



Safeguarding and Child Protection Protocol

Peckover Primary

September 2020

INTRODUCTION

Peckover Primary School fully recognises the responsibility it has under section 157 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

Although the school follows the Brooke Weston Safeguarding Policy to fulfil statutory requirements, the school has additional procedures in place to safeguard the welfare of pupils.

There are four main elements to our protocol:

PREVENTION through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos

PROCEDURES for identifying and reporting cases, or suspected cases, of abuse. The definitions of the four categories of abuse are attached (see Appendix A)

SUPPORTING VULNERABLE CHILDREN those who may have been abused or witnessed violence towards others.

PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN

Our protocol applies to all staff, paid and unpaid, working in the school including Governors. Teaching assistants, Mid-day supervisors, Secretaries as well as Teachers can be the first point of disclosure for a child. Concerned parents/carers may also contact the school and its Governors. [Please see Safer Recruitment Policy]

PREVENTION/EARLY INTERVENTION

We recognize that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children. We believe in prevention above all else.

The school will therefore:

Establish and maintain an environment where children feel safe in both the real and the virtual world and are encouraged to talk and are listened to.

- **Curriculum.**
 - Weekly 'circle time 'Time to be Proud' sessions to ensure pupils have the opportunity to discuss these issues.
 - The school teaches PSHE, in which we include in the curriculum activities and opportunities which equip children with the skills they need to stay safer from abuse both in the real and the virtual world and information about who to turn to for help
 - Nurture groups to support and build self-esteem of identified pupils.

- Ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate. There is a designated welfare team.
 - Mrs Fletcher : lead Teacher for safeguarding
 - Mrs Tombleson: Our key Pastoral Worker. Children having particular issues should be referred to Mrs Tombleson who will provide pastoral support and possibly contact families to support them. Mrs Tombleson who will support children on a 1-1 basis through Emotional Literacy Support groups or through planning and leading Nurture groups.
 - Mrs Howell: Pastoral Worker, leading nurture groups.
 - Mrs Drake: Nurture Forest Schools club
 - Mrs Norman [Principal] and Mrs Kendal [Vice-Principal], Mrs McGovern, Mrs Stiles and Miss Salter are also Designated Safeguarding leads for the school.
 - Mr David Oliver: Safeguarding Governor
 - Mrs Helen Foad: Attendance Officer
 - Mrs Lesley high EWO LA
 - Nicola Bridge: Early intervention Family Worker

- Identify key children at risk through:
 - Daily meetings between inclusion team and weekly meetings with SLT.
 - Termly local authority referral meetings
 - Daily attendance communication
 - The Attendance Officer will attend weekly DP meetings to ensure that all attendance information is relayed and problems noted.
 - Use of CPOMS to audit Safeguarding and look for patterns in behaviour.

PROCEDURES

We will follow the procedures set out in the Cambridgeshire Local Safeguarding Children Board "Core Inter-Agency Procedures". A copy of these procedures can be found on the LSCB website www.cambslscb.org.uk

The Designated Senior Member of Staff for Child Protection is Carrie Norman
The following members of staff have also received the Designated Person training
- Esther Fletcher, Louise Tombleson, Charlotte Salter, Nicola Howell, Teresa Stiles, Kate Kendal and Sam McGovern
The nominated Governor for Safeguarding and Child Protection is David Oliver

The school will:

- Ensure there is a designated senior person who has lead responsibility for child protection in the school and has undertaken, as a minimum, the 2 day child protection training course written by The Education Child Protection Service
- Ensure that this training is updated every two years in accordance with Government guidance;
- Recognise the importance of the role of the designated person/s and ensure they have the time, training and support necessary to undertake their duties;
- Ensure every member of staff, paid and unpaid, and the Governing Body knows who the designated members of staff are and the procedures for passing on concerns.
- Ensure every member of staff, paid and unpaid, and the Governing Body knows what the contingency arrangements are for when the designated members of staff are not available.
- Ensure that the designated members of staff take advice from a child protection specialist when managing complex cases. The Designated Persons have access to both the Advice Line run by the Education Child Protection Service and Social Care for 'what if' conversations. The Emergency Duty Team (out of hours) is also available (see Useful Contacts, Appendix B)
- Ensure that designated members of staff attend regular Child Protection core group meetings and Conferences, or send an up to date report.

