



KINGSLEIGH PRIMARY SCHOOL

Safeguarding and Child Protection policy

Post Holder responsible: Deputy Headteacher
Committee Responsible: Full Governing Body

Reviewed: October 2017

SAFEGUARDING AND CHILD PROTECTION POLICY

Section 175 of the **Education Act 2002** and regulations under Section 157 places a duty on the **Board of Directors** to have arrangements in place to ensure safeguarding and promoting the welfare of children. The health, safety and well-being of all our children and all of the adults is of paramount importance to all adults who work in our school. All children have a fundamental **right to be protected from harm**, regardless of age, gender, race, culture or disability. They have a **right to be safe** in our school. We acknowledge that pupils cannot learn effectively unless they feel safe and secure. We provide a school environment which promotes these rights as well as self confidence, a feeling of worth and the knowledge that concerns of pupils will be listened to and acted upon. Our ethos is based around the rights children as outlined in the **United Nations Convention on the Rights of the Child**.

The school is committed to ensuring that best practice is adopted when working with all children, offering them support and protection. We accept that we have a legal and moral responsibility to implement procedures, to provide a duty of care and to safeguard their well-being. To achieve this, children need to feel loved and valued, and be supported by a network of reliable and nurturing relationships. If they are denied the opportunity and support they need to achieve these outcomes, children are at increased risk not only of an impoverished childhood, but of disadvantage and social exclusion in adulthood. Abuse and neglect pose particular problems.

It is everyone's responsibility to safeguard and protect children. This policy applies to all staff, volunteers and **Directors** in partnership with parents and children. We work closely with our **Local Safeguarding Children's Board** and implement any relevant recommendations from Serious Case Reviews to improve our practice in safeguarding children. The Governors ensure that the school carries out its statutory duties to report suspected abuse and to assist them in taking appropriate action.

Who this policy applies to

This policy applies to all employees of the school, supply teachers, volunteers and anyone using the school. Everyone must acknowledge:

- The children's welfare is of paramount importance and all children have the right to be protected from abuse.
- All employees and volunteers will receive safeguarding training appropriate to their designation to ensure that all adults working with children are aware of the signs and symptoms of abuse and are able to support children in school.
- Children who are being abused will only tell people they trust and with whom they feel safe and that any member of the school community needs to be able to respond appropriately to a child who discloses evidence of abuse.
- It is essential that ALL adults working with children in school ensure their own practice and behavior puts children's welfare first and cannot be misconstrued in any way and does not contravene accepted good practice.
- All staff and volunteers must be made aware that they should report any concerns about safeguarding practice or any concerns about staff to the Headteacher (or Chair of

Directors if the concern is regarding the Headteacher) who will then pass this information on to the Local Authority LADO. ***See Whistleblowing Policy***

Aims of the policy

- To raise awareness of all staff of the need to safeguard children and their responsibility in identifying and reporting actual or suspected causes for concern.
- To ensure children and parents are aware that the school takes safeguarding seriously and follows the appropriate procedures for identifying and reporting abuse.
- To provide accurate clear information where there is cause for concern.
- To identify risk indicators in case of suspected abuse.
- To differentiate between 'one off' incidents which require immediate action and lower level anxieties that build up to form a picture of concern.
- To support children's development by providing an environment in which children feel safe, secure, valued and respected, and feel confident to know how to approach adults if they are in difficulties.
- To ensure all staff follow the current procedures.
- To ensure that safeguarding is part of our curriculum for life.
- To inform our Behaviour, Anti-bullying, **Equality** and E-safety Policies.
- To enable staff to be aware of their responsibilities for monitoring, assessment and carrying out and reviewing support plans.
- To work co-operatively with parents unless this is inconsistent with ensuring children's safety.
- To follow the appropriate procedures by the LA for dealing with allegations against staff.
- To follow safer working practices for recruitment and to ensure all adults within a school including staff, supply staff, parents helpers, governors and any other adults who have access to children have been checked as to their suitability.
- To promote effective liaison with other agencies in order to work together for the protection of all children respecting their different roles and responsibilities.

SAFEGUARDING AND PROMOTING WELFARE AND CHILD PROTECTION

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- **Protecting** children from maltreatment;
- **Preventing** impairment of children's health or development;
- **Support for pupils who may have been abused.**
- Ensuring that children are growing 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.

