



SAFEGUARDING POLICY

'In these stones horizons sing'
(Gwyneth Lewis, Welsh poet)

Safeguarding Children

This policy applies to all staff, including senior leaders, paid staff, volunteers, agency staff, the Governing Body or another person working within our school environment. It has been developed in accordance with the principles established by the Children Acts 1989 and 2002, Keeping Children Safe in Education, 2018 and Working Together, 2018. The school/academy will also refer to, and follow the policies and procedures developed by Hull Safeguarding Children Board (HSCB) <http://hullscb.proceduresonline.com/index.htm>

In this school we will believe that every child matters and make sure that we meet the needs of the children in our care. We will not leave a child behind.

At Maybury Primary school we take seriously our responsibilities under Section 175 of the Education Act 2002 to safeguard and promote the welfare of our pupils, to minimise risk and work together with other agencies to ensure appropriate arrangements are in place within our school to identify, assess, and support those children who are suffering harm and to keep them safe and secure whilst in our care.

Ethos

The health, safety and wellbeing of pupils at Maybury Primary School is of the utmost importance. All children regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity have a right to equal protection from all types of harm or abuse. Working in partnership with all our key stakeholders is essential for promoting young people's welfare. We follow correct procedures to ensure issues are reported promptly and accurately

We will endeavour to keep children safe at Maybury Primary School by:

- ensuring pupil's welfare is at the heart of everything we do;
- adopting, developing and applying safeguarding practices through policies and procedures;
- recruiting staff and volunteers safely, in accordance with national guidance;
- promoting a positive, supportive and secure environment where pupils can develop a sense of being valued and heard in their own right;
- ensuring all staff are able to recognise the signs and symptoms of abuse through ongoing training, and are aware of the school's procedures for reporting concerns;
- developing and implementing a curriculum to help pupils stay safe, recognise when they do not, and identify who they can talk to;

- ensuring all members of our school community know who is the Designated Child Protection lead and cover;
- working with parents/carers to build an understanding of the school's responsibility to ensure the welfare of children, and the need to refer to other agencies, if necessary;
- working collaboratively with partner agencies, and identifying when early interventions are required;
- creating and maintaining an effective culture of vigilance, which allows staff/volunteers to report unsafe practice.

Safeguarding & Promoting Welfare & Child Protection

Children in need

Children who are defined as 'in need', under section 17 of the Children Act 1989, are those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health or development will be significantly impaired, without the provision of services. This includes those children with a disability.

Significant Harm

Some children are in need because they are suffering or likely to suffer significant harm. The concept of significant harm is the threshold that justifies compulsory intervention in family life in the best interests of the child, and gives the Local Authority 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.

Early Help

It is important for children to receive the right help at the right time to address risk and prevent issues escalating. Therefore, at Maybury primary we aim to identify where early interventions are needed to support families in need by closely monitoring children and highlighting any emerging issues. If necessary, and with appropriate consent, information is shared or meetings are convened with other professionals to support effective early help assessments.

Who Abuses Children?

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.

Recognition of harm

The harm or possible harm of a child may come to your attention in a number of possible ways:

- Information given by the child, his/ her friends, a family member or close associate.

- The child's behaviour may become different from the usual, be significantly different from the behaviour of their peers, be bizarre or unusual or may involve 'acting out' a harmful situation in play.
- An injury which arouses suspicion because it does not make sense when compared with the explanation given, the explanations differ depending on who is giving them (e.g. differing explanations from the parent / carer and child) or the child appears anxious and evasive when asked about the injury.
- Suspicion being raised when a number of factors occur over time, for example, the child fails to progress and thrive in contrast to his/her peers.
- Contact with individuals who pose a 'risk to children' ('Guidance on Offences Against Children', Home Office Circular 16/2005). This replaces the term 'Schedule One Offender' and relates to an individual that has been identified as presenting a risk or potential risk of harm to children. This can be someone who has been convicted of an offence listed in Schedule One of the Children and Young Person's Act 1933 (Sexual Offences Act 2003), or someone who has been identified as continuing to present a risk to children.
- Substance misuse – the potential for a child to be harmed as a result of the excessive use of alcohol, illegal and controlled drugs, solvents or related substances may occur during a young person's life. The use of drugs or other substances by parents or carers does not in itself indicate child neglect or abuse, and there is no assumption that a child living in such circumstances will automatically be considered under the child protection procedures. It is important to assess how parental substance use impacts upon the children or young people in the family.
- Mental Health – Mental illness in a parent or carer does not necessarily have an adverse affect on the child or young person but it is important to assess its implications for any children involved in the family. The adverse affects of parental mental illness on the child are less likely when parental problems are mild, last for a short period of time, are not associated with family disharmony, and where there is another parent or family member who can respond to the child's needs and offer protection. Where mental illness is accompanied by problem alcohol use, domestic violence or associated with poverty and social isolation, children are particularly vulnerable.
- Domestic Violence – Children and young people can suffer directly and indirectly if they live in a household where there is domestic violence. It is likely to have a damaging effect on the health and development of children. The amendment made in section 120 of the Adoption and Children Act 2002 to the Children Act 1989 clarifies the meaning of harm to include, for example, impairment suffered from seeing or hearing the ill-treatment of another. This can include children witnessing violence in the home.