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Ensure every member of staff and every Governor knows:

- the name of the designated person/s and their role;
- how to pass on and record concerns about a pupil
- that they have an individual responsibility to be alert to the signs and indicators of abuse and for referring child protection concerns to the Designated Person/s.
- where to find the Core Inter - Agency Procedures on the LSCB website

Provide Child Protection training for **all** staff from the point of their induction which is updated every year at a minimum, so that they are confident about:

- the school's legislative responsibility
- their personal responsibility
- the school's policies and procedures
- the need to be alert to the signs and indicators of possible abuse
- the need to record concerns
- how to support and respond to a child who tells of abuse

Provide for parents, if requested, a copy of the school's Safeguarding and Child Protection Protocol.

Liaison with Other Agencies

Peckover Primary has close relationships with other agencies including:

- Termly Local Authority Referral meetings
- Buy in of EWO
- Weekly buy in of 'Early Intervention Family worker'
- EHA process used rigorously to ensure inclusion of services and agencies. • Close links with local schools and nurseries
- Inclusion of school nurse when necessary.

The school will:

- work to develop effective links with relevant services to promote the safety and welfare of all pupils.
- co-operate as required with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups.

Notify the local Social Care team immediately if:

- it should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently);
- there is an unexplained absence of a pupil who is subject to a Child Protection Plan
- there is any change in circumstances to a pupil who is subject to a Child Protection Plan

Record Keeping

The school keeps clear, detailed, accurate, records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately; these are kept on an online platform CPOMS. This allows for easier transfer of information to other agencies and Secondary schools and a more efficient and effective way to keep detailed records. The Principal audits the CPOMS records regularly.

All relevant child protection records are sent to the receiving school or establishment when a pupil moves schools in accordance with the Education Child Protection Record Keeping Guidance.

Confidentiality and information sharing

The school will:

- ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from a senior manager or Social Care Team as required.*
- **Information sharing: Guidance for practitioners and managers** is available from Department of Education. www.education.gov.uk
- Ensure that the Principal or Designated Person will only disclose any information about a pupil to other members of staff on a 'need to know' basis.
- make all staff aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- ensure staff are clear with children that they cannot promise to keep secrets.

Communication with Parents/Carers

DP's take advice from the contact centre as to whether parents are informed of referrals or not.

SUPPORTING VULNERABLE CHILDREN

We recognise that abuse or witnessing violence may have an adverse impact on those children which may last into adulthood without appropriate intervention and support.

This school 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 become withdrawn.

We recognise that some vulnerable children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.

The school will support the pupil through:

- An ethos that actively promotes a positive, supportive and safe environment and values the whole community.
- A dedicated pastoral team who focus on early intervention to support vulnerable children.
- Nurture groups to support the emotional well-being and social development of vulnerable children.
- Targeted Emotional Literacy Support from a trained ELSA.
- Liaison with other agencies which support the pupil such as Social Care, Child and Adolescent Mental Health Services, CHUMS, Cambridgeshire Sexual Behaviour Service or Locality Teams.
- A commitment to develop productive and supportive relationships with parents/carers with appropriate signposting to external agencies.
- Recognition that children living in a home environment where there is domestic abuse, drug or alcohol abuse or mental health issues are vulnerable and in need of support and protection; they may also be young carers;
- Monitoring and supporting pupil's welfare, keeping records and notifying Social Care in accordance with the Cambridgeshire Local Safeguarding Children Board "Core Inter - Agency Procedures".
- When a pupil who is subject to a child protection plan leaves, information will be transferred to the new school immediately. The Child Protection Review Manager and Lead Social Worker from Social Care will also be informed.

Drug Use and Child Protection

The discovery that a young person is using illegal drugs or reported evidence of their drug use is not necessarily sufficient in itself to initiate child protection proceedings but the school will consider such action in the following situations:

When there is evidence or reasonable cause:

- to believe the young person's drug misuse may cause him or her to be vulnerable to other abuse such as sexual abuse;
- to believe the pupil's drug related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults;
- where the misuse is suspected of being linked to parent/carer drug misuse.

Children of Drug Using parents/carers

Misuse of drugs and/or alcohol is strongly associated with significant harm to children, especially when combined with other features such as domestic violence. When the school receives information about drug and alcohol abuse by a child's parents/carers they will follow appropriate procedures.

This is particularly important if the following factors are present:

- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children
- Children exposed to unsuitable caregivers or visitors, e.g. customers or dealers
- The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour
- Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance
- Disturbed moods as a result of withdrawal symptoms or dependency
- Unsafe storage of drugs and/or alcohol or injecting equipment
- Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child
- Poor attendance of child due to parents inability to bring child to school.

Parents arriving at school under the influence of drink or drugs will not be allowed to collect their children.

