



Document Adopted By Governing Body	
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Signed (Chair):	Kevin Corke
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Safeguarding and Child Protection Policy

Policy No. 29

2021

Shared Objectives

Our staff are committed to:

- Protecting children from maltreatment
- Preventing impairment to children's health and development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

Safeguarding children and young people and promoting their well being is more than child protection. We will have safeguarding at the heart of our purpose.

1. Purpose of the Policy:

This Policy outlines how we

- create a safe learning environment;
- develop inclusive practice;
- safeguard and promote the welfare of all young people;
- train our staff and liaise with outside agencies.

This policy is reviewed annually with staff and the Governing Body.

The school adopts the safeguarding policies, procedures and guidance as outlined by the Safeguarding Sheffield Children Board. This policy should be read alongside the Behaviour and Anti Bullying Policy, and the Allegations of Abuse against Staff Policy

2. A Safe Learning Environment:

All staff and volunteers are DBS checked. A Single Central Record (SCR) is kept confidentially on Office Share. The Chair or Vice Chair checks the SCR on a termly basis with the Senior Admin Officer. All visitors are required to report to the office. Only authorised visitors are permitted into the school. The member of staff who welcomes must also ensure that visitors sign the computerised system to sign in.

Visitors and professionals who work with children must be advised that names and addresses must not be forwarded or taken from school without direct permission from parents.

The Building Supervisor Mr. Moffatt supervises the contractors who need to carry out work during school time. The establishment that they work under are asked for their checks to be passed to the school.

Gates and doors are locked at 9.10 am and opened at 3pm. Teachers and staff use the school computerised system via their own lanyards and visitors to the school can only access once they have been allowed to do so.

A Health and Safety Walk is completed each term with the Head, Business Manager, Building Supervisor and the designated Governor.

Medical Records are kept by a designated member of staff who liaises with the School Nurse.

The Bullying Policy and Responding to Behaviour Policy state the procedures required by staff to tackle harassment. Our children are encouraged to tell a number of people if they are unhappy. Worry Boxes and/or Zones of REGulation are a feature of all classrooms and staff have an obligation to check them regularly.

Buddies from Y6 are trained and provide a support for younger children.

Please refer to these policies on – workspace/staffshare/schoolpolicies/

3. A Positive and Preventative Curriculum

The PSHCE and Healthy Minds curriculum has incorporated many aspects of the SEAL scheme of work and focus directly on the esteem and well being of all children. They investigate how all people deserve to be treated. Our Behaviour Policy and Golden Rules strengthen this ethos.

The ethos is promoted further through the Values Education cycle that assemblies and circle time feature monthly.

Anti Bullying Week is an annual focus on the procedures that children and parents may follow if they have a concern.

Alcohol and drug awareness is a recurring theme in Y5 and Y6 as part of the Science curriculum.

We integrate issues on family life and health and safety into topic work, especially the science topic on life cycles and our body . Relations and Sex Education is also taught in Y5 and Y6 (see appropriate policy).

The Y5 and 6 study how to stay safe in the home, street and at school.

As a Healthy School we regularly promote making positive life choices through lessons, assemblies and through role modelling.

Assemblies also focus on Road Safety, Internet perils and Stranger Danger.

Co-operative games, discussions, circle games may also at times be used to enhance self esteem and to improve peer group relationships. They are used to challenge unkind behaviour.

4. Partnership with Parents and Carers

Parents and Carers are welcome in the school and actively encouraged to support their children.

If a parent has not met the class teacher through open evenings, the teacher will make contact to arrange a mutually convenient time.

Each term the teachers will check each member of their class against the ECM criteria to ensure that all children are thriving equally. The teacher records any friendship problems or family situations in the ECM book to inform the next teacher.

Parents and carers are invited to discuss any concerns that the teachers have identified.

5. Policies and Procedures

The Safeguarding Policies and Procedures are available via our EPS school website and all staff receive safeguarding induction on joining the school. <https://ecclesallprimary.co.uk/wp-content/uploads/2020/11/Safeguarding-Booklet-2020-EPS.pdf>

<http://ecclesallprimary.co.uk/safeguarding/>

This outlines the responsibilities of the DSL and Deputy DSLs and what to do in case of concerns or disclosures from a child.

These procedures are reviewed annually.

All records and discussions regarding the procedures are confidential and kept securely on our EPS school system CPOMS.

The school adheres to the “ Safeguarding Children and Safer Recruitment in Education,” guidelines when appointing staff and members of the Governing Body have received training.

Allegations of Abuse Against Staff is available with the above policy and The Restraint Policy.

Definitions:

5.1. An abused child is someone under the age of 18 years who has suffered physical injury, physical neglect, non - organic failure to thrive, emotional or sexual abuse which the person or persons who had custody, charge or care of the child either caused (acts of commission) or knowingly failed to prevent (acts of omission).