- Bullying – This can be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. It can take many forms, but the three main types are physical (e.g. hitting, kicking, theft), verbal (e.g., racist or homophobic remarks, threats, name calling) and emotional (e.g., isolating an individual from activities and social acceptance of their peer group). The damage inflicted by bullying (including bullying via the internet) can frequently be underestimated. Bullying can be through the use of electronic communication, e.g. text or social network sites, and is commonly known as cyberbullying. Bullying can cause considerable distress, to the extent that it can affect health and development and at the extreme significant harm.
- Radicalisation and Extremist behaviour - Radicalisation refers to the process by which a person comes to the support of terrorism and forms of extremism. This can happen in many different ways and settings. Specific background factors may contribute to vulnerability, which are often combined with specific influences. The internet and use of social media in particular has become a major factor in the radicalisation of young people. At Maybury, we assist our pupils in becoming resilient to the messages of violence through creating an environment and curriculum where all pupils can learn and understand other values, appreciate diversity and develop skills to be able to debate.

As with managing other safeguarding risks, staff should be alert to changes in the behaviour of pupils, which could indicate they may be in need of help and protection. Pupils at risk of radicalisation may display different signs or seek to hide their views. It is important to respond proportionately and should any concerns of radicalised or extremist behaviours be brought to the academy's attention, it will be dealt with in accordance with the academy's safeguarding procedures, and advice will be sought from either Access and Assessment Team or Humberside Police. Any referrals to Channel process should be emailed to:

prevent@humberside.pnn.police.uk

- Self Harm – Staff can play an important role in preventing self-harm and also supporting student, peers and parents currently engaging in self-harm. Any member of staff who is aware of a student engaging in or suspected of being at risk of engaging in self-harm should always consult with the Child Protection Co-ordinator. Students need to be made aware that it may not be possible for staff to offer complete confidentiality. If you consider a student is at serious risk of harming themselves then confidentiality cannot be kept.
- Child Sexual Exploitation (CSE) - CSE occurs when a child or young person or another person, receives 'something' (eg food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child or young person performing sexual activities, or another person performs sexual activities on a child or young person. The presence of any significant indicator for sexual exploitation should trigger a referral to Children's Social Care Access & Assessment team.

Significant indicators of CSE

1. Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity).
2. Entering and/or leaving a vehicle driven by an unknown adult.
3. Possessing unexplained amounts of money, expensive clothes, or other items.
4. Frequenting areas known for risky activities.
5. Being groomed or abused via the internet and mobile technology.
6. Having unexplained contact with hotels, taxi companies and fast food outlets.

Refer to HSCB guidance for practitioners

- Female Genital Mutilation - This is against the law yet for some communities, it is considered a religious act and cultural requirement. It is illegal for someone to arrange for a child to go abroad with the intention of having her circumcised. If any of the above areas of concern is brought to the attention of staff we will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.
- Forced Marriages - A forced marriage is a marriage in which one or both spouses do not (or, in the case of children and some adults at risk, cannot) consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure. If concerns are brought to the attention of staff at Maybury Primary, they will be reported immediately to the appropriate authorities.
- Honour Based Violence (HBV) – HBV is a crime or incident which may have been committed to protect or defend the honour of the family or community. It is often linked to family members or acquaintances who mistakenly believe someone has brought shame on their family or community by doing something that is not in keeping with the traditional beliefs or culture. At Maybury Primary we take HBV crime very seriously and deal with cases sensitively and confidentially. To this end we work collaboratively with external agencies to keep children and young people safe from harm.
- Children missing from education - Children are best protected by regularly attending school where they will be safe from harm and where there are professionals to monitor their well-being. At Maybury we will encourage the full attendance of all our pupils. Where we have concerns that a child is missing from education we will follow the local authority protocols and refer to the Education Welfare Service, E.W Officer, who will make reasonable efforts to identify the child's whereabouts. The child will not be removed from our school roll until notified by the CME officer that it is appropriate to do so.
- Peer on Peer Abuse – Peer on peer abuse can include: all forms of bullying, being coerced into sending sexual images (sexting), physical or sexual assaults, including harassment, child sexual exploitation or teenage relationship abuse. At Maybury Primary we do our utmost to

ensure that children and young people are protected from harm and will educate pupils on how to build resilience. Our staff receive regular training to help equip them with the tools to recognise different forms of peer abuse, and the mechanisms for responding and reporting incidents. A student against whom an allegation of abuse has been made may be fixed term excluded pending an investigation and the school's behaviour policy may apply. We will take advice from Children's Social Care and/or the police on the investigation of such allegations and will take appropriate action to ensure the safety and welfare of all students involved.

National and Local Guidance

This Child Protection Policy and Procedure should be read in conjunction with the Local Safeguarding Children Board (LSCB) Guidelines and Procedures. In accordance with the Children Act 2004 it is a statutory responsibility for key agencies coming in to contact with children and young people, to make arrangements to ensure that in discharging their functions, they have regard to the need to safeguard and promote the welfare of children (Section 11, Children Act 2004). Where private or voluntary organisations come in to contact with or offer services to children they should as a matter of good practice take account of this guidance and follow it as far as possible.