Effective child protection is essential as part of wider work to safeguard and promote the welfare of children. However, all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced. As defined in **Working Together 2015**, child protection refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

The children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interests of children, and gives local authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer significant harm.

There are no absolute criteria on which to rely when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the degree and the extent of physical harm, the duration and frequency of abuse and neglect, the extent of premeditation, and the presence or degree of threat, coercion, sadism, and bizarre or unusual elements.

Early Help

Refer to **Working Together 2015**

Providing early help to parents and families is more effective in promoting the welfare of children than reacting later.

In order to do this, the school will work with other local agencies to identify children and families who would benefit from early help.

- An assessment for the need for early help may be undertaken
- Early help services will be provided: meeting with school nurse; meeting with SENCO; support with breakfast club or after school club; meeting with Parent Support Worker; parenting support in school through our **Parenting Practitioner**
- A referral may be made to the appropriate services: CAMHS; Community Paediatrician

Guidelines

Follow guidance documents:

Safer Working Practice

Keeping Children Safe in Education 2015

- Don't jump to conclusions
- Abuse is never a child's fault
- If in doubt discuss with your Headteacher OR Deputy Headteacher.
- Record carefully – use the child's language – Proforma supplied
- Don't ask the child more than you need to (TED – Tell, Explain, Describe)
- Safety of the child is paramount
- Listen to the child – believe them
- Refer – staff are duty bound to pass on child protection information to the Child Protection Designated teacher, who is the Head, who after discussion will seek advice and make referral by phone and in writing within 24 hours
- We recognize that children with **Special Educational Needs or Disabilities** may be especially vulnerable to abuse and expect staff to take extra care to interpret correctly apparent signs of abuse or neglect. Indicators of abuse will be reported as for other children. The Headteacher will work with the SENCO to identify children with particular communication needs.
- In the case of a pupil's direct disclosure teaching staff and other school staff must make a contemporaneous note (on the pro-forma provided – See Appendix 3 and Check List for Action- Appendix 4)

- The Headteacher will co-ordinate information to be passed to Social Services (Appendix 2).
 - All notes and reports are used as evidence and should only contain factual information. There should be no recording of opinion.

Definitions of Abuse and Indicators of Abuse

What is abuse and neglect?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

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.

Indicators: unexplained bruising; marks or injuries especially on areas of the body where accidental injuries are unlikely; bruises which reflect hand or fingerprint marks; cigarette burns; scales; broken bones; fear of going home; fear of parents being contacted; flinching when approached or touched; withdrawn behavior; reluctance to get changed; running away

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 insofar as they meet the needs of another person. 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 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.

Domestic abuse - Whilst not a stand alone category, domestic abuse has a significant impact on children who experience it in their home. This is any incident of controlling, coercive, threatening behavior, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. This abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

As a school we have agreed to share information and have agreed to receive alerts from the police via Children's Social Care when a domestic abuse incident occurs.

Indicators: failure to grow or thrive; sudden onset of speech disorders; developmental delay; fear of parents being contacted; excessive fear of making mistakes; unwillingness to play or take part; self-harm

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or 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.

Indicators: stomach pains; bruising or bleeding near the genital area; discomfort when walking or sitting down; vaginal discharge or infection; sudden or unexplained changes in behavior; apparent fear of someone; nightmares; eating disorders; sexual knowledge which is beyond their age or developmental level; acting in a sexually explicit way; sexual drawings or language; unexplained sources of money; not allowed to have friends

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 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, 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.

Indicators: unkempt state; inappropriate clothing; weight loss/underweight; constant hunger; tiredness; truancy; lateness; missing hospital or doctor appointments; stealing food; few friends; regularly left alone or unsupervised

If a child is at risk of abuse they are placed on the Bournemouth Child Protection Plan.

If an investigation feels that a child is likely to suffer 'significant harm' then it may result in the court making an emergency protection care or supervision order.

We recognise that there are three main elements within child protection

- a) PREVENTION – Positive and safe school environment, careful and vigilant teaching, accessible pastoral support for pupils, good adult role models
- b) PROTECTION - procedures for identifying and reporting cases are followed, staff are trained and supported to respond appropriately and sensitively to child protection concerns
- c) SUPPORT - to pupils and staff who may have been abused

We do not work in isolation. Safeguarding is the responsibility of all adults and we aim to protect the children in our care by working consistently and appropriately with all agencies to reduce risk and promote the welfare of children.

