

## **SAFEGUARDING PUPILS POLICY**

Lydalls Nursery School recognises its responsibility for Safeguarding and Child Protection.

### **DEFINITION**

"Everyone in the education service shares an objective to help keep children and young people safe by contributing to

- Providing a safe environment for children and young people to learn in education settings; and
- Identifying children and young people who are either suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting."

Safeguarding Children and Safer Recruitment - Every Child Matters Change for Children DfES January 2007

### **AIMS**

1. We believe that every child has the right to feel safe and protected from any form of abuse.
2. We aim to provide an environment which enables the development of a strong sense of self. We work together in partnership with parents and other agencies to achieve this.
3. We are active in our commitment to promote the safety and welfare of our children.
4. We aim to work together in partnership with parents and other agencies to ensure the welfare of each child.

### **OBJECTIVES**

1. To develop awareness in all staff of the need for child protection and their responsibilities in recognizing and responding to abuse.
2. To establish standards of expected behaviour for pupils, adults, and staff, based on respect for other people.
3. To have clear systems in place and to inform staff, pupils and parents of what action should be taken and which agencies need to be involved in responding to their concerns.

## GUIDELINES

This policy applies to all staff, governors and volunteers working in school and focuses on five main elements;

1. Staff recruitment and selection - ensuring that all staff (including volunteers) who have unsupervised access to children, have been appropriately checked for their suitability through the CRB procedure.
2. Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
3. Developing and implementing procedures for identifying and reporting cases, or suspected cases of abuse. Supporting children who have been abused in accordance with his/her child protection plan.
4. Establishing a safe and nurturing environment free from discrimination or bullying where children can learn and develop happily.
5. Recognising that because of the day-to-day contact with children, school staff are ideally placed to observe the outward signs of abuse.

Staff in school will therefore:

- Report any inappropriate behaviour / activities to designated staff member.
- Establish and maintain an environment where children feel secure, encouraged to talk and are listened to.
- Ensure that children know that they can approach any of the adults in school if they are worried and they will receive a consistent supportive response.
- Include in the curriculum opportunities for children to develop the skills they need to recognise and stay safe from abuse.

Staff at Lydalls Nursery School will follow the Oxfordshire Safeguarding Children Board Procedures in all cases of abuse, or suspected abuse, (these can be found at [www.oscb.org.uk](http://www.oscb.org.uk)). They will:

- Ensure that we have a designated teacher for child protection (and inform the Safeguarding Team Administrator when this changes, on 01865 810515).
- At Lydalls Nursery School the designated teacher is the Headteacher, Claire White. She will work closely with staff and governors to ensure all requirements for safeguarding are met, she will also provide a safeguarding report to governors each year in the summer term.

- Ensure that the designated teacher receives appropriate training and that this training is disseminated to all others in the school, (contact the OSCB for more details on training: 01865 815843)
- Ensure that the governors of Lydalls Nursery School are aware of their responsibility to safeguard the welfare of pupils in the school.
- Ensure that every member of staff, (including volunteers and governors) knows who the designated teacher is and where to find them to pass on information.
- Ensure that all staff and volunteers understand their responsibilities in being alert to, and acting appropriately in, cases of abuse or suspected abuse.
- Ensure that parents understand the school's responsibilities in relation to child protection by setting out these obligations in the school prospectus.
- Inform the duty social worker at the Assessment Team if a pupil, who is subject to a Child Protection Plan, has unexplained absence of more than 2 days.
- Establish and maintain links with relevant agencies and co-operate as required with enquiries of a child protection nature.
- Ensure that where possible appropriate staff attend case conferences on children in the school.
- Keep accurate written records of concerns on children even where referral is not appropriate immediately.
- Ensure that all child protection records are kept secure and confidential and separate from the main pupil file.

#### Recruitment and selection of staff

- Ensure that all staff/volunteers are selected and recruited by going through appropriate checks and following the county safer recruitment guidelines. All procedures will be recorded to evidence that these guidelines are adhered to. Safer Recruitment Training can be accessed at:  
<http://www.cwdcouncil.org.uk/safeguarding/safer-recruitment>
- Ensure that all staff, governors and volunteers understand that there is a procedure to be followed in dealing with child protection allegations made against teaching and non-teaching staff. This procedure must be followed on all occasions. All staff should be made aware of this process.
- Ensure all records are kept securely; separate from the main pupil file, in locked locations.
- Follow the county guidance on reporting and tracking lost pupils.

- Ensure that this policy on Safeguarding is reviewed annually and is in line with Oxfordshire County Council's policy.
- Ensure safe recruitment practices are always followed, in line with county policy.

We recognise that children who are abused, or witness violence, may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school, their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum.
- The school ethos, which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The School Behaviour Policy, which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as Social and Health Care, Education Social Work Service and Educational Psychology Service.
- Ensuring that, when a pupil subject to a Child Protection Plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

It is noted that the provisions of the Education Act place a general duty on our school to provide for the welfare of children in our care and, as such, staff will adhere to other related school policies and procedures these include:

Behaviour Policy including physical intervention and handling Policy  
 Allegations procedures  
 Missing pupil guidance  
 One to one working  
 Photographing children  
 Safeguarding responsibilities  
 Children not collected procedures  
 Transporting children  
 Personal care policy  
 Safer recruitment guidelines

## Child Protection Allegations Against Staff

A distinction should be made between the process for dealing with concerns about possible abuse of a child outside of the school environment and allegations of a child protection nature against a member of the school community. In cases of allegations against school staff or volunteers, designated staff, Headteacher (or Chair of Governors in cases of allegations against the Headteacher) should always make contact with the Local Authority designated officer (LADO) before taking further action. In Oxfordshire contact should be made with Barry Armstrong, Local Authority Designated Officer (01865 815956) or Rebecca Melmoth, Safeguarding Co-ordinator (01865 815186).