The following national guidance should also be referred to.

- The Children Act (1989)
- The Children Act (2004).
- Every Child Matters
- Working Together To Safeguard Children: A Guide to Inter-Agency Working To Safeguard and Promote The Welfare Of Children (HM Government 2018).
- Human Rights Act 1998
- Criminal Justice & Court Services Act 2000
- The Protection of Children Act 1999
- The Sexual Offences Act 2003
- What To Do If You're Worried A Child Is Being Abused. Advice for Practitioners (2015)
- Information Sharing. Advice for practitioners providing safeguarding services to children, young people, parents and carers (2015)
- Keeping Children Safe in Education September 2018 (see below)
- Hull Safeguarding Board Guidelines and Procedures

Providing a Safe and Supportive Environment

Safer Recruitment and Selection

The school pays full regard to current DCSF guidance "Safeguarding Children and Safer Recruitment in Education" 2012. We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult, including volunteers and staff employed by contractors.

Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capability for the job. It also includes undertaking interviews and where appropriate, undertaking ISA Children's List checks (formerly List 99 and POCA), Disclosure and Barring Service and providing honest and accurate references when individuals move on.

In line with statutory changes, underpinned by regulations, the following will apply:

- a DBS Enhanced Disclosure will be obtained for all new appointments to our school workplace (including volunteers, where appropriate).
- this school is committed to keep an up to date single central record detailing a range of checks carried out on our staff, volunteers and governors.
- all new appointments to our school workforce from overseas or who have lived outside the UK will be subject to additional checks as appropriate.
- our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy.
- identity checks will be carried out on all appointments to our school workforce before the appointment is made.

The following staff have undertaken and completed the National College for School Leadership Safer Recruitment training and one of these staff members will be in attendance at interview for all staff and volunteer appointments:

Headteacher: Alison Grantham
Senior Leader: Craig Williams
School Governor: Richard Morrell (Chair)

Safeguarding Information for Pupils

All pupils in our school are aware of a number of staff who they can talk to. The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a senior member of staff with responsibility for child protection and know who this is. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. We use Jigsaw PSHE materials to help pupils learn how to keep safe.

The Senior Designated Person for child protection in our school is **Mr. C Williams**. The deputy Designated Person for child protection in our school is **Mrs. D Baron**. These coordinators are supported by the Head. The Designated Governor for Child Protection is **Mr. S Gibson**.

All concerns must be discussed with the above-named coordinators and recorded using the 'CPOMs' recording program- See **Appendix 1** for guidance. Visitors to the school should record their concerns using the Child protection concern visitor record sheet- kept at the front office- See **Appendix 3**. This should then be handed to one of the named coordinators, who will log the

information onto the CPOMs system and deal with according to the procedures **(See Appendix 2)**.

The coordinators, in discussion with the Head, will decide on the action to be taken in response to the concerns. In some cases the concerns can be addressed in school. The Head/Coordinators may decide to discuss concerns with the parents/carers. The Head/Coordinators may decide to refer to Social Care if the child is deemed at risk and the Head/Coordinators will usually inform the family of this referral. If the child is deemed to be at risk of further harm as a result of this referral the Head/Coordinators will refer to Social Care confidentially.

In the Foundation Stage and Key Stage 1, in line with current Safeguarding advice from the NSPCC, no child should be collected by a person under 16 years of age. Except where there is reasonable excuse, written or verbal permission from parents will be obtained where children are to be picked up by another adult.

Confidentiality

We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Child Protection Coordinator will determine which members of staff need to know personal information and what they need to know for the purpose of supporting and protecting the child.

Confidential child protection records and files are kept in the welfare office and these files and records are reviewed and updated regularly on CPOMs.

The Role of the Child Protection Coordinator

Where there are concerns about the welfare of any child or young person, all staff/volunteers have a duty to share those concerns with the designated Child Protection Coordinator.

All staff, including the Child Protection Coordinator, are responsible for monitoring and recording concerns about the well-being of a child or young person.

The Child Protection Coordinator is responsible for:

- Collating and evaluating concerns about the well being of a child or young person
- Making a referral to the Local Authority Children's Services
- Liaising with other agencies
- Arranging training for staff/volunteers

The Child Protection Coordinator, after receiving a referral, will act on behalf of the school in making referrals for all children in need, including those where there are child protection concerns. Referrals will be made to:

Hull - To Children's Social Care – Access & Assessment Team or Police Public Protection Unit

East Riding – By telephoning the Call Centre/Children's Social Care or Police Family Protection Team

Out of Hours – To the relevant Emergency Duty Team

All referrals made by telephone need to be followed up in writing within 48 hours.

The Child Protection Co-ordinator should make the referral as appropriate. If the Child Protection Coordinator is in any doubt about making a referral it is important to note that advice can be sought from Local Authority Children's Social Care. The name of the child and family should be kept confidential at this stage and will be requested if the enquiry proceeds to a referral.

