

Safeguarding and Child Protection Policy

This policy reflects best practice in Safeguarding and Child Protection at Onchan School. The Designated Teachers for Safeguarding in its' widest forms are The Head Teacher and the Deputy Headteacher deputised by Mrs Gravestock (SENCO). It applies to all children and young people regardless of age, gender, ethnicity, disability, sexuality or religion.

Safeguarding relates to the widest form of keeping children and young people safe at all times. It also relates to adults and ensuring they too are safe from harm or exploitation. Child Protection sits within the wider safeguarding arena and relates specifically to best practice in ensure the children in our care are kept safe and concerns are acted upon immediately. It is the most important role that we perform.

The Safeguarding leads ensure all staff are up to date in their training, that a whole staff update takes place annually and that key messages in Safeguarding underpins the work of the school. This policy relates to all staff, volunteers, Governors, sub contractors and those on work placements.

- Information regarding the DSL is displayed in the school entrance area.
- All visitors sign in.
- All visitors will wear a Visitors Lanyard
- All staff are DBS checked and records are kept. (It is the responsibility of staff to ensure DBS checks are up to date).
- A Safeguarding leaflet is available for all visitors to our school.
- All staff attend a Safeguarding update at the start of each academic year.
- Staff training is updated every 2 years (Level 1 or 2 where appropriate)

Every member of our school community has a crucial role to play in protecting the children in our school, in safeguarding and promoting their welfare and in protecting them from abuse or harm – including physical, emotional, neglect or sexual abuse, E-safety and child exploitation.

Our role is two-fold -

- to recognise and refer on any outward signs of abuse, changes in a child's behaviour or signs of failure to thrive.
- to prevent abuse by following our procedures and policies in the way we manage such cases. Identifying and speaking out about possible safeguarding issues and by encouraging a positive self-image in all our pupils through our Sex Education, P.S.M.E. and Behaviour policies. In this way we will also give pupils an awareness of the contacts and strategies that can ensure their own protection. The school is supported on a three year cycle by Child line- UK.

The schools' Vision Statement

Onchan School has developed, through staff consultation, the following learning ethos which is developed at all times.

“Inspiring minds to ignite lifelong learning”.

Our values of Respect, Integrity, Compassion, Courage and Endeavour are referred to explicitly through assemblies and class practice.

Broad Guidelines

We all follow the IOM Safeguarding Procedures (Safeguarding and Protecting Children- IOM Safeguarding / Protecting Children's Board) and subsequent information

Every member of staff must read this policy and ask any questions about which which they are not clear.

Through the prospectus and parents induction process, we ensure that parents are aware of our responsibility for the welfare of our pupils and that, on occasions we may have to refer cases to other agencies and that this action can be constructive and helpful. Information regarding Safeguarding and Child Protection is shared with parents)

The designated teacher/s will attend relevant training and feedback to other staff to ensure everyone is kept up to date with current procedures. The school ensures that all Admin staff are Level 1 trained, Teaching and support staff Level 2 trained and SLT Level 3 trained.

All staff will be trained every 2 years with SLT completing ongoing training to widen their knowledge base.

The ethos of our school provides our children with a secure, open and honest environment in which they can feel happy and confident to talk to staff. This means that we will listen to and believe our children when they are disclosing any form of abuse to us.

Safeguarding and promoting the welfare of a child includes

- protecting children from maltreatment
- preventing impairment of children's health or development
- 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.

Child abuse and neglect because of the secrecy around them and should never be condoned

A person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children and young people may be abused in a family or in an institutional or community setting; by those who know them or, more rarely, by a stranger.

- Physical Abuse – may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child, including fabricating the symptoms or deliberately causing ill-health to a child.
- Emotional Abuse – is the persistent emotional ill-treatment 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, age or developmentally inappropriate expectations being imposed on children, causing children to feel frightened, or the exploitation or corruption of children.
- 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 (e.g. rape or buggery) or non-penetrative acts. They may include involving children in looking at, or in the production of, pornographic material, or encouraging children to behave in sexually inappropriate ways.
- Neglect - 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, such as failing to provide adequate food, shelter, clothing, or neglect of, or unresponsiveness

*NICE guidelines supplement this policy. Further information about what abuse and neglect may look like are itemised in depth within this. This is covered in all training.