Safeguarding Sheffield Children

6. Identification:

6.1. Physical Abuse

There may be unexplained injuries or burns and improbable excuses may be given to explain the injuries.

The child may refuse to discuss injuries, perhaps because they are fearful of parents being contacted. The child may develop bald patches, there may be inappropriate behaviour such as keeping arms and legs covered in warm weather. The child may be aggressive towards others or try to run away.

6.2. Emotional Abuse

A child may show continual depreciation and over-react to mistakes. They may fail to develop physically, mentally and emotionally according to their age. The child may indulge in self-mutilation, they might be fearful of new situations, engage in compulsive stealing or scavenging and exhibit neurotic behaviour such as rocking, hair twisting, or thumb sucking.

6.3. Neglect

The signs here may be of constant hunger, poor personal hygiene and constant tiredness. Clothing may be in a poor state and the child may show signs of having low self-esteem. There may be destructive tendencies and a failure to develop social relationships. The child may attempt to run away, have attendance or punctuality issues.

6.4 Sexual Abuse

There may be sudden changes in behaviour or school performance. The child may display affection in a sexual way which is inappropriate to their age. There may be a tendency to cling or to need constant reassurance or to cry easily. The child may complain or show signs of genital itching or pain. There may be an air of secrecy about the child. They may show a distrust of a familiar adult or anxiety about being left with a relative, baby sitter or lodger. The child may show signs of depression or withdrawal, wetting during the day or night and self-mutilation.

The different kinds of abuse can be inter - related. A sexually abused child can be emotionally abused, neglected or physically abused as well.

*It is important to note that many of the indications above may have other explanations, always be aware but do not jump to conclusions. Any possibility of abuse should be passed to the CPLT/DCPLT via the **Initial Concern Proforma available from the Resource Room.***

7. Suspicion

7.1. If you have any suspicions that a child may have a problem :

Record your concerns in writing on the Initial Concern sheet and pass to the Child Protection Liaison Teacher or the Deputy Child Protection Liaison Teacher.

7.2. If you suspect that there are problems for a child but there is no disclosure then it is important that accurate, dated details are kept of any suspicious circumstances. This should be recorded on the Initial Concern sheet and handed to and discussed with the CPLT/DCPLT. These notes are confidential and stored confidentially.

The record should indicate the original source of all information given and be clearly signed and dated by the author. This record may be needed for:

- any subsequent child protection conference
- any court action by police or children's social care and
- any work with the family.

8. Disclosure

8.1. A disclosure occurs when a child tells you about their problem.

8.2. It is important to stay calm and re-assuring and to explain to the child that you cannot promise to keep what the child has told you a secret but need to get someone else to help. Listen to the child and believe what the child tells you and tell them that they are not to blame. **Do not however press for details**, it is better if the child does not have to repeat these unnecessarily. You can ask the child if they have told anyone else, if they haven't you could discuss who would be a good person to tell, say you will help them. Don't make any promises, you may not be able to fulfil them. Reassure the child that they have done the right thing to tell someone. Do not ask leading questions. Record all details immediately after the conversation on the Initial Concern form found in the Resource Room trays..

8.3. After talking with the child follow the procedure laid down for reporting incidents as above.

You must pass this to the DSL or Deputy DSL who will send a copy of this referral information to children's social care team within **48 hours**, and keep the original securely in accordance with your workplace procedures. If you have not received an acknowledgment of a written referral within **3 working days**, you should contact a manager within children's social care.

8.4 Please refer to Allegations of Abuse against Staff Policy.

8.5 Record dates/times of alleged incidents, the names of those involved and those of any potential witnesses. Secure any evidence such as written reports, e-mails or photographs.

Remember that taking statements is a specialist role of the police and you could undermine their work if you are not careful. It is reasonable to listen to a child in a sympathetic way and encourage them to speak but not lead them. Questions such as "tell me what happened" or "what happened next?" are ok, but questions such as "did Mr. X hit you on the head yesterday?" are not. You need to ask just enough questions to make a decision.

9. School procedure for reporting incidents

9.1 Staff report all incidents to the DSL (Emma Hardy) or Deputy DSLs (Guy Willatt, Nicole Ramsey or Jo Kay) and record this on our confidential CPOMS system in school

9.2 If required advice will be taken from the Safeguarding Advice Line on 2053535.

9.3 Emma Hardy, Guy Willatt or Nicole Ramsey will telephone a referral to Access and Assessment Team on 0114 273 4855 and will be followed up with a **completed CAF Form** within **48 hours**. Referrals out of hours will be made to the same team as during normal office hours. Referrals to South Yorkshire Police should be made to the [Central Referral Unit](#) (CRU) - 01709 832793 8am - 4pm Monday to Friday.

9.4 If the allegation of abuse is against the Head teacher the Chair of governors should be contacted immediately by the Deputy Headteacher.