It is not the role of the Child Protection Coordinator to undertake an investigation into the concerns or allegation of harm. It is the role of the child Protection Coordinator to collate and clarify details of the concern or allegation and to provide this information to the Local Authority Central Duty Team, or Family Resource Centre if Children's Social Care is already involved, whose duties it is to make enquiries in accordance with Section 47 of the Children Act 1989.

Role of the Governing Body

The Governing Body will ensure the school:

- Has a child protection Policy and procedures in place which is in accordance with LA guidance and locally agreed inter-agency procedures and available to all school personnel and parents on request
- Operates safe recruitment procedures by making sure all appropriate checks are carried out on new staff, volunteers and parents who work with children
- Keeps and maintains a Single Central Record of all staff checks (including volunteers, and supply staff)
- Has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance issued by the DoF, LA and Hull Safeguarding Children Board
- Has a member of the Governing Body (usually Chair) with the responsibility for liaising with the LA and partner agencies in the event of an allegation of abuse being made against the Head

The Governing Body will review all policies and procedures in relation to safeguarding on an annual basis.

Liaison with other agencies

Working together with professionals in other agencies is essential for the effective management of Child Protection. The school works in partnership with the psychological service, health professionals, SENSS, social workers and many other agencies to promote the welfare of all children.

Partnership with Parents

The school works closely with our families and makes regular home visits. We believe that the close involvement with families and the support that is on offer is the front line of our child protection work.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We

respect parents' rights to privacy and confidentiality and will not share sensitive information until we have permission or it is necessary to do so to protect a child. We work with parents to educate, keep children safe from harm and have their welfare promoted. Professionals should seek in general to discuss any concerns with the family (including the child where appropriate) and where possible seek their agreement to making referrals to the Local Authority Access & Assessment Team.

At Maybury Primary School we will share with parents any concerns we may have about their child. This will only be done where such discussion and agreement seeking will not place the child at an increased risk of significant harm.

So in general where concerns about a child relate to Section 17 children 'in need' (Children Act 1989) consent should be sought from the parents, carer or children where appropriate prior to a referral being made to the Local Authority Child Care Team.

We encourage parents to discuss any concerns they may have with us. We make parents aware of our Safeguarding Policies and parents are aware that they can view these policies on request. The safeguarding policy can also be accessed through the school website. <http://www.mayburyprimaryschool.co.uk/>

Safer Working Practice

Our school will comply with the Government Offices "Guidance for Safer Working Practice for Adults Who Work With Children and Young People" and the Hull safeguarding children board procedures at all times. <http://hullscb.proceduresonline.com/index.htm>

Safe working practice ensures that pupils are safe and that all staff, volunteers and governors:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions
- work in an open and transparent way
- work with other colleagues where possible in situations open to question
- discuss and/or take advice from school management over any incident which may give rise to concern
- record any incident or decisions made
- apply the same professional standards regardless of gender, race, disability or sexuality
- be aware of confidentiality policy
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them

School Training and Staff Induction

The school's Senior Designated Person with responsibility for child protection and any named deputies undertake specific safeguarding training which includes how to undertake their role. They also undertake inter-agency safeguarding training provided by the Hull Safeguarding Children Board.

All other school staff, including non-teaching staff, volunteers and governors undertake appropriate in house training to equip them to carry out their responsibilities for child protection effectively. This is kept up to date through refresher training, at least three intervals per year, as a minimum requirement.

Responding to a complaint or an allegation

All allegations of abuse by or complaints about a teacher, other member of staff or volunteer, will be managed in accordance with the Hull Child Protection Procedures. The Chair of Governors should be contacted directly where there are allegations/complaints against the Headteacher.

Any member of staff or volunteer who has concerns about the behavior or conduct of another individual working within the group or organization will report the nature of the allegation to the Headteacher immediately. **The member of staff who has a concern or to whom an allegation or concern is reported should not question the child or investigate the matter further:**

- Treat the matter seriously
- Avoid asking leading questions and keep an open mind
- Communicate with the child (if the complainant) in a way that is appropriate to the child's age, understanding and preferred language or communication style
- Make a record of the information (where possible in the words a child used), including
 - when the alleged incident took place
 - who was present (witnesses)
 - what was said to have happened
- Sign and date the record
- Report the matter immediately to the Designated Officer for Schools

The Headteacher will report the matter to the Designated Officer for Schools, Dan Horne (790933) who will liaise with the Local Authority Designated Officer (LADO).

In the case that the concern or allegation relates to the Headteacher, the Child Protection Coordinator or a member of the school leadership team, the Chair of Governors should be contacted. The Chair of Governors will report the matter to the Designated Officer for Schools.

First Aid (see also Medication Policy)

In school the member of staff trained to oversee first aid is **Mrs D Baron**.

The members of staff trained in Paediatric First Aid are: **Mrs D Baron** and **Mrs C Damodaran**.

First aid kits are situated around the school in the following locations:
Staff Room; Community Room; Foundation Area

Health and Safety Policy (see separate policy)

The school has a health and safety policy, which is monitored each year by the relevant committee of the School Governing Body.