Procedures within School

All concerns should be referred to the Designated Teacher as soon as possible-

- immediately if it is a case of a child disclosing physical injury or sexual abuse (or suspicion thereof)*

*If the designated people are unavailable, Urgent CP advice must be taken from Grainne Burns, at DESC with Child Protection being given as the reason for calling (suspected sexual/ physical abuse) or Ian Postlethwaite

- other concerns must be reported to the Designated Teacher/s as soon as is possible- if a child decides to start talking about something which a member of staff feels may be an abusive situation then they should send their class to another teacher. If this situation arises all staff must be prepared to be flexible and adaptable and accept another class in their room. It is not the role of an adult to dismiss what a child is saying.

A Cause for concern form is completed immediately by the person with the information. The designated teacher in charge will ensure that a Multi Agency and Assessment Form (MARF) is completed, gathering as much information as possible. This must be sent to the Social Services Duty Office ASAP by email. A telephone call will be made first to warn that a MAAR is being completed. SS can be contacted on 686179- Option 2 (concern regarding a child).

In most cases the designated officer will attempt to call Parents to inform them of the situation- unless on the advice of Social Services this is not advised or the possibility of specific Child Protection issues would mean this could compromise any situation. Advice will however be sought from Social Services. It must be noted that once information regarding a child's name is divulged then this is formalised through a MARF.

The designated teacher will not attempt to interview the child or young person as this can compromise any further investigation. A child should only tell the facts once.

A MARF must be completed for each referral to Social Care even if a case is open. This ensures a clear line of communication is maintained.

A record of all concerns/ telephone calls is kept in the Headteacher's Office.

CP is confidential. All members of staff do not need to know, nor should they expect to know. Designated staff will share when necessary to ensure Data Protection is complied with at all times.

If you have a concern

Communicate with the child in a way that is appropriate to their age, understanding and preference. This is especially important for disabled children and for children whose preferred language is not English. The nature of this communication will also depend on the substance and seriousness of the concerns and you may require advice from social services or the police to ensure that neither the safety of the child nor any subsequent investigation is jeopardised.

Where concerns arise as a result of information given by a child it is important to reassure the child but not to promise confidentiality.

Record full information about the child at the first point of contact, including name(s), address(es), gender, date of birth, name(s) of person(s) with parental responsibility (for consent purposes) and primary carer(s), if different, and keep this information up to date. In schools, this information will be part of a pupil's record.

Record all concerns, discussions about the child, decisions made, and the reasons for those decisions. The child's records should include an up-to-date chronology, and details of the lead worker in the relevant agency – for example, a social worker, GP, health visitor or teacher.

Talk to your manager and other professionals: always share your concerns, and discuss any differences of opinion. Follow up your concerns. Always follow up oral communications to other professionals in writing and ensure your message is clear.

Response to a disclosure

If a child chooses to share information with you, reassure them saying such things as

“I believe you”

“It’s not your fault”

“I’m glad you told me”

Always adhere to the following basic principles:

Listen to the child, rather than directly question him or her.

Never stop a child who is freely recalling significant events.

Make a note of the discussion, taking care to record the timing, setting and people present as well as what was said.

Record all subsequent events up to the time of the substantive interview. It is important to write up at least a rough draft immediately in order to retain as much accurate information as possible.

If monitoring is required then the class teacher will keep accurate and informative notes which are to be kept in the Headteacher’s room.

If a strategy meeting is called this will be attended by the Designated Teacher/s and, if possible the appropriate class teacher.

Conference and Core Group meetings will be attended by the Designated Teacher/s and, if possible the appropriate class teacher.

Reports will be written by the appropriate class teacher and Designated Teacher/s and together.

Reports will be typed. Confidentiality is paramount. Only the immediate people who ‘need to know’ will be informed about incidents of abuse/ concern - this will mean the Designated Teacher/s or class teacher. This information will be kept as confidential as possible.

Sensitive records will always be kept in the Headteacher’s office.

