



# **Child Protection and Safeguarding Policy**

**Implemented: October 2020  
Review: October 2021**

## **1. Statement of Intent**

Skelton Primary School is committed to safeguarding and promoting the welfare, both physical and emotional, of every pupil both inside and outside the school premises. We implement a whole-trust preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

The Hope Learning Trust Safeguarding and Child Protection Policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

This policy documents any actions and information that are specific to Skelton Primary School.

## **2. Designated Safeguarding Lead (DSL)**

- Our named Designated Safeguarding Lead(DSL) with responsibility and management oversight/accountability for child protection is Hannah Smithson, Head of School.
- The DSL is supported by the following appropriately trained designated staff – Catherine Bromley and Claire Bayliss, they are responsible for co-ordinating all child protection activity.

## **3. Child Protection Records**

Skelton Primary School uses CPOMS which is an online Safeguarding Child Protection Software for schools. It allows us to securely monitor and store information for Child Protection, Safeguarding and wider student pastoral welfare in school.

All current Child Protection records are documented on CPOMS. Any written records produced prior to the introduction of CPOMs will be stored securely in a central place separate from academic records. Original paper files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation. Access to these by staff other than the Designated Staff will be restricted, and a written record will be kept of who has had access to them and when.

## **4 The Governing Body**

The Nominated Safeguarding Governors for child protection at Skelton Primary School are Nick O’Keffe and Sue Faulds.

## **5 Safeguarding Information**

### **5.1 Information for Visitors and Volunteers**

Key Safeguarding Information for Visitors and Volunteers (Appendix 1) is given to all volunteers and is displayed at various locations around school.

### **5.2 Information for Staff**

Child Protection and Safeguarding guidelines for staff (Appendix 2) is given to all new staff.

## **6 Mobile Phones**

If at all possible, all tweets will be made from school Ipads. If this is not possible, staff will use their personal mobile phones. It is agreed that as soon as a photograph has been taken and tweeted from these mobile phones the photographs will be deleted off the device.

## Appendix 1

### Key Safeguarding information for Visitors to Skelton Primary School

At Skelton Primary School, We recognise that:

- The welfare of the child is paramount
- All children, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, have the right to equal protection from all types of harm or abuse
- Working in partnership with children, young people and their parents, carers and other agencies, is essential in promoting young people's welfare

Visitors to Skelton Primary School have the same duty of care to children as school staff, and should they become concerned about a child's health and safety they must report it to the **Designated Safeguarding Lead** Hannah Smithson, in her absence concerns should be passed onto the **Deputy Designated Safeguarding Leads** Catherine Bromley and Claire Bayliss.



**Miss Smithson**



**Mrs Bromley**



**Miss Bayliss**

### Key points from Keeping Children Safe in Education (2020)

**Safeguarding and promoting the welfare of children is defined as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children have the best outcomes.**

If a child tells you that he/she is being abused or neglected, never promise them that you will not tell anyone about the allegation, as this may ultimately not be in the best interests of the child. Remain professional, maintaining the appropriate level of confidentiality, whilst at the same time ensuring you inform the Designated Safeguarding Lead, take no action yourself other than this. Do not question the child to know more as this could hinder further investigations.

No single person can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Having the knowledge of what to look for is vital to early identification of abuse or neglect. If you are unsure speak with the Designated Safeguarding Lead. Always act in the best interests of the child.

Schools their staff and visitors are an important part of the wider safeguarding system for children. This system is described in statutory guidance:

[Working together to safeguard children](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2) available at  
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

[Keeping children safe in education 2020](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) available at  
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

(NSPCC Whistleblowing Advice Line, if you have concerns about how Child Protection issues are being handled. 0800 028 0285)

## **Appendix 2**

**Child Protection and Safeguarding guidelines for staff – what do you need to know?**



### **Your responsibilities**

As a staff member at our school, you are responsible for safeguarding and promoting the welfare of every pupil.

As part of your responsibility, you must be aware of the different safeguarding concerns, how you can identify those at risk, who you need to report concerns to and how, as well as the process for making referrals and early help.