The Headteacher, with the staff member with responsibility for Health and Safety, the site supervisor and a governor with responsibility for Health and Safety oversee the policy and the Health & Safety log book. Any concerns from staff, volunteers, governors or pupils are reported to any of the above and the site supervisor carries out an initial examination, assessing what remedial action needs to take place.

Site Security

Maybury Primary School aims to provide a secure school site but recognises that the site is only as secure as the people who use it. Therefore, all people on the site have to adhere to the rules, which govern it. The school ensures that:

- gates are locked except at the start and end of each day.
- doors are kept closed to prevent intrusion.
- wherever possible visitors and volunteers only enter through the main entrance and must sign in at the office.
- children are only allowed home with adults/carers with parental responsibility or confirmed permission has been received in advance.
- empty classrooms have closed windows.
- children are not allowed to leave school alone during school working hours and if collected by an adult, signed out.
- should a child leave the school premises without permission then staff have been informed never to chase after a child, but rather to report immediately to the office. Parents and Police will then be immediately informed of the circumstances.

Welcoming other Professionals

Visitors with a professional role, such as the school nurse, members of the Schools' Music Service or members of the Police should have been vetted to work with children through their own organisation. When there is a planned visit to the school, The Headteacher will ensure that written confirmation is received from the employing organisation that the said individual has been vetted through the DBS, within the last three years and cleared to work with children.

When the said individuals make adhoc or unplanned visits to the school, they will be accompanied by a staff member at all times and not allowed to have any unsupervised access to the children until confirmation of their vetting status has been confirmed. No examination/medical treatment of any child will be allowed unless the professional has suitable clearance prior to their visit.

It is recognised that in emergency situations when the Police are called, perhaps to deal with an unruly pupil/adult, it may not be possible to confirm their identity before access to the school site is allowed. The Headteacher will use their professional judgment to effectively manage these situations.

The Design of the Curriculum

The curriculum deals with safeguarding in two ways. Firstly, in subjects such as Personal, Social, Health and Citizenship Education (Jigsaw) relevant discussions around related issues take place with the children. Topics include such themes as Drugs, Alcohol, Sex and Relationships, Stranger Danger, and e-safety issues. Children are encouraged to explore and discuss these issues.

Secondly, the curriculum is designed so that safety issues within the subject are discussed and safe practices explained, such as using equipment properly in PE and Design and Technology. Appropriate staffing levels will be maintained at all times when the curriculum is being delivered outside of the school site. Appropriate and agreed pupil/adult ratios are always maintained. The lead adult always risk-assesses visits and trips to ensure children are safeguarded and protected from harm before the event is finally authorised by the Headteacher, who is the School Educational Visits Coordinator.

Visiting speakers, with correct clearance and/or constant supervision are always welcome into school so that they can give specialist knowledge to the children

Internet / Online Safety (see separate Online Safety Policy)

Children are encouraged to use the internet as much as is possible but at all times in a safe way. Parents are asked to give permission for their children to use the internet on entry to the school. Parents, pupils and staff must sign an appropriate usage form to ensure that they understand the risks and sanctions relating to misuse of the system in and beyond the school. If staff know of misuse, either by a teacher, staff member, volunteer or child, the issue must be reported to the Headteacher without delay.

The Headteacher has overall responsibility for internet safety and through the network administrator will have access to all email addresses and passwords provided. The school follows guidelines for Internet use/online safety laid down by the Hull Grid for Learning, the Local Authority and the Hull Safeguarding Children Board.

At Maybury Primary School we have taken a sensible and balanced approach to photographing and videoing children on the school site. We have a formal stance around "Taking photographs and video images of children" which is included within the e-safety policy and the privacy notice.

Staff must not use mobile phones in rooms where children are present, including those where children are cared for.

It is appropriate to take photographs of children to capture a curriculum activity or a celebration of school life using school equipment providing we have permission to do so from the parents. Staff must not, however, use their personal mobile phone, camera (still or moving images) or other devices to take, edit or store images of children from this school.

Behaviour Policy (see separate policy)

Good behaviour is essential in any community and at Maybury we have high expectation in this area. The school has a Behaviour Policy and a Code of Behaviour that must be adhered to by all children and a copy is available from the school office. This is shared with parents and is available on the school desktop and from the school office.

Staff are discouraged from handling children but where they deem it the safest thing to do, guidance and training has been given on safe methods of restraining a child so that they do not harm either themselves or others.

Anti-Bullying Policy (see separate policy)

The school's response to this is unequivocal.

Adults must be informed immediately and action will take place.

Children are told that silence is the bully's best friend. Although bullying in this school is rare, the school always acts swiftly with a process of investigation, communication and action. Bullies will not be tolerated.

There is a more detailed Anti-bullying Policy available on the school desktop and from the school office.

Whistleblowing (see separate policy)

If members of staff, volunteers or governors have any concerns about people working in a paid or unpaid capacity with children, they have a duty of care (and in some cases a professional duty) to inform management accordingly. This can be done in writing or verbally and such issues will be managed with sensitivity and the necessary degree of confidence.

The school follows the Local Authority's policy on whistleblowing and a copy of the "School Whistleblowing Policy" is available on the school desktop or from the school office.