If a police response is required out of hours then contact SYP switchboard on 01142 202020. Details should be referred to the CRU the next working day.

When to make a telephone referral:

- a) a child makes a clear allegation of abuse
- b) a child sustains an injury and there is professional concern about how it was caused
- c) a non-mobile infant sustains any injury, however slight, **without an adequate accidental explanation**
- d) a member of the public makes a clear, detailed, credible allegation that someone has abused a child
- e) professional concern exists about abuse or neglect, despite no allegation being made
- f) despite professional intervention, either on a single agency basis or as part of CAF intervention, because of suspected neglect or emotional abuse there is concern that a child is suffering or is likely to suffer significant harm
- g) an allegation is made that a child under 16 has been involved in penetrative sex or other intimate sexual activity
- h) where young people under the age of 18 are engaged in sexual activity and there are concerns around significant harm
- i) there are concerns a child under 18 is being sexually exploited
- j) concern exists about a child having contact with a person who may pose a risk, or potential risk, to children (see protocol on SSCB website: People who Pose a Risk for further guidance)
- k) a child has been abandoned
- l) a child is being denied access to urgent or important medical assessment or services
- m) a child is at risk of being subjected to illegal procedures, for example female genital mutilation or forced marriage
- n) a child is being harmed through seeing or hearing the ill-treatment of another for example through domestic abuse

- o) there are any other circumstances which suggest that a child is suffering or is likely to suffer significant harm
- p) further concerns have arisen in relation to an open case to children's social care
- q) either an adult or a child makes historical allegations of abuse
- r) a CAF confirms there are suspicions of fabricated or induced illness (see Fabricated or Induced Illness protocol on SSCB website)
- s) where there are concerns about the welfare of any unborn child
- t) concerns of significant harm have arisen for a child receiving a service as a child in need
- u) further concerns have arisen of increased or additional risk to a child currently on the list/register of children who have a child protection plan

10. Confidentiality

10.1. Anything recorded must be kept in the Child Protection Folder within the Headteachers room.

11. The role of the Designated Safeguarding Lead (DSL)

11.1. The DSL in this school should attend courses or conferences regularly to keep up to date with the latest developments and ideas. {Minimum every two years}

11.2. They should ensure that the appropriate documents on Child Protection from the authority are available in school and are up dated when necessary.

11.3. They will give advice to colleagues and to take any necessary action.

11.4. They may be needed to follow up any action that was taken and attend case conferences when it is appropriate.

11.5. The DSL needs to support the member of staff to whom the disclosure was made.

11.6. The DSL may also need to give support to the child and to the parent/s during and after an investigation.

11.7. The DSL needs to liaise with the feeder schools and to pass on any information to secondary schools.

11.8. Should there be need for action after a disclosure the DSL will start the proceedings and be available to deal with the consequences.

12. School Code of Practice for Teachers

12.1. We are conscious of the need to avoid situations where children, staff or other adults working with school are put at risk by a child protection issue. For children this would be the risk of abuse, for adults the risk of accusation of abuse.

The following situations should be avoided:

- 12.1.1. being alone with a child behind closed doors
- 12.1.2. confrontations with children
- 12.1.3. allowing children to enter public toilets alone or alone with any other adult except a member of the school staff
- 12.1.4. aggressive physical contact with children.

13. Safe Recruitment Procedures

13.1 Appropriate checks are carried out on all staff and governors by the Criminal Records Bureau

13.2 Appropriate checks are carried out on all volunteers who work with children including

CRB and List 99 Checks

13.3 Sheffield Safe Recruitment Checklist is used by the Chair of the Recruitment Panel

14. This Policy should be read in conjunction with the LEA Policy for Handling Allegations of Abuse Made Against Members of Staff – available on the school intranet system

15. Role of the Governing Body

The Governing Body have appointed Kevin Corke as Safeguarding Governor. He liaises with the DSL and DDSLs to ensure that the audit is carried out annually and that the Action Plan is fulfilled. He reads policies and discusses impact of our actions.

He ensures that the Governing Body members have received the training on recruitment and that there is Governor representation on the recruitment panel. She is well informed of her legal position and ensures that Safeguarding is an agenda item on the Head teacher Report.

16. Staff Training and Temporary Staff/Volunteer Induction

All members of staff must complete the Level One Safeguarding training delivered by SSB approved trainers. This must be completed every three years. As members of staff join the school, the Business Manager will book the next available course for the staff. In the meantime the DSL/DDSL will induct the member of staff in the school's procedures.

17. Informing Parents and Carers

A copy of the policy is available in paper copy from the school office. The school website will carry a copy electronically.

This Policy will be reviewed through audit and staff feedback. It will be monitored and reported on by Headteacher (Emma Hardy), Chair of Safeguarding Governor (Kevin Corke) and the Governing Body Annually.

Updated Annually in March