**If a pupil discloses any information to you, you have a responsibility to report this.**

You must also ensure that you read and understand Keeping Children Safe in Education (KCSIE) part 1, 2020 guidance, a copy is available

### **Types of abuse and neglect**

**Physical abuse** – a child suffers physical harm or injury, e.g. through hitting. This can also involve fabrication of an illness by their parent or family member.

**Emotional abuse** – a child receives emotional maltreatment which causes adverse effects on their development, e.g. by being told they are worthless.

**Sexual abuse** – a child is forced or enticed into taking part in sexual activities in which they do not give consent for, whether or not they are aware of what is happening.

**Neglect** – a child’s basic physical and/or psychological needs are consistently not met, resulting in serious impairment of their health or development, e.g. by providing inadequate food.

### **Other safeguarding concerns**

All staff must be aware of additional safeguarding concerns, including the following:

- Female genital mutilation (FGM)
- Forced marriage
- Child sexual exploitation (CSE)
- Radicalisation
- Peer-on-peer abuse
- Bullying, including cyber bullying
- Children missing education
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**Staff should always adopt an ‘it can happen here’ attitude towards safeguarding matters.**

### **Online safety**

The internet poses harmful risks for children through sexual grooming, abuse and exploitation, cyber bullying, sexting and access to inappropriate material.

All staff must be aware that their safeguarding responsibilities extend to protecting children from putting themselves, or others, at risk online. For more information on your responsibilities, procedures, acceptable use, and how you can ensure pupils stay safe online, refer to the school’s **E-Safety Policy**.

### **Spotting the signs**

Child abuse or neglect can manifest in many ways. Some indicators may be physical, such as marks and bruising, or evident through their appearance, such as clear weight loss. Abuse or neglect can also be presented through change in a child’s behaviour – an unwillingness to change for PE lessons, displaying aggression, becoming withdrawn or losing friendships.

If a child discloses to you that they have been subjected to abuse, or they ask for advice on matters which raise concerns, it is imperative that you act on this.

Use the following list as a guide for common indicators:

- **Physical** – unexplained or hidden injuries, lack of medical attention.
- **Emotional** – displaying younger behaviour, nervousness, sudden underachievement, attention-seeking, stealing, lying.
- **Sexual** – showing an obsession with sexual activities (through play, work, drawings, etc.), being sexually provocative, disturbed sleep, nightmares, bedwetting, secretive relationships with others.
- **Neglect** – appearing ill-cared for or unhappy, becoming withdrawn or aggressive, displaying injuries, ongoing health problems.

The above list is not exhaustive and each one should not be viewed in isolation – multiple issues often overlap each other. For more information on the indicators of specific safeguarding issues, such as FGM and CSE, refer to the **Child Protection and Safeguarding Policy**.

### **I have a concern, what do I do?**

Keeping Children Safe in Education (KCSIE) 2019 requires all schools to have a **Designated Safeguarding Lead (DSL)**. If you have a concern, you must raise it with the DSL or DDSL – Miss Smithson, Mrs Bromley or Miss Bayliss.

All concerns are logged using **CPOMs** and, if necessary, a body map.

The DSL or DDSLs will decide if the child needs to be referred to specialist or early help services. If necessary, you may refer the child to these services – you must inform the DSL as soon as possible.

If a child is in **immediate danger**, you must make a referral to Children's Social Care and/or the police **immediately**. **Make sure you know the difference between having a concern, and a child being in immediate danger.**

**Remember:** no concern is too small. Staff often have concerns or worries with little evidence, but these can often contribute to a bigger picture, adding up to a serious cause of concern alongside other information. It is vital you report even any vague worries to the DSL at the earliest stage.

### **What do I do if a child discloses information to me?**

#### **Do:**

- Treat the child as an individual, with respect and dignity.
- Be thoughtful about your language choices and tone of voice.
- Reassure them that this is the right thing to do.
- Make sure the child feels secure and inform them of your next actions.
- Make notes of your discussion, including the date and time.
- Record the discussion using the **child's own words**.
- Listen carefully and let the child finish without interrupting them.
- Make sure they know exactly what is happening next and why you need to tell another adult.

#### **Do not:**

- Promise the child you won't tell anyone.
- Ask leading questions or probe for more information – let the child tell you