Contacts

Hull

Children's Social Care (Local Authority)

Access & Assessment Team (01482) 448879

Immediate Help (01482) 788080

West Locality Team (01482) 225771

West Community Support Team (CST) (01482) 318052

East Locality Team (including CST) (01482) 701936

North Locality Team (including CST) (01482) 825107

Local Authority Designated Officer (01482) 790933

Police Public Protection Unit 101

Hull Safeguarding Children Board (01482) 379090

www.hullsafeguardingchildren.org

East Riding of Yorkshire

Children's Social Care (Local Authority)

Call Centre (01482) 393939 17
Children's Services (01482) 396840
Emergency Duty Team (01482) 880826
Child Protection Administrator (01482) 396472
East Riding Safeguarding Children Board (01482)396998/9
Local Authority Designated Officer (01482) 396999
Police Family Protection Team 0845 6060222 ext 2407

Policy review

This policy document will be reviewed by the School Governing Body on an annual basis to ensure it is up to date with current legislation and best practice.

Related school/academy policies:

This policy should be read in conjunction with the following internal policies:
Online safety, Anti Bullying, Behaviour, Attendance, Health & Safety, Supporting Children with Medical Needs, First Aid policy, Looked After Children, Staff Code of Conduct, PSHE and Citizenship, Young Carers, Physical Intervention, Whistle Blowing, SEN, Inclusion, Data Protection, Equal Opportunities, Educational Visits and Single Equality.

This overarching policy has been approved by the Governing Body of Maybury Primary school and will be reviewed on an annual basis, unless changes in guidelines or legislation require an earlier review.

Signed:

C. Williams

C.Williams

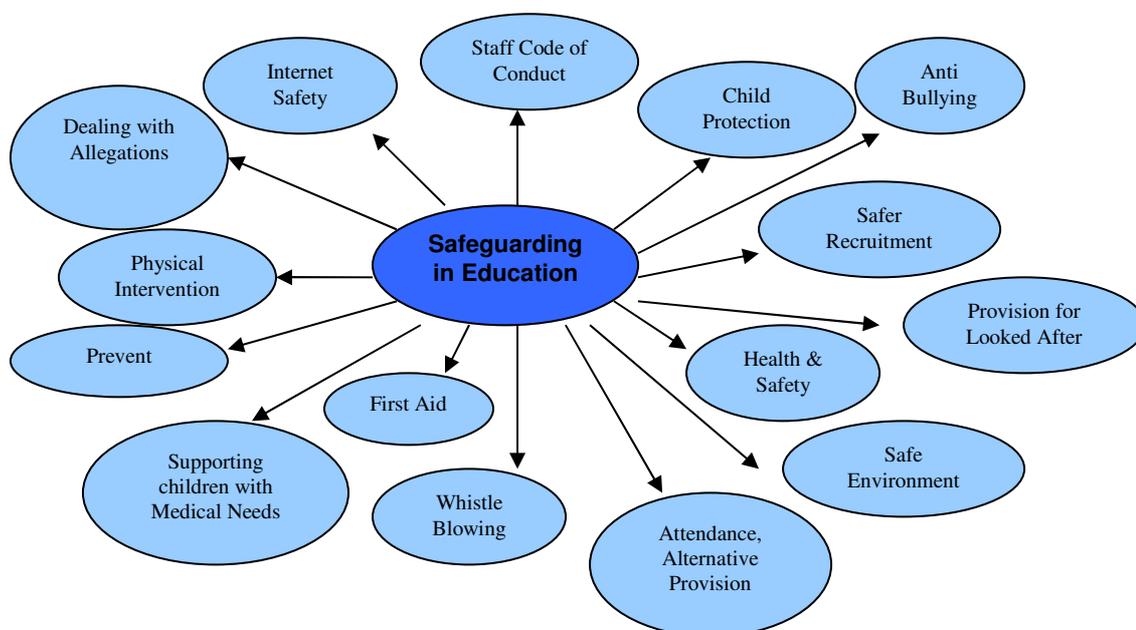
Policy reviewed and revised: September 2018
Adopted by Governors: September 2018
Review Date: September 2019

Appendix 1

Definition of Safeguarding

Safeguarding is the process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully.

Ofsted has defined the term Safeguarding as 'being not just about protecting children from deliberate harm. It includes issues for schools/academies such as: *bullying; harassment and discrimination; health and safety; safer recruitment; educational visits; radicalisation; internet safety; supporting children with medical needs; attendance; physical intervention; providing first aid; school security; issue which may be specific to the local area or population, eg Domestic Abuse.*



Physical abuse or harm

Children are physically hurt, injured or in extreme cases killed. This can involve hitting, shaking, squeezing, burning and biting. It also includes giving children poisonous substances, inappropriate drugs and alcohol, attempted suffocation or drowning.

Recognising Physical Abuse

- Ask the child about the injury and if you are unhappy with the explanation given, report it to the Child Protection Coordinators.

