

# **Anchorsholme Academy**



## **Safeguarding Policy**

## **Our Vision Statement**

**Anchorsholme Academy will be a centre of lifelong learning and understanding where all are able to learn, work hard and fulfil their full potential within the safe, secure, co-operative environment**

*"Because of their day-to-day contact with individual children during school terms, teachers and other school staff are particularly well placed to observe outward signs of abuse, changes in behaviour or failure to develop."(Working Together-Under the Children Act 1989)*

At Anchorsholme Academy we aim to create an ethos which enables all our children to feel safe, secure and valued. The school's vision statement together with this document should enable us to provide guidance and support as and when necessary. This policy applies to all employees, helpers and visitors to school.

### **Aims of the Safeguarding Policy**

- To raise pupil awareness and, through the curriculum, build confidence to ensure their own protection.
- To develop informed relationships with parents in which they understand the responsibility of the school with regard to child protection.
- To be vigilant in cases of suspected child abuse by recognising signs and symptoms and following school procedures.
- To carefully monitor all concerns especially those children considered to be at risk.
- To keep confidential records of pupil progress (in a separate file to other records) and use to inform relevant agencies and authorities as and when appropriate.
- To develop a co-ordinated approach to child protection by developing effective links with outside agencies/support agencies and by keeping abreast of local initiatives.
- To keep all staff employed by the school and regular visitors, including willing helpers, fully informed of the policy and any changes to legislation etc which may affect management of pupils.
- To ensure that all staff are themselves protected against allegations of child abuse by keeping them fully aware of the procedures charted in Safeguarding guidance and other subsequent documents.
- To provide appropriate child protection training for staff and to fulfil statutory requirements regarding named persons etc.

The school fully recognises the contribution it can make to protect and support those children in our care by preventing any kind of harm.

We recognise that for children, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult all help. We will therefore:

- Maintain an ethos in which all children feel secure and valued as individuals
- Ensure that children know there are adults in school whom they can approach if they are worried or in difficulty. In the first instance this would normally be the classteacher, but other members of staff may be approached.
- Include in the curriculum activities and opportunities which equip children with the skills they need to keep safe. PSHCE, RE, assemblies and circle time are used for this purpose. Included in the programmes are activities which will help the children to develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting.

Safeguarding our pupils is the responsibility of all the adults in our school and local community. Schools do not work in isolation and liaise and co-operate with a range of agencies including Social Services, the Police, school nurse, PWO and other LA agencies.

The school's LA contact is **Natasha Armstead** (Pupil Welfare Manager)

The Designated Safeguarding Lead is the **Headteacher / Mrs H Newbery**

The Designated Safeguarding Governor is **Mr Ian Clare**

Staff are regularly informed and updated about issues and procedures and willing helpers, newly appointed staff and other temporary staff are informed of this policy. The Governors are updated through their meetings and reports from the Safeguarding Governor and fulfil their roles appropriately.

## **Child Abuse**

Child abuse can take a variety of forms including: emotional, physical, sexual, neglect and exposure to violence.

- (i) **Physical abuse:-** May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing deliberate physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. This is commonly known as Fabrication/Induced Illness. Sometimes a single traumatic event may constitute physical harm to a child. In other cases, the harm is caused by repeated less severe assaults. In themselves, each of these assaults may be relatively minor. Together however, they identify the severity of risk that the child faces. Physical abuse can lead directly to neurological damage, disability and in extreme cases, death.
- (ii) **Emotional abuse:-** The persistent ill treatment or rejection 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 in so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed. It may involve causing children to feel afraid or in danger, or involve the exploitation or corruption of children. Emotional abuse is involved in all types of ill treatment of a child, although it may occur alone. Emotional abuse has an important impact on a developing child's mental health. It can be especially damaging in infancy. Violence in the home, adult mental health problems and parental substance misuse may be features in families where children are exposed to such abuse.
- (iii) **Sexual abuse:-** Involves forcing or enticing a child or young person under the age of 18 years, 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 or non-penetrative acts. They may include noncontact 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. 7 Disturbed behaviour including self-harm and depression have been linked to sexual abuse. Its adverse effects may endure into adulthood. The severity of impact is associated with the extent of premeditation, the degree of threat, sadism and bizarre or unusual elements.
- (iv) **Neglect:-** The persistent failure to meet a child's basic physical and/or psychological needs is likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, 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.
- (v) **Domestic Violence:-** The harm children suffer by seeing or hearing the ill treatment of another mainly in the home. Children can suffer serious long term damage through living in households where domestic violence and abuse takes place even though they themselves have never been directly harmed. Extended and/or regular exposure to domestic violence can have a serious impact on a child's developmental and emotional well-being despite the best efforts of the parent who is on the receiving end of it to protect the child. See Appendix 1 for further clarification We are aware of other factors that affect children's vulnerability: such as abuse of disabled children, fabricated or induced illness, child abuse linked to beliefs in spirit possession, sexual exploitation of children, such as, through, internet abuse and Female Gender Mutilation that may affect or may have affected children and young people using our provision.