All staff (including classroom support and Lunchtime Ancillaries) and governors will have regular training to ensure that they are up to date with legislation and procedures.

New members of staff must read the Safeguarding Policy and familiarise themselves with the relevant procedures and subsequent information as soon as they are appointed. The Designated Teacher/s will take new members of staff through this Policy Document and will arrange training for them as soon as possible.

The Headteacher/Deputy Headteacher will ensure NQT training is organised.

We must recognise that abuse is often perpetrated by person/s who are known to the child and that they may be known in a professional capacity e.g. school teacher, Sunday School teacher or Activity Club Leader. The same procedures must be applied if professional abuse is suspected. All staff must follow the DEC Whistleblowing Policy.

All safeguards are taken to ensure that correct procedures are followed in the appointment of staff to ensure that:

A) they are who they say they are

B) they do not have any criminal record which could endanger the safety of our children, to this end all new appointments must undertake a full Police Check through the DEC

c) Other parents or volunteers working in school are not left unattended with pupils at any time.

D) We only use when necessary, Supply Teachers/ Relief Workers who have all been Police Checked (DBS) by DESC.

Procedures for monitoring, recording and reporting any incident of child protection

At the time keep brief notes at the time or immediately after. You should note on a Cause for Concern proforma:

- Date and time of disclosure/incident observed
- Place and context of disclosure concerned
- Facts you need to report when you can

- Complete a Logging a Concern sheet – this is kept in the Headteacher’s Office or on its learning. This should be passed to the Headteacher and in their absence the Deputy Headteacher. In the case of there being bruises or injuries the Body Map should also be completed.
- Remember to keep the information factual.
- Use the child’s own language to quote rather than translating into your own terms. Be aware that these sheets may be used at a later date to support a referral to an external agency.

The Designated Teacher will

- Follow-up the referral using the Logging a Concern sheet as a basis for consideration before action
- Make additional records of discussions and any investigation that take place
- Make a decision whether to continue to monitor the situation or take the referral further and communicate this to the individual making the initial referral
- Where a child is referred to DHSC the MARF (Multi agency referral form) should be completed immediately and submitted.

Children with individual files

- Children who have been referred to Social Care will have their own file, which is stored in a secure cabinet in the Headteacher’s Office. Recorded information from care meetings and other reports are stored in their individual file.
- Please note that Logging a Concern sheets must be completed for any incidents/observations regarding children who have current (in date) individual files.

This policy is updated, monitored and reviewed annually and must form part of the Induction Process for all members of Staff. This policy forms part of the wider policy and practice framework for Onchan School and is referenced in other such policies such as Learning and teaching, DESC Recruitment and Retention of staffing, Health and Safety, Managing allegations against staff (DESC), the school’s Behaviour policy and Bullying policies.

Further guidance can be found at:
<https://www.safeguardingboard.im>

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Appendix

Explanation of terms

Emotional abuse
Fabricated or induced illness
Neglect
Physical abuse
Sexual abuse

The versions of the guideline for healthcare professionals contain more detailed information on the signs of child maltreatment.

Emotional abuse

Behaviour of a parent or carer towards a child that is likely to cause severe and long-lasting negative effects on the child's emotional development. There are many forms of emotional abuse, and it can include:

- making the child feel that they are worthless, unloved or only valued if they fulfil the adult's needs
- expectations of the child that are not appropriate for their age or stage of development
- preventing the child taking part in normal social interaction
- the child seeing or hearing the ill-treatment of someone else
- frequently causing the child to feel frightened or in danger.

Fabricated or induced illness

When a parent or carer makes up or exaggerates the child's symptoms or interferes with the child or their medication to make the child ill.

Neglect

The ongoing failure to meet the child's basic physical or psychological needs, which is likely to damage the child's health or development. This can include a parent or carer failing to:

- provide enough food, clothing and shelter
- protect the 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
- respond to the child's basic emotional needs.

Physical abuse

When the child is physically harmed, for example by hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating. Physical harm may also be caused by fabricated or induced illness.

Sexual abuse

Involves forcing or enticing the 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 or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.