- Bruises caused by shaking or squeezing will take the form of finger and thumb marks. Bruises caused by biting may appear as oval or open-ended; the size may indicate if it has been caused by an adult or another child.
- If the child has a burn mark or scald mark, the reasons should always be looked into.

N.B. The reasons for facial bruising should always be looked into

Physical neglect or harm

Children are not provided with the basic things needed to survive it is deemed neglect. This can include not providing appropriate food, clothes, warmth and medical care – or leaving them alone unsupervised.

Recognising Physical Neglect

- The signs and symptoms of physical neglect are sometimes self-evident:-

Dirty
Inappropriately dressed
Constantly cold
Constantly hungry

- A child who appears to be persistently failing to thrive could also be suffering from physical neglect.

Emotional abuse or harm

Children who are made to feel unwanted, ugly, worthless, guilty or unloved. This can occur with constant lack of love and affection, or threats, verbal attacks, taunting and shouting can lead to a child's loss of confidence and self-esteem.

Recognising Emotional Abuse

- Emotional abuse is the most difficult type of abuse to recognise. The signs are behavioural rather than physical.
- Low self-esteem and lack of confidence
- The child may be a loner.
- The child may be used as a scapegoat by other children.
- Withdrawn, introverted and depressed.

Sexual abuse or harm

Children are abused by adults, adolescents or even other children who use them to meet their own sexual needs. This may extend to sexual intercourse, or attempted sexual intercourse, but more often involves fondling, masturbation and oral sex. Children are sometimes exposed to anal intercourse. They are also exposed to or used in the production of pornographic material including videos.

Recognising Sexual Abuse

- ❑ Pay particular attention to children who appear reluctant to change clothes for any games activity.
- ❑ Indications of sexual abuse are more likely to be emotional/behavioural.
- ❑ Evidence of torn, stained or bloody underclothes.
- ❑ Pain or itching of genital area.
- ❑ Difficulty walking or sitting.
- ❑ Any unexplained change in behaviour, taking into account the age and your previous knowledge of the child.
- ❑ A normally quiet child may become loud and aggressive, or a boisterous child may suddenly become quiet and passive.
- ❑ Sexually explicit talk and behaviour, inappropriate to the child's age.
- ❑ Uncharacteristic eating disorder.
- ❑ Depression and suicide attempts.

Disclosure of abuse

Children who have been abused will sometimes choose an adult at their school to confide in. This is likely to be a very stressful experience. The following guidelines highlight the important points to remember in dealing with a disclosure:-

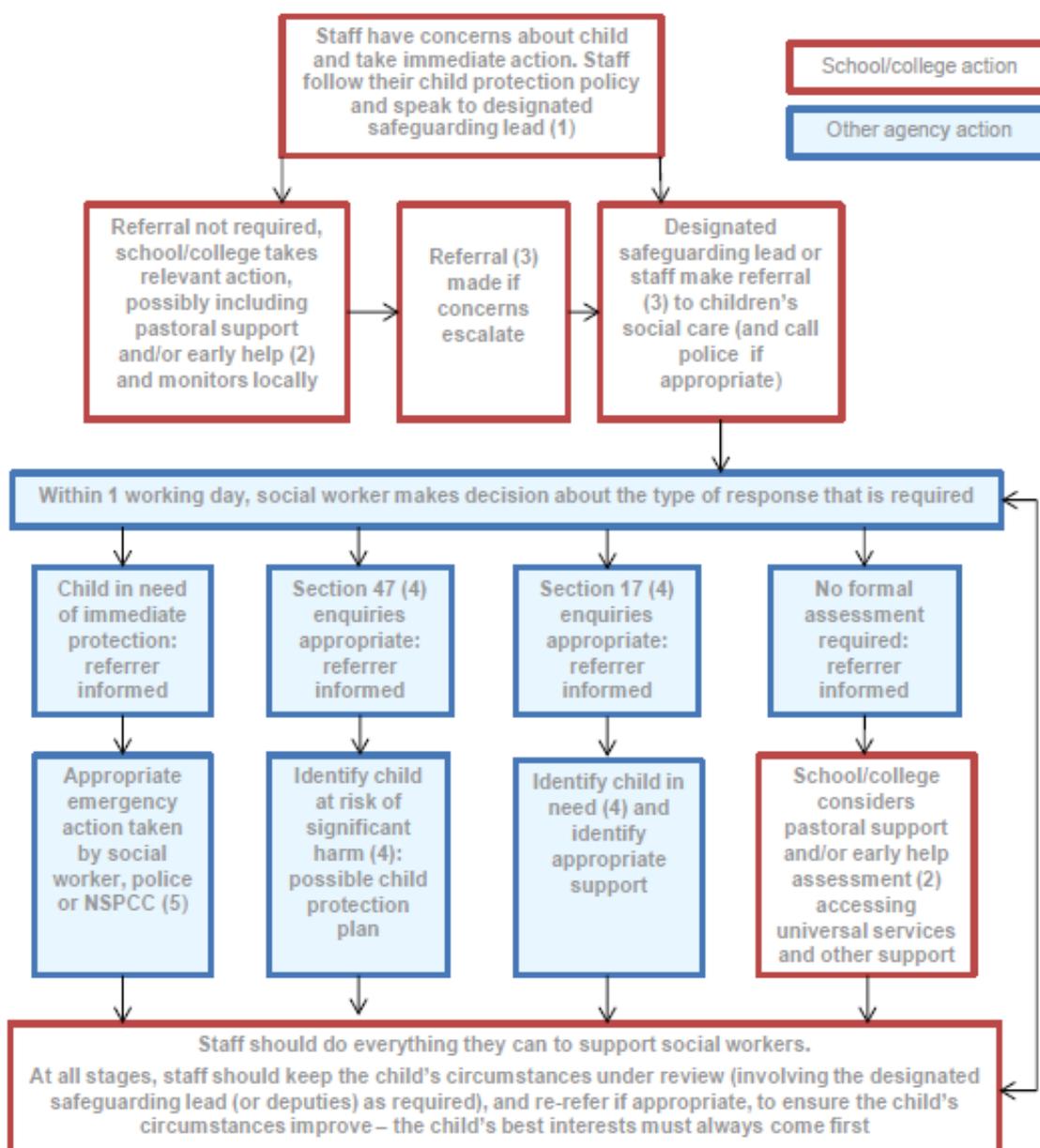
- ❑ Always accept the child no matter how difficult you find it.
- ❑ Never stop a child who is freely recalling significant events.
- ❑ Stay calm and be reassuring.
- ❑ Listen carefully and patiently. Do not press for information as well intentioned questions at this stage could result in the failure of a criminal prosecution. Interviews will subsequently be conducted by specially trained personnel.
- ❑ Never promise to keep a secret no matter how insistent the child is.
- ❑ Do not discuss your suspicions with parents or anyone else involved in the care of the child.
- ❑ Report the disclosure as soon as possible to the Child Protection coordinators.
- ❑ Record the details of the disclosure and pass records onto the Child Protection Manager.
- ❑ Record all subsequent events up to the time of the substantive interview with Social Services and Police.