We may also need to protect children from bullying, racist/disability abuse, radicalisation, CSE, FGM, impact of modern technology, fabricated illness, poor parenting and other issues which pose a risk.

(See Prevent Duty, FGM Duty and Online Safety Policy.)

### **Female Genital Mutilation (FGM)**

All staff have been made aware to the possibility of a girl being at risk of FGM, or already having suffered FGM.

**Indicators:** There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place can be found in Multi Agency practice Guidelines.

**Actions:** If staff have a concern they should report to the Designated Safeguarding Lead in School who will activate local safeguarding procedures. The school is aware that from October 2015 mandatory reporting commences and as members of staff in education we must report cases or suspected cases of FGM to the police (call 101).

Further Government guidance can also be found at:

**<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>**

### **Preventing Radicalisation**

Preventing violent extremism by countering the ideology of extremism and by identifying those who are being drawn into radicalism has for some time formed part of our approach to safeguarding. The Counter-terrorism and Security Act 2015 (CTSA 2015) and the Prevent Duty advice for Schools (June 2015) now imposes a duty on a wide range of bodies including all schools. All staff are appropriately trained to look out for signs of radicalization and are aware of the process for making referrals to Channel:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/425189/Channel\\_Duty\\_Guidance\\_April\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf)

The panel that reviews and refers individuals to programmes to challenge extremist ideology. As a school all referrals will be discussed with the Designated Safeguarding Lead first and then s/he will make the referral.

## Procedures

At Anchorsholme Academy we follow the procedures and guidelines issued by the LA together with key statutory and non-statutory guidance.

- “Working Together To Safeguard Children” (2015)
- “Keeping Children Safe In Education” (2015)
- “What To Do If You Think A Child Is Being Abused” (2015)
- “Information Sharing” (2015)

Pastoral concerns and/ or care issues are raised by staff as and when they occur. These are reported to the DSL and recorded on a chronology so events can be monitored. A GIR should be started.

Serious concerns or disclosures are reported directly to the DSL as soon as they become apparent and are recorded on the “Note of Concern” sheet. The DSL will establish the basic facts, discuss with parents/carers and call social care for advice if necessary. **If a child is in immediate danger or is at risk of harm, it will be referred to children’s social care and/or the police.**

Parents are informed of the school’s duties and responsibilities under the procedures in the school brochure, which is updated annually.

## Training and Support

The Designated Child Protection/Safeguarding Lead and Governor attend training relevant to their role. Both teaching and non-teaching staff have completed on-line Safeguarding Level 1 courses. Training is arranged periodically within the school’s INSET programme so that newly appointed staff receive initial training and long-standing staff are updated at least every 2 years. Newly appointed staff are informed of the policy and procedures during induction and issues are raised and addressed at staff meetings. All staff are made fully aware of the documentation relevant to their own protection and union advice is available.

(The most recent training was October 2014: online training. Also input around Prevent was given by the newly appointed LA Safeguarding Officer. Our Deputy Head, Mr Andrew Hurley is a CEOP trainer.)

## Confidentiality

Confidentiality is an issue which is discussed and fully understood by all who work in our school. The Governors are also fully aware of its importance, particularly when working with or discussing safeguarding issues. Volunteer helpers are informed of this policy and the need for confidentiality by word of mouth.