Domestic Abuse

Where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships.

Following notification of D.V. the Principal will inform the class Teacher and pastoral team who will work with young people affected to support their emotional well being and put safety plans into place where necessary. Inclusion Manager as a trained Domestic Violence Lead will offer support to the parent/family.

Peer on Peer Abuse

Staff are made aware of Peer on Peer abuse during annual safeguarding training. The different forms peer-on-peer abuse can take, such as:

- **Sexual violence and sexual harassment**
- **Physical abuse**
- **Sexting (the policy should include the school's approach to this)**
- **Initiation/hazing-type violence and rituals**
- **Coercion or controlling behaviour.**

Staff should report any changes to pupils demeanour and log concerns via CPOMS

PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN

Please see 'Safer Recruitment' policy

5.0 OTHER RELATED POLICIES

The following members of staff are trained in 'Step on':

Carrie Norman - Principal

Louise Tombleson - Inclusion manager

However, any member of staff may intervene as stated above.

Anti-Bullying

Our protocol on anti-bullying is set out in a separate document and is reviewed annually by the Governing Body. We expect staff to acknowledge that to allow or condone bullying, in the real or virtual world constitutes a lack of duty of care which may lead to consideration under child protection procedures.

Racist Incidents

Our protocol on racist incidents is set out in a separate document and is reviewed annually by the Governing Body. We acknowledge that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

Health and Safety

Our Health and Safety policy is, set out in a separate document, is reviewed annually by the Trust Governing Body. We use Evolve to risk assess school trips

E-Safety and Acceptable Use

Our policies on e-safety and acceptable use, set out in a separate document, are reviewed annually by the Trust Governing Body. They reflect the balance needed between the exciting opportunities offered by the internet and other technologies and the need for pupils and staff to keep themselves safe and deal sensibly with risk.

Intimate Care Protocol

Our protocol on the use of intimate care is set out in a separate document. All children requiring intimate care will have a intimate care plan in place which is reviewed regularly.

GOVERNING BODY CHILD PROTECTION RESPONSIBILITIES

The Governing Body fully recognises its responsibilities with regard to child protection and safeguarding and promoting the welfare of children.

It will:

- consider nominating a Governor for safeguarding and child protection who will monitor the school's compliance with statutory requirements and practice and champion child protection issues;
- ensure an annual report is made to the full Governing Body, and copied to the Education Child Protection Service.
- ensure that this Safeguarding and Child Protection protocol is annually reviewed and updated and shared with staff.

Extended Schools and Before and After School Activities

If the Governing Body provides extended school facilities or before or after school activities directly under the supervision or management of school staff, the school's arrangements for child protection as written in this protocol shall apply.

Where services or activities are provided separately by another body the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

This protocol will be reviewed September 2021.....

Signed by the Principal /Chair of Governors

Appendix A

Four categories of 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.

Neglect - 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.

It may occur during pregnancy as a result of maternal substance misuse.

It may involve the neglect of or lack of responsiveness to a child's basic emotional needs.

It also includes parents or carers failing to:

- Provide adequate food, clothing and shelter including exclusion from home or abandonment
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision including the use of inadequate care-givers
- Ensure access to appropriate medical care or treatment

Emotional Abuse - Is the persistent emotional maltreatment so as to cause severe and adverse effects on a child's emotional development.

It may involve conveying to a child that they are:

- Worthless
- Unloved
- Inadequate
- Valued only insofar as they meet another person's needs

It may include:

- not giving the child opportunities to express their views
- deliberately silencing them
- 'making fun' of what they say or how they communicate

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It may also feature age or developmentally inappropriate expectations being imposed on children including:

- interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning
- preventing participation in normal social interaction

It may involve:

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger
- The exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment although it may occur alone.

Sexual Abuse - involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

This may involve:

- physical contact including assault by penetration (e.g. rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities involving:
 - children in looking at, or in the production of, sexual images,
 - children in watching sexual activities
 - or encouraging children to behave in sexually inappropriate ways
- grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Useful Contacts

Education Child Protection Service Advice Line Tel: 01223 703800

Cambridgeshire Direct Contact Centre (Social Care) Tel: 0345 045 5203

Emergency Duty Team (Out of hours) Tel: 01733 234724

Police Central Referral Unit Tel: 01480 847743

Cambridgeshire Local Safeguarding Children Board - Safeguarding Inter-Agency Procedures
www.cambslscb.org.uk

Managing an Allegation Against a Member of Staff in your Establishment

Appendix C