The school has a responsibility to work with other agencies on all safeguarding issues which may include:

- child sexual exploitation (CSE)
- bullying and cyberbullying
- prejudice based bullying
- domestic abuse
- drugs and alcohol misuse
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls
- mental health
- private fostering
- radicalization/extremism
- sexting and grooming
- E-safety issues
- trafficking

Responsibilities

In order to fulfill our commitment to safeguard and promote the welfare of all children the school will:

- ensure all staff and governors know that the Head Teacher is the designated person for safeguarding and child protection and are aware of his role and that the Deputy Headteacher is the deputy leader for safeguarding and child protection.
- ensure that all staff and **Directors** know that they have an individual responsibility for referring child protection concerns
- Ensure that members of staff are aware of the need to be alert to signs of abuse and know how to respond to a pupil who may tell of abuse
- Ensure that all staff are familiar with school procedures for identifying and reporting abuse, including allegations of abuse against staff.
- Ensure a culture of listening to and engaging in dialogue with children in ways appropriate to their age and stage of development.
- Ensure all policies are in accordance with guidance from the Local Authority and current legal frameworks.
- Ensure that parents have an understanding of the responsibility placed on the school and staff in relation to child protection, by setting out its obligations in the school prospectus
- Provide regular child protection training for teachers, teaching assistants, office staff, lunchtime supervisors, premises staff, cleaners and **Directors** – every 3 years.
- Ensure recruitment procedures take account of all safer working practice
- Ensure procedures are clear to all staff about dealing with allegations of abuse against members of staff and volunteers.
- Actively promote whistle-blowing procedures.
- Ensure this policy is communicated and understood by all staff and forms part of the induction procedure.

The role of staff is to:

- Always act in the interests of the children.
- To identify and meet the needs of individual children.

- To ensure that children feel secure and are encouraged to talk and share concerns and that they are listened to.
- To pass any concerns on to a designated member of staff without delay.
- Adhere to DFE guidelines on teacher behaviour and code of conduct. (See Staff Handbook)
- Protect children from harm and abuse.
- Treat all children equally and with respect and dignity.
- Adhere to safer working practices.
- Take children's allegations seriously.

Staff should NOT:

- Participate in, or allow sexually provocative activities.
- Allow or engage in inappropriate touching.
- Breach professional boundaries, including personal contact outside of school and through the use of technology.
- Allow use of inappropriate language or bullying behaviour by children or adults.
- Ignore allegations made by a child.
- Do things of a personal nature that a child can do for him/herself.
- Tolerate or minimise any bullying behaviour.

Female Genital Mutliation

Section 5B of the Female Genital Mutliation Act 2003 places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover that FGM appears to have been carried out on a girl under the age of 18.

General safeguarding principles should apply if a member of staff has a concern about a particular child, keeping them safe from the risk of FGM or radicalisation.

Support

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self blame.

Kingsleigh may be the only stable, secure and predictable element in the lives of children at risk, nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.

We will endeavour to support the pupil through;

- The content of the curriculum to encourage self-esteem and self motivation
- The school ethos which promotes a positive, supportive and secure environment fostering a sense of being valued
- The school's behaviour policy emphasizes the importance of supporting vulnerable pupils. All staff will agree on a consistent approach which focuses on the behaviour of the offence committed by the child, but does not damage the pupil's sense of self worth
- Liaison with other agencies who support the student such as social services, child and adolescent mental health services, the educational psychology service, behaviour support services, and the education welfare service
- Keeping records and notifying the social services as soon as there is a recurrence of a concern

- When a pupil leaves, we will transfer information to the new school. If the school does not know where the pupil have moved to we will contact the local authority CP officer as soon as possible.

We have the following resources available in school to support children who may be at risk of suffering significant harm:

- Nurture group
- ELSA support
- Play therapy
- Parenting practitioner to work with parents
- **Learning Mentor**

Prevention

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult can help prevention.

The school will therefore,

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
- Ensure pupils know that there are adults in school whom they can approach if they are worried or in difficulty
- Include curriculum material which will help pupils develop appropriate attitudes, make them aware of the impact of their decisions on others and help them recognise different risks and how to respond appropriately.
- Be alert to the possibility that unsuitable people may apply to work with children and thus positively seek to reject and filter out unsuitable candidates.
- Ensure that inappropriate or abusive behaviour is identified and dealt with at an early stage.