There may be some instances where a child does not confide in you, but you become suspicious because of overheard conversation or through drawings/stories. Disclosures may also occur through a third party.

Report such incidences to the Child Protection coordinators as soon as possible.

Everyone at Maybury will teach our children to learn and empower them to broaden their horizons.

Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

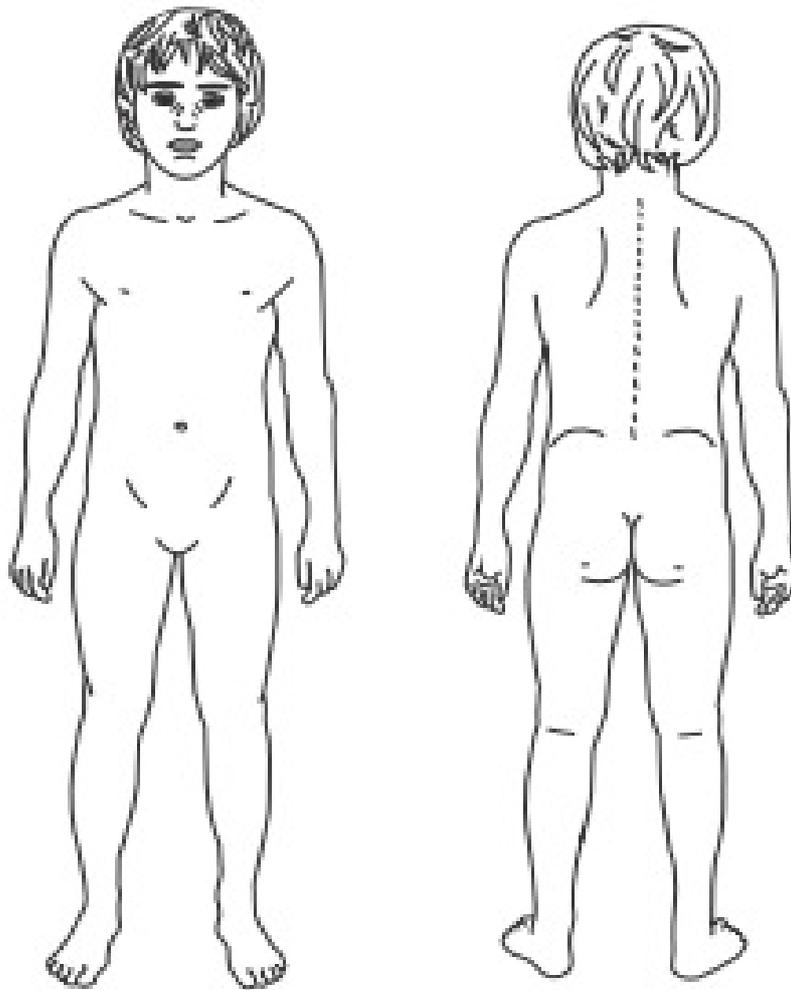
(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter One of [Working Together to Safeguard Children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

Child Protection Record of Concern - Body Map



Description of mark or bruise:

C

- 1 Type
- 2 Size
- 3 Colour
- 4 Tenderness
- 5 Other relevant information:-

Name of Adult making record:

Signature: