **Appendix 1: The role of the Safeguarding Officer**

The Safe Guarding Officer ensures all staff know who the Safeguarding Officer is, what their role is, and how to report suspected child abuse.

The Safe Guarding Officer should be informed where child abuse is suspected.

The Safe Guarding Officer develops a whole school policy on safeguarding involving all staff. It is the responsibility of the Safe Guarding Officer to maintain records in a confidential file and to monitor children about whom concerns are expressed. They are also responsible for supporting all staff through training and through the process of dealing with referred children.

The Safe Guarding Officer is responsible for liaising with other agencies especially social services and the police, the school nurse, the Educational Welfare Officer and the Clinical Medical Officer. The Safe Guarding Officer attends case conferences of children unless it is helpful that the child's teacher attends. If this is the case the Safe Guarding Officer will support the teacher.

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## **Appendix 2: Children in Care**

Following 'Guidance on the Education of Children and Young People in Public Care', published in May 2000, the school will:

- Designate a teacher to advocate for young people in care and liaise with other services. This will be the *Safe Guarding Officer*.
- Provide a personal education plan for children in care. This may take the form of a file documenting regular liaison and review of their circumstances with all appropriate parties. A social worker is responsible for initiating a formal 'Personal Education Plan'.
- Identify such children's special educational needs, but not presume that they have special educational needs.

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### **Appendix 3: A Safe Environment**

All staff at Estcourt Primary School and Children's Centre work to provide a safe, caring environment for the children in our care. All workers in school are police cleared and any visitors supervised. The school uses Restorative Practise and SEAL to build self-esteem in children. The curriculum is based on providing equal opportunities for children, and the PSHCE and SEAL curriculum particularly promotes discussion, self confidence and openness and honesty. The school has no tolerance of bullying, and seeks, through the buddy system and school council, to promote teamwork and shared care and responsibility to each other. The school builds networks with parents, the community and the Estcourt Out of School Club to enhance and ensure the care and safety of the children of Estcourt Primary School.

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### Appendix 4: A Safe Child

is valued

has self-esteem

is self-confident

has the skills and knowledge to protect him / herself

#### A safe child knows:

'I have the right to be safe'

'I have rights over my body'

'I know it's ok to say no'

'I know how to be assertive'

#### A safe child understands:

the difference between good and bad secrets;

what might be a potentially dangerous situation;

who can help / be trusted;

the difference between appropriate / inappropriate touches.

#### A safe child is able to:

trust, recognise and express his / her feelings;

solve problems;

make judgements;

make decisions;

be assertive.

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### Appendix 5: Guidelines for Dealing with Disclosures from Children

1. Stay CALM
2. Speak gently and quietly
3. Listen ACTIVELY
4. REASSURE and SUPPORT  
Eg 'I shall try to help you as much as I can.'  
'Tell me as much as you would like to / in your own time.'  
'I am glad that you have been able to talk to me about this.'
- 5 AFFIRM their feelings. REFLECT child's own words  
Eg 'I understand that you are feeling angry / sad / confused.'  
'It must be difficult for you to tell me.'
- 6 ACCEPT what the child is saying
- 7 AVOID making promises
- 8 GIVE INFORMATION - tell the child that you cannot keep a secret that may be bad or damaging to them  
Eg 'We are going to have to tell someone else who can help us.'  
Answer the child's questions honestly
- 9 CLARIFY the information given by the child  
Eg 'Who else have you told?'  
'When did it last happen?'  
'Who was there?'
- 10 AVOID leading questions which elicit a Yes / No answer  
Eg 'Did he/she do this? Did you tell your Mum?'  
'Did he touch you down there?'
- 11 FACILITATE the child telling the story IN THEIR OWN WORDS

REPORT IMMEDIATELY TO THE SAFEGUARDING OFFICER

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## Appendix 6: Categories, Signs and Symptoms of Abuse

### 1 Physical Injury

Actual or likely physical injury to a child, or failure to prevent physical injury or suffering to a child including deliberate poisoning, suffocating and Munchausen's syndrome by proxy.

#### Signs of Physical Abuse

- Unexplained injuries or burns, particularly if they are re-current
- Improbable excuses given to explain injuries
- Refusal to disclose injuries
- Untreated injuries
- Admission of punishment which appears excessive
- Bald patches
- Withdrawal from physical contact
- Arms and legs covered in hot weather
- Fear of returning home
- Fear of medical help
- Self-destruction tendencies
- Aggression towards others
- Running away

### 2 Neglect

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

#### Signs of neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Frequent lateness or non-attendance at school
- Untreated
- Medical problems
- Destructive tendencies
- Low self-esteem
- Neurotic behaviour
- No social relationships

- Running away
- Compulsive stealing or scavenging

### 3 EMOTIONAL ABUSE

Actual or likely severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill-treatment.

This category should be used where it is main or sole form of abuse.

#### Signs of Emotional Abuse

- Physical, mental and emotional development lags
- Admission of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (eg rocking, hair twisting, thumb-sucking)
- Self-mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug / solvent abuse
- Running away
- Compulsive stealing / scavenging

### 4 SEXUAL ABUSE

Actual or likely sexual exploitation of a child or adolescent, the child may be dependent and / or developmentally immature

#### Signs of Sexual Abuse

- Sudden changes in behaviour or school performance
- Displays of affection in a sexual way inappropriate to age
- Tendency to cling or need re-assurance and to cry easily
- Regression to younger behaviour, such as thumb-sucking, playing with discarded toys, acting like a baby
- Complaints of genital itching or pain
- Distrust of a familiar adult, or anxiety about being left with a relative, a babysitter or lodger
- Unexplained gifts of money
- Depression or withdrawal
- Apparent secrecy
- Wetting, day or night

- Sleep disturbance or nightmares, phobias or panic attacks
- Chronic illness, especially throat infections, venereal diseases, anorexia / bulimia
- Fear of undressing eg for sport / PER

(Categories of abuse from Working Together Department of Health 1992)

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### **Appendix 7: Safeguarding Procedures**

Any concerns about a child should be shared with the Safe Guarding Officer

**Confidentiality is paramount in all aspects of these procedures.**

If a child is bruised, marked in any way or discloses, the Safe Guarding Officer should be informed **immediately**.

**Medical attention will be sort immediately if required.**

All other reports of concern will be followed up and discussed by the Head, Safe Guarding Officer and relevant members of staff at the earliest possible opportunity. A decision will be taken to act in accordance with the perceived urgency of the case. Where the child is thought to be in immediate danger or requiring medical attention, outside agencies will be alerted immediately. The first contact will be with Social Services (who will contact the police), then Hull's Senior Area Education Officer (SAEO) or Area Education Officer (AEO) and the Safe Guarding Notification Proforma will be completed.

If the situation is not perceived as critical, a system of regular, time-specific monitoring and review date will be determined.

**Relevant details will be recorded and filed in the child's confidential file.**

Members of staff will be informed only on a 'need to know' basis and made aware of the pertinent details. These details must be in strict confidence and not discussed with other people.