Early Help

Providing early help is more effective in promoting the welfare of children than reacting later. In order to do this the school will work with other local agencies to identify children and families who would benefit from early help by:

- undertaking an assessment of the need of early help
- providing early help services
- referring to appropriate services.

Procedures

We follow the procedures set out by the **Local Safeguarding Children's Board** as part of the **Pan-Dorset Safeguarding Procedures**.

It is normal practice that the parents are informed by the school that they are about to make a referral to Children's Social Care. The only exception to this would be where seeking parental consent would put a child at further risk of abuse/ significant harm.

If a child protection referral is made, Children's Social Care may decide to hold a case conference. The case conference offers the opportunity to share information and formulate a plan of action. A designated safeguarding officer will attend and participate in all case conferences and subsequent core group meetings to provide information from the school. A written report from the school is presented at each case conference. It will include information on the welfare, attendance and progress of the pupil.

We regard all information relating to individual child protection issues as confidential. We only pass information on to the appropriate people.

All allegations of abuse or maltreatment of children by a professional, staff member, foster carer, or volunteer must therefore be taken seriously and treated in accordance with consistent procedures.

We keep a file of Child Protection information. We ensure that all records are kept secure and in locked in the Deputy Headteacher's office.

If a member of staff has a concern about a particular child they are written down (noting the date, event and action taken) even where there is no need to refer the matter to Social Services immediately. This information is also kept secure.

We adhere to the procedures set out by the Local Authority when an allegation is made against a member of staff.

Julia Glassborow is the **Director** with the responsibility for child protection, who will oversee the schools child protection policy and practice.

We ensure that the duty of care towards pupils and staff is promoted, by raising awareness of illegal, unsafe and unwise behaviour and assist staff to monitor their own standards and practice.

We ensure that procedures as outlined in **Keeping Children Safe in Education 2015** are followed:

- We contribute to inter-agency working.
- We contribute to plans to provide additional support for children with child protection plans.
- We allow access to Children's Social Care staff to conduct assessments.
- We work with LA officers to carry out their safeguarding functions (eg. to investigate allegations).
- Procedures for referral of abuse and neglect are followed by all staff.
- We ensure that we have sufficient staff trained to be designated safeguarding officers.
- We follow safer recruitment and allegations management procedures and work closely with our LA officers to do so.
- We work with LA officers to support Looked After children.
- We monitor attendance closely and ensure that any **children missing from education** are referred to the Local Authority Education Social Work Service.

Safer Recruitment

We follow safer recruitment practices as outlined in **Keeping Children Safe in Education 2015**.

- A DBS check is carried out and a **Single Central Record** is kept for all staff, regular volunteers and governors.

- We ensure that references are always sought and received for all new staff.
- The Headteacher, Deputy Headteacher, **School Business Manager** and Vice Chair of **Directors** have all undertaken **safer recruitment training**.
- We ensure that there will always be at least one member of any interviewing panel who has undertaken safer recruitment training.
- Volunteers meet with the Deputy Headteacher for an informal interview and discussion about safeguarding procedures prior to starting work in school.

Staff Training and Induction

The following staff have received Level 3 safeguarding training:

Richard Gower - Headteacher
 Victoria Monk - Deputy Headteacher
 Paula Randall -- Extended Services Coordinator
 Tracy Cole - Pastoral Support Team Leader
 Glynis Page - Pastoral Support Team Leader
 Alex Poll - Parenting Practitioner

Whole school training at Level 2 is provided every three years. When new staff commence employment, they will be enrolled at the soonest available training within their first term.

Children Missing Education

A child going missing from education is a potential indicator of abuse and neglect. After reasonable attempts have been made by the school to contact the family (phone calls, letters, home visits), the school will follow the LSCB procedure and refer to the LA Education Welfare Service's CME Officer.

Off-site visits

Off-site visits will be the subject of a risk assessment. The member of staff in charge of the visit will report any safeguarding concerns to the Headteacher. In an emergency, the staff member in charge will contact the police and/or Children's Social Care.

