

## **Child Safeguarding Policy and Procedures**

Canbury fully recognises its responsibilities for child safeguarding.

Our policy applies to all staff, governors and volunteers working in the school. There are five main elements to our policy:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child safeguarding issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with his/her agreed child safeguarding plan.
- Establishing a safe environment in which children can learn and develop.

We recognise that because of the daily contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

### **Recognising Child Abuse**

#### **Physical 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 feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. This situation is commonly described using terms such as fictitious illness by proxy or Munchausen syndrome by proxy.

#### **Signs of Physical Abuse**

- Unexplained injuries or burns, particularly if they are recurrent.
- Improbable excuses given to explain injuries.
- Refusal to discuss injuries
- Admission of punishment which appears excessive.
- Bald patches.
- Withdrawal from physical contact.
- Arms and legs kept covered in hot weather.
- Fear of returning home
- Fear of medical help.
- Self-destructive tendencies;
- Aggression towards others.
- Running away

## **Emotional Abuse**

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

### **Signs of Emotional Abuse**

- Physical, mental and emotional development lags.
- Admission of punishment which appears excessive.
- Over-reaction to mistakes.
- Continual self-deprecation.
- Sudden speech disorders.
- Fear of new situations.
- Inappropriate emotional responses to painful situations.
- Neurotic behaviour, rocking, hair-twisting, thumb-sucking.
- Self-mutilation.
- Fear of parents being contacted.
- Extremes of passivity or aggression.
- Drug/solvent abuse.
- Running away.
- Compulsive stealing, scavenging.

## **Sexual Abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts. They may include non-contact 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.

### **Signs of Sexual Abuse**

- Sudden changes in behaviour or school performance.
- Displays of affection in a sexual way inappropriate to age.
- Tendency to cling or need constant reassurance.
- Tendency to cry easily.
- Regression to younger behaviour, such as thumb-sucking, playing with discarded toys, acting like a baby.
- Complaints of genital itching or pain.
- Distrust of a familiar adult, or anxiety about being left with a relative, a baby-sitter or lodger.
- Unexplained gifts or money.
- Depression and withdrawal.

## **Neglect**

Neglect is the persistent failure to meet a child's basic physical and or emotional needs, 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.

## Signs of Neglect

- Constant hunger.
- Poor personal hygiene.
- Constant tiredness.
- Poor state of clothing.
- Emaciation.
- Frequent lateness or non-attendance at school.
- Untreated medical problems.
- Destructive tendencies.
- Low self-esteem.
- Neurotic behaviour.
- Poor social interaction.
- Running away.
- Compulsive stealing or scavenging.

We will follow the procedures set out by the Kingston Safeguarding Services and take account of guidance issued by the Department for Education (DfE) to:

- Ensure we have a designated senior person for child protection who has received appropriate training and support for this role.
- Ensure we have a nominated governor responsible for child protection.
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child safeguarding and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child safeguarding.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child safeguarding by setting out its obligations in the school prospectus.
- Notify social services if there is an unexplained absence of more than two days of a pupil who is on the child protection register.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child safeguarding matters including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely; separate from the main pupil file, and in locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed. (See Safer Recruitment 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 services, Child and Adult Mental Health Service, education welfare service and educational psychology service.

### Supporting Pupils at Risk

This policy should be considered alongside other related policies in school. These are:

- Anti-Bullying Policy
- Special Educational Needs Policy
- Health and Safety Policy
- Equal Opportunities Policy
- Behaviour Policy
- Whistle-blowing Policy
- Safer Recruitment Policy

We comply fully with the document published by DFES called “Safeguarding Children and Safer Recruitment in Education” which came into force on 1<sup>st</sup> January 2007.

Confidentiality cannot be promised to a pupil giving evidence; staff must not ask leading questions or promise that things will get better. Staff are also reminded to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil. Staff have been instructed not to give lifts to pupils out of school hours, text pupils on mobile phones or contact pupils on social networking websites unless on official school business.

The school undertakes to report to the Secretary of State, via the Independent Safeguarding Authority, within one month of leaving the school, any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children. Such reports would contain as much evidence as possible. The school recognises that failure to make a report constitutes an offence.

The school undertakes to remedy any deficiencies or weaknesses in its child safeguarding arrangements, should they occur, without delay.

The Child Safeguarding Officers for Canbury School are the Head and the SENCO who receive Advanced Child Safeguarding Training (Level 2) every two years.

All staff receive Level 1 training on Child Safeguarding every three years.

This policy is reviewed annually by the designated Governor and Child Safeguarding Officers and monitors the efficiency with which its related duties have been discharged.