



## **COLLIS PRIMARY SCHOOL**

### **Safeguarding Children and Child Protection Policy (Summary)**

## Collis Primary School

### CONTENTS

1. Introduction
2. Policy statement, principles & aims
3. Context
4. Roles and responsibilities
5. Support for those involved in a child protection issue
6. Complaints procedure
7. Whistle blowing
8. Allegations against staff
9. Staff training
10. Photography and images
11. e-safety

---

### **12. Safeguarding and Child Protection Procedures**

---

Recognising abuse  
Bullying  
Indicators of abuse  
Impact of abuse  
Taking action  
If you suspect a child is at risk  
If a child discloses abuse  
Notifying parents  
Children with sexually harmful behaviour  
Confidentiality and information-sharing  
Reporting directly to child protection agencies

### APPENDIX

Confirmation of receipt form

## **Safeguarding Children and Child Protection Policy (summary)**

### **1. Introduction**

This document is a summary of the school's Safeguarding Children and Child Protection Policy. This policy is to inform staff, governors, students, volunteers and parents about our safeguarding practices. For more detailed information, please see the full policy.

Our core safeguarding principles are:

- It is the school's responsibility to safeguard and promote the welfare of children
- Children who are and feel safe make more successful learners
- Representatives of the whole-school community of parents, staff and governors will be involved in policy development and review
- Policies will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an earlier date of review

### **2. Policy statement**

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff and governors and are consistent with those of Richmond upon Thames Local Safeguarding Children Board (LSCB). **Staff** refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity.

#### **Principles**

- The school will ensure that the welfare of children is given paramount consideration when developing and delivering all school activity
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm in accordance with this guidance
- All pupils and staff involved in child protection issues will receive appropriate support from the senior management of the school who will follow this policy guidance in doing so

#### **Aims**

- To provide all staff with the necessary information to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of children
- To ensure consistent good practice across the school
- To demonstrate the school's commitment with regard to safeguarding children

### **3. Context**

Research suggests that more than ten per cent of children will suffer some form of abuse. Due to their day-to-day contact with children, school staff are uniquely placed to observe changes in children's behaviour and to recognise the outward signs of abuse. Children may also turn to a trusted adult in the school when they are in distress or at risk. It is vital that school staff are alert to the signs of neglect and

## **Safeguarding Children and Child Protection Policy (summary)**

abuse and understand the local procedures for reporting and acting upon their concerns (see section 6 for further guidance on this).

### **4. Roles and responsibilities**

Our school procedures for safeguarding children are in line with LSCB procedures. We ensure that:

- We have a Designated Senior Person (DSP) who undertakes regular training (Headteacher);
- We have a member of staff who acts in the DSP's absence (Deputy Head);
- We have a nominated child protection governor for the school;
- All members of staff develop their understanding of the signs and indicators of abuse;
- All members of staff know how to respond to a pupil who discloses abuse;
- All members of staff are appropriately trained.
- All new members of staff are given a copy of our child protection procedures as part of their induction into the school.

Our procedures will be reviewed annually.

### **5. Support for those involved in a child protection issue**

Child neglect and abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We will support the children and their families and staff by providing opportunities to talk to the DSP and to seek further support as appropriate.

### **6. Complaints procedure in respect of poor practice behaviour**

Our complaints procedure will be followed where a child or parent raises a concern about poor practice towards a child that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a child, using sarcasm or humiliation as a form of control, bullying or belittling a child or discriminating against them in some way. Complaints are managed by senior staff, the headteacher and governors.

Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

### **7. Whistle Blowing**

The wellbeing of the children is paramount and all staff should be aware of their duty to raise concerns, where they exist about the attitude or actions of colleagues. Concerns of poor practice or concerns about a child's welfare brought about by the behaviour of colleagues should be reported to the headteacher. Complaints about the headteacher should be reported to the chair of governors. Please refer to the school's Whistle Blowing Policy.

## **8. Allegations against staff**

When an allegation is made against a member of staff, set procedures must be followed.

Allegations against staff should be reported to the headteacher. It is important that Heads do not investigate allegations and that all allegations made against staff, whether from a child or a colleague or visitor to the school must be reported to the Local Authority Designated Officer (LADO) for procedural investigation.

Please note that allegations against the headteacher should be reported to the chair of governors.

## **9. Staff training**

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern. New staff will receive training during their induction. All staff, including the headteacher (unless the headteacher is the DSP) will receive Child Protection training that is updated at least every three years and the DSP will receive training updated at least every two years, including training in inter-agency procedures.

## **10. Photography and images**

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. To protect children we will:

- seek parental consent for photographs to be taken or published (for example on our website or in newspapers or publications).
- use only the child's first name with an image
- ensure that children are appropriately dressed
- encourage children to tell us if they are worried about any photographs that are taken of them.

Staff are made aware of children who should not be photographed. It is important that staff check with the headteacher if they have not received information about this before taking or publishing photographs.

## **11. E-Safety**

Mobile phones and computers can be used to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The school's e-safety policy explains how we try to keep children safe in school. Cyber-bullying by children, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

Children are not allowed to access chat rooms and social networking sites whilst in school. The school's e-safety policy is available on the school website.

---

## **12. Safeguarding and Child Protection Procedures<sup>1</sup>**

---

### **Recognising abuse**

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

### **Physical abuse**

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 (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

### **Emotional abuse**

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 for meeting the needs of another person. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

### **Sexual abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative and non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

### **Neglect**

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 misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing or shelter, including exclusion from home or abandonment; failing to protect a child from physical and emotional harm or danger; failure to ensure adequate supervision, including the use of inadequate care-takers; or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## **Bullying**

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. All incidences of bullying should be reported and will be managed through our anti-bullying procedures. The school's anti-bullying policy is available to parents on the school website, and the subject of bullying is addressed at regular intervals in the personal, social and health education (PSHE) curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the headteacher and the DSP will consider implementing child protection procedures.

### **Indicators of abuse and what you might see**

**Remember, it is your responsibility to report your concerns. It is not your responsibility to investigate or decide whether a child has been abused.**

A child who is being abused and/or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSP to decide how to proceed. It is very important that you report your concerns – you do not need 'absolute proof' that the child is at risk.

## **Taking action**

Key points to remember for taking action are:

- report your concern to the DSP (Headteacher) immediately
- if the DSP is not around, ensure the information is shared with the most senior person in the school that day and ensure action is taken to report the concern to children's social care

## **Safeguarding Children and Child Protection Policy (summary)**

- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of concern (see appendix of full version of this policy)
- seek support for yourself if you are distressed.
- in an emergency take the action necessary to help the child, for example, call 999

### **If a child discloses information to you**

It takes a lot of courage for a child to disclose that they are being neglected and or abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a child talks to you about any risks to their safety or wellbeing you will need to let them know that **you must** pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately the child may think that you do not want to listen, if you leave it till the very end of the conversation, the child may feel that you have misled them into revealing more than they would have otherwise.

### **During your conversation with the child:**

- Allow them to speak freely.
- Remain calm and do not over react – the child may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’.
- Do not be afraid of silences – remember how hard this must be for the child.
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the child’s mother think about all this.
- At an appropriate time tell the child that in order to help them you must pass the information on.
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Tell the child what will happen next. The child may agree to go with you to see the designated person. Otherwise let them know that someone will come to see them before the end of the day.
- If possible, record the child’s words, the time and the date of the conversation.
- Report verbally to the designated person.
- Write up your conversation as soon as possible on the record of concern form and hand it to the designated person.
- Seek support if you feel distressed.

### **Referral to children's social care**

The DSP will make a referral to children's social care if it is believed that a child is suffering or is at risk of suffering significant harm. The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

### **Confidentiality and sharing information**

Child protection issues warrant a high level of confidentiality, not only out of respect for the child and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the designated person, headteacher or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Child protection information will be stored and handled in line with [Data Protection Act 1998](#) principles. Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a child or parent to see child protection records, they should refer the request to the headteacher.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

## **Appendix**

### **Confirmation of receipt of safeguarding children and child protection policy**

Name:

---

I confirm that I have received and read the school safeguarding children and child protection policy.

I have been made aware of my duty to safeguard and promote children's welfare. The procedure for reporting concerns about a child has been explained to me.

Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Please sign and return this form to the designated senior person:

David Butterfield