Responding to concerns or a child's disclosure

Hearing a disclosure can be distressing not only to the child or young person, but also to the listener. Hearing about a child being hurt can initiate feelings such as confusion, anger, distress, disgust or sadness. If you know the alleged perpetrator, or if they are a colleague, you may even feel disbelief.

It is essential that you control your personal feelings, as this will inevitably affect the child. They may feel you do not believe them, or that you cannot cope with what they are saying this could result in them minimizing or even denying, what they have already said. Inadvertently you will have colluded with the perpetrator in any silencing them.

- Take all allegations or concern **seriously and act** on it.
- Make time available to listen and **hear**, taking into account their age and understanding, pace what you say, don't overload.

- Affirm the child and tell them they have done the right thing but do not make 'rescue statements' that cannot be fulfilled.
- **Never** agree to keep what is said a secret.
- **Always be honest** with the child about what you will do with the information and answer any questions they may have.
- **Do not** investigate **ALWAYS** leave that to the statutory investigating agencies: the social services and police, only ask sufficient questions to be **clarify and be certain** there is a concern
- As soon as possible **THAT DAY** tell the Child Protection appointed/designated worker or the Social services Assessment Team duty worker.
- As soon as possible, **THAT DAY** make an accurate record.
- Find a designated member of staff to hand concern to - do not leave it on their desk.

Allegations against staff

- Procedures for dealing with allegations should be in line with the local LA guidance, always taken seriously, clarification sought (not questioning) and accurate records kept.
- Where allegations of abuse are made against teachers and other staff the LSCB procedures will be followed for both the investigation and support for the member of staff.
- The LA should clearly identify an officer whom Head and **Directors** can consult in those circumstances, the Local Authority Designated Officer (LADO).
- When an allegation is made suspension of the person concerned should not be automatic. It should be carefully considered by the Headteacher and Governors in each instance. Although suspension on full pay is, in law, a neutral act it is bound to be distressing for the individual. The Headteacher and **Directors** will need to take into account the seriousness and plausibility of the allegations and the risk of harm to the pupil
- Children should be listened to if they talk to one member of staff about allegations against another. The teacher should involve the child in any decisions to take the allegations further.
- All staff must remember that the welfare of a child is paramount. The school's **Whistleblowing Policy** enables staff to raise concerns or allegations in confidence.
- Any report of concern about the behavior of a member of staff or allegation of abuse against a member of staff must immediately be reported to the Headteacher who will refer to the LADO.
- Where an allegation against a member of staff is made there should be urgent consideration by the Headteacher. There will be one of three possible actions
 - a) immediate referral to child protection agencies. The immediate priority must be to determine whether a child is at risk of significant harm. Early action to establish the nature of the allegation and consideration of whether it should be investigated, taken evidence, whether a signed report should be collected
 - b) allegation without foundation
 - c) the allegation was prompted by inappropriate behaviour which needs to be considered under local disciplinary procedures

Physical contact

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role.

A 'no touch' approach is impractical for most staff and will, in some circumstances, be inappropriate. When physical contact is made with pupils this should be in response to their needs at the time, of limited duration and appropriate to their age, stage of development, gender, ethnicity and background. Appropriate physical contact in schools will occur most often with younger pupils.

Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be recorded as soon as possible in the school's incident book and, if appropriate, a copy placed on the child's file.

The general culture of 'limited touch' should be adapted, where appropriate, to the individual requirements of each child. Children with special needs may require more physical contact to assist their everyday learning. The arrangements should be understood and agreed by all concerned, justified in terms of the child's needs, consistently applied and open to scrutiny.

Physical intervention

There may be times when trained adults in our school, in the interests of keeping children safe use positive handling strategies (physical intervention). Only designated members of staff who have completed the 'Team Teach' training are authorized to use physical intervention.

Trained members of staff:

Richard Gower - Headteacher

Victoria Monk - Deputy Headteacher

Tracy Cole - Pastoral Team Leader

Glynis Page - Pastoral Team Leader

Nicky Ward - ELSA

Trevor Evans - Site Manager

ROLE OF DESIGNATED TEACHER – The Headteacher

- Manage all child protection issues and allegations against staff.
- To keep secure all records relating to child protection.
- To ensure that all staff receive safeguarding training.
- Understand and participate in early help arrangements.
- To liaise with all agencies and services and share information as outlined in the **LSCB Compact**.
- If necessary, to seek advice from social services or NSPCC or ESW.
- When making a referral the Head will ask how the social services intend to investigate and whether they will.
- Clarification is made about who, when and how the child and parents will be told a referral has been made.
- Agencies involved are principally Social Services, the Police or NSPCC.
- The Headteacher will respect confidentiality and use his own professional expertise to decide how much information is necessary for the class teacher to ensure appropriate monitoring is carried out.
- We appreciate that many families are operating under difficult circumstances. If we can provide help and support, please come and share the problem with us.

- If we are concerned about a child protection issue we have a statutory obligation to refer to appropriate authority – social services / police.

Related Policies

- Whistleblowing Policy
- Mobile Phone Policy
- Safer Use of ICT Policy
- E-safety Policy
- Health and Safety Policy
- Behaviour Policy
- Anti-bullying Policy
- Intimate Care Policy
- Complaints Procedure
- Equalities Policy

Added to Policy as agreed at FGB 18.7.13

Kingsleigh Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The School will take all reasonable measures to operate clear e-safety policies – copies of which are available from the School Office.

It is hoped that all members of the school community will be responsible users of ICT, who understand and follow this policy. However, there may be times when infringements of the policy could take place, through careless or irresponsible or, very rarely, through deliberate misuse. Listed below are the responses that will be made to any apparent or actual incidents of misuse:

If any apparent or actual misuse appears to involve illegal activity ie.

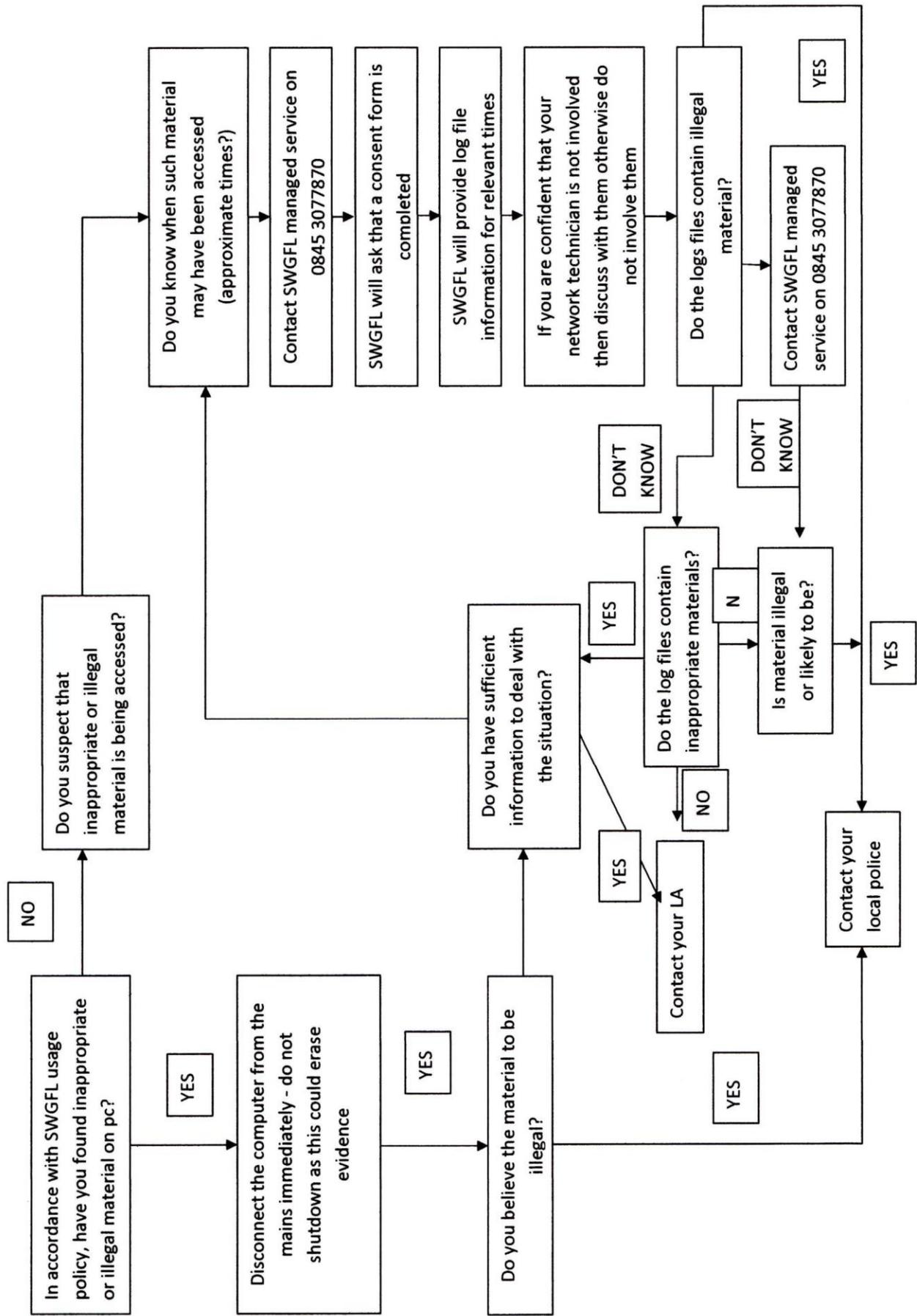
- child sexual abuse images
- adult material which potentially breaches the Obscene Publications Act
- criminally racist material
- other criminal conduct, activity or materials