## Role of the Governing Body

The governors of Lydalls Nursery School undertake the regularly review both safeguarding related policy and procedures that operate in our school.

Governors have a crucial role in monitoring and challenging school staff on the effectiveness of safeguarding arrangements and will report to the Local Authority annually on these safeguarding arrangements (see schools annual safeguarding report).

## Child Protection Procedures in Lydalls Nursery School

All staff have a responsibility for action in cases of suspected child abuse. This document outlines the procedures which should be followed if any member of staff suspects a student is being abused, or if a disclosure is made.

**Immediate action is required where there is suspicion of abuse and written records must be made at each stage of process**

All teachers are asked to be alert to possible physical or emotional problems being experienced by students in all Key Stages.

**If a student asks to speak to you about a problem do *not* promise confidentiality, but explain that it may be necessary to consult a senior colleague.**

## Categories of Abuse

The table below outlines the four main categories of abuse as defined by the Department of Health 'Working Together to Safeguard Children' document 2006. Staff should be aware that the possible indicators are not definitive and that some children may present these behaviours for reasons other than abuse.

Type of Abuse	Possible Indicators
<p><b>Neglect</b> The persistent failure to meet a child's basic physical and psychological needs which is likely to result in serious impairments to their health and development. This may involve a parent or carer failing to provide food, shelter, clothing or a failure to protect from physical harm or danger or allow access to medical treatment.</p>	<p>Obvious signs of lack of care including</p> <ul style="list-style-type: none"> <li>• Problems with personal hygiene</li> <li>• Constant hunger</li> <li>• Inadequate clothing</li> <li>• Emaciation</li> <li>• Lateness or non-attendance at school</li> <li>• Poor relationship with peers</li> <li>• Untreated medical problems</li> <li>• Compulsive stealing and scavenging</li> <li>• Rocking, hair twisting, thumb sucking</li> <li>• Running away</li> <li>• Low self-esteem</li> </ul>
<p><b>Physical Injury</b> Actual or likely physical injury or failure to prevent physical injury or suffering to a child including hitting, shaking, throwing, burning or scalding, deliberate poisoning, suffocation or Munchausens syndrome by proxy.</p>	<p>Physical signs that do not tally with the given account of occurrence/conflicting or unrealistic explanations of cause/repeated injuries/delay in reporting or seeking medical advice.</p>
<p><b>Sexual Abuse</b> Forcing or enticing a child to take part in sexual activities, whether or not they are aware of what is happening. May involve physical contact, penetrative or non-penetrative acts and also includes involving children in watching pornographic material or watching sexual acts.</p>	<ul style="list-style-type: none"> <li>• Sudden changes in behaviour</li> <li>• Displays or affection which are sexual and age inappropriate</li> <li>• Tendency to cling or need constant reassurance</li> <li>• Tendency to cry easily</li> <li>• Regression to younger behaviour - eg thumb sucking, acting like a baby</li> </ul>

	<ul style="list-style-type: none"> <li>• Unexplained gifts or money</li> <li>• Depression and withdrawal</li> <li>• Wetting/soiling day or night</li> <li>• Fear of undressing for PE</li> </ul>
<p><b>Emotional Abuse</b> The actual or likely adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill treatment or rejection.</p>	Rejection, Isolation, child being blamed for actions of adults, child being used as carer for younger siblings, affection and basic emotional care giving/warmth persistently absent or withheld.

## Dealing with Disclosures

### RECEIVE

Always stop and listen straight away to someone who wants to tell you about incidents or suspicions of abuse. Listen quietly and actively, giving your undivided attention. Allow silences when needed. Do not show shock or disbelieve but take what is said seriously.

### REASSURE

Stay calm, no judgements, empathise. **Never make a promise that you can keep what a child has said a secret.** Given reassurance that only those who need to know will be told. Reassure the young person that they were right to tell you.

### REACT

React to the student only as far as is necessary for you to establish whether or not you need to refer this matter, but don't interrogate for full details.

Don't ask leading questions - keep the open questions eg 'is there anything else you want to say?'

Do not criticize the perpetrator; the student may have affection for him/her.

Explain what you will do next - inform designated teacher, keep in contact.

### RECORD

If possible make brief notes about what they are actually telling you at the time. Keep these notes, however rough they are. If you are unable to make notes at the time write down what was said as soon as you can.

Try to record what was actually said by the student rather than your interpretation of what they are telling you.

Record the date, time, place and any noticeable nonverbal behaviour.

## **REPORT**

Report the incident to the designated teacher and do not tell any other adults or students what you have been told.

**Never attempt to carry out an investigation of suspected abuse by interviewing the young person or any others involved. This is a highly skilled role and any attempts by yourself could affect possible criminal proceedings.**

## **Record Keeping**

The designated person (Claire White) for child protection is responsible for ensuring that the necessary paperwork is completed and sent to the relevant people and stored in a safe and confidential place.

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Next review due Spring 2011