**It is the school’s policy that there can be NO SECRETS between a member of staff and a child.**

Confidential records of pupil concerns are kept in a secure location by the designated lead and are used to inform other professionals if required.

**Parents DO NOT have access to safeguarding information.**

### **Records and Monitoring**

(see above)

Any records of a safeguarding nature are kept separately from the child's other records. The Headteacher, DSL, and the classteacher are the only persons with access to these records. Appropriate agencies are supplied with the information through the DSL/Headteacher.

The Headteacher, DSL and appropriate members of staff will be aware of the fact that a child is being monitored.

If a child who has such records leaves the school, the Headteacher / DSL will deal with all aspects of record transfer ensuring confidentiality.

### **Supporting Pupils at Risk**

We recognise that children who are suffering abuse or witnessing violence may find it difficult to develop a sense of self-worth or view the world in a positive way. The school may be the only stable, predictable element in their lives. Their behaviour may change. They may be challenging, defiant or withdrawn. We try to support such a pupil through:

- Encouraging self-esteem and motivation (see PSHE, RE and other policies)
- Creating an ethos which promotes a positive, supportive and secure environment and which gives all pupils a sense of being valued (see mission statement, aims etc)
- The implementation of the school's behaviour management, discipline and anti-bullying policy (see policy)
- Regular liaison with other professionals who support the pupil and his/her family
- The development and support of a responsive, knowledgeable staff who can respond appropriately
- Our policy and practice with regard to bullying (see policy)

We recognise that statistically, children with emotional and behavioural difficulties and disabilities are most vulnerable to abuse. Those staff who work with any children in school who have a particular, or multiple difficulties, are trained to be sensitive to their needs.

### **Accusation of Abuse by Staff**

Any allegations made against a member of our school staff will always be dealt with by the Headteacher who will act according to the recognised procedures. In the case of an accusation being made against the Headteacher, the designated Governor and the Governor's panel will act.

## Anchorsholme Primary School: Agreed Child and Staff Protection Procedures

*The following matters are designed to protect children and staff members from allegations. They are discussed periodically and newly appointed members are directed to them.*

- 1) We discourage pupils from sitting on our knees unless they are obviously distressed and are in need of comfort. If this is necessary please ensure that another adult is in the room.
- 2) Infant pupils may need the comfort of a hand being held. We do so only when necessary, not as an accepted playground activity etc.
- 3) In circumstances where a child has to remove underwear, they do so themselves.
- 4) If a child has badly soiled clothing due to an accident or illness we do not leave the child in a distressed or uncomfortable state. A member of staff will help the child to clean and change himself **but will do so with a 2<sup>nd</sup> member of staff being present.** The child's parent will be informed of the incident immediately. Soiled clothes will be bagged and given to the parent when they collect the child.
- 5) When a child has a minor accident they will be provided with clean underwear and the soiled garment will be bagged to take home. They will change themselves. A member of staff will supervise this **with a 2<sup>nd</sup> member of staff being fully aware of the situation.**
- 6) Age appropriate assistance with fastenings etc will be given. Children are encouraged to help each other in the classrooms and parents are asked to help their children learn how to tie and fasten. Staff help with unusual items e.g. Christmas costumes.
- 7) Any child with special needs will be helped to change / dress etc. We will first obtain written approval of this from the parent e.g. at the swimming pool.
- 8) It is sometimes necessary for a member of staff to have a quiet, 1 to 1 discussion with a child. This will not take place behind closed doors and another member of staff will be made aware of the meeting. If the conversation is of a highly personal nature, a second member of staff will be asked to be present.
- 9) We actively discourage the use of slang terms eg kids. We address pupils as children and expect all our visitors to do so.
- 10) We expect all our staff to use professional modes of address when speaking to each other in the presence of children. Visitors are expected to comply with this.
- 11) It is our policy that there be no secrets between a child and a member of staff.
- 12) When at the swimming pool we only enter the mixed sex changing room after indicating loudly that we are about to do so. This may be deemed necessary if a child's personal safety is considered to be at risk or the noise level is such that it is thought to indicate disruption etc. We will always act in the best interests of the children but must maintain our own personal integrity and safety.

(See LA Intimate Care Policy)