the SWGfL flow chart overleaf should be consulted and actions followed in line with the flow chart, in particular the sections on reporting the incident to the police and the preservation of evidence.

If members of staff suspect that misuse might have taken place, but that the misuse is not illegal (as above) it is essential that correct procedures are used to investigate, preserve evidence and protect those carrying out the investigation. In such event the SWGfL "Procedure for Reviewing Internet Sites for Suspected Harassment and Distress" should be followed. This can be found on the SWGfL Safe website within the "Safety and Security booklet". This guidance recommends that more than one member of staff is involved in the investigation which should be carried out on a "clean" designated computer.

It is more likely that the school will need to deal with incidents that involve inappropriate rather than illegal misuse. It is important that any incidents are dealt with as soon as possible in a proportionate manner, and that members of the school community are aware that incidents have been dealt with. It is intended that incidents of misuse will be dealt with through normal behaviour/disciplinary procedures via the Headteacher.

SWGFL FLOWCHART



CHILDREN IN NEED - INTER-AGENCY REFERRAL

Please complete in BLACK INK.



Child / Young Person's Details

Surname AKA

Forenames Date of Birth / / M / F / Unborn

Current Address
 Postcode Tel. No.

Home Address (if different)
 Postcode Tel. No.

Child / young person's ethnicity

Caribbean Indian White British White and Black Caribbean Chinese
 African Pakistani White Irish White and Black African Any other Ethnic Group
 Any other Black Background Bangladeshi Any other White background White and Asian Not given
 Any other Asian background Any other mixed background

If other, please specify Religion

Child's first language Parent/carers' first language

Interpreter / signer required? (Give details)

Does child / young person have a disability? Yes No Please specify

Other special / cultural needs

Has child / young person received a statement of Special Educational Needs? On Code of Practice?

Child / young person's: GP (if known) School

If child appears to be in need, under which Bournemouth category? Priority

Is this a referral under S.47? Yes No

Reason

Details of person making the referral

Surname Forenames

Post

Agency & address
 Postcode Telephone No.

When can you be contacted?

Is parent aware of referral? Yes No Is child / young person aware of referral? Yes No

Responding to Disclosures - Guidance for Staff

- Be honest
 - Don't make promises you can't keep.
 - Explain that you are likely to have to tell other people in order to stop what is happening.
- Create a safe environment
 - Stay calm.
 - Reassure the child and stress that he/she is not to blame.
 - Tell the child that you know how difficult it must have been to confide in you.
 - Listen to the child and tell them that you believe them and are taking what is being said seriously.
- Record on a yellow form exactly what the child has said to you and include the following information. Use TED (tell, explain, describe) to elicit information:
 - Child's name, address and DOB
 - Date and time of any incident
 - What the child said and what you said
 - Your observations of the child's behaviour and emotional state
 - Sign, date and time the record
- Be clear about what the child says and what you say.
 - Do not interview the child and keep questions to a minimum (use TED).
 - Encourage the child to use his/her own words and do not try to lead them into giving particular answers.
- Maintain confidentiality
 - Only tell those people it is necessary to inform.
- Do not take sole responsibility
 - Immediately tell a designated safeguarding officer so that any appropriate action can be taken to protect the child, if necessary.