

# Vale Primary School

## Safeguarding & Child Protection Policy



**Sept 2019**

### **Child Protection and Safeguarding**

The Children Law (Guernsey and Alderney) 2008 states that all States Departments have a duty to work together and share information to ensure that children and young people get the services they require. This is also essential to protect children and young people from suffering harm, abuse or neglect and to prevent them from offending.

All island schools are required to comply with the Interagency Guidelines on Child Protection. These may be located at <http://www.icpc.gg/>

The guidelines emphasise that everyone has an important part to play in preventing the abuse of children, and in responding to situations where they think that a child may be suffering, or at risk of suffering from serious harm.

Therefore, if we have concerns about a child or believe that a child has suffered or is likely to suffer serious harm then the Child Protection Officer (CPO) will make enquiries to the Multi-Agency Support Hub (MASH) using the [MASH enquiry form](#)

Any concerns raised by members of staff in the school will be reported to the Headteacher and CPO, who will contact HSC colleagues as appropriate.

### **1. Aims**

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their responsibilities with respect to child protection and safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

## 2. Legislation and statutory guidance

This policy is based on the Education Services Child Protection guidance and procedures, or the Islands Safeguarding Children Partnership [ISCP] which can be accessed at [www.icpc.gg](http://www.icpc.gg)

## 3. Definitions

**Safeguarding and Child Protection** means:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Acting to enable all children to have the best outcomes

**Child protection:** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

**Abuse:** is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix I explains the different types of abuse.

**Neglect:** is a form of abuse and 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.

[Appendix I defines neglect in more detail.]

**Children:** includes everyone under the age of 18.

## 4. Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence

## 5. Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff and volunteers in the school and is consistent with the procedures of the ISCP. Our policy and procedures also apply to extended school and off-site activities.

## **5.1 All staff**

All staff will review this guidance at least annually.

All staff will be aware of:

- Our systems which support safeguarding, including which staff have the role of the child protection officer (CPO)
- Identifying emerging problems, liaising with the CPO, and sharing information with other professionals to support early identification and assessment is vitally important.
- The process for making referrals to the island's linked professionals, social services and statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding/child protection issue or a child tells them they are being abused or neglected, including specific issues such as domestic abuse, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), FGM and radicalisation

## **5.2 The Child Protection Officer (CPO)**

Our CPO's are Mr Hind, Headteacher and Mrs Mills, Deputy Headteacher. The CPO takes lead responsibility for child protection and wider safeguarding.

During term time, the CPO will be available during school hours for staff to discuss any safeguarding concerns.

All staff also have CPO details to contact them out of school hours by phone, text and email

When one of the CPO's is absent, the other should be available. If not, then Mr Tayler, Assistant Headteacher – will act as cover.

The CPO will be given the time, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body on island e.g. HSSD and support staff who make such referrals directly

The CPO will also keep those involved informed of any issues, and liaise with other professionals and designated officers for child protection concerns as appropriate.

## **5.3 The Headteacher**

The headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction
- Ensuring that the CPO has appropriate time, training and resources, and that there is always adequate cover if the CPO is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.

## 6. Confidentiality

Confidentiality regarding child protection and safeguarding is extremely important. All staff and those who come into close contact with children need to be aware that:

- Timely information sharing is essential to effective safeguarding/child protection
- Information must be shared on a 'need-to-know' basis, but you do not need consent to share information if a child is suffering, or at risk of, serious harm
- Staff should never promise a child that they will not tell anyone about an allegation, as this may not be in the child's best interests

## 7. Recognising abuse and acting

Staff and volunteers must follow the procedures set out below in the event of a safeguarding/child protection issue.

### 7.1 If a child is in immediate danger

Make a referral **immediately** if a child is in immediate danger or at risk of harm.

**Anyone can make a referral.**

Tell the CPO as soon as possible if you make a referral directly.

<http://www.icpc.gg/worried-about-a-child>

### 7.2 If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Sign and date the write-up and pass it on to the CPO. Alternatively, if appropriate, make a referral directly and tell the CPO as soon as possible that you have done so.

### 7.3 If you have concerns about a child (as opposed to a child being in immediate danger)

If you have concerns about a child's welfare and the child is not in immediate danger, where possible, speak to the CPO first to agree a course of action. Alternatively, make a referral directly.

You can also contact the charity NSPCC on 0808 800 5000 if you need advice on the appropriate action.

#### Early help

If early help is appropriate, the CPO will support you in liaising with other agencies and setting up an inter-agency assessment as appropriate.

The CPO will keep the case under constant review and the school will consider a referral to other professionals if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

## Referral

If it is appropriate to refer the case, the CPO will make the referral or support you to do so.

If you make a referral directly, you must tell the CPO as soon as possible.

The relevant professionals via MASH [ <http://www.icpc.gg/article/118046/MASH> ] will decide about what course of action to take and will let the person who made the referral know the outcome.

The CPO or person who made the referral must follow up with them if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the CPO or person who made the referral must re-contact MASH and make sure the case is reconsidered to ensure the concerns have been addressed and the child's situation improves.

## 8. Notifying parents

Where appropriate, we will discuss any concerns about a child with the child's parents. The CPO will normally do this in most cases.

Other staff will only talk to parents about any such concerns following consultation with the CPO.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the MASH team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

## 9. Monitoring arrangements

This policy will be reviewed **annually** or sooner should amendments and additions need to be made.

## 10. Links with other policies

This policy links to the following policies and procedures:

- Behaviour Policy
- Inclusion Policy
- SEN Policy
- PSHE Policy
- Attendance Procedures via School Attendance Service [SAS]

Updated: Sept 2019

To be updated: Sept 2020

# Vale Primary School

## Child Protection Policy

### Appendix 1: Types of abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

**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.

**Emotional abuse** is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

**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 the child is aware of what is happening. The activities may involve:

- Physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, 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 also commit acts of sexual abuse, as can other children.

**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 because of maternal substance abuse.

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

- Provide adequate food, clothing and 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-givers)
- Ensure access to appropriate medical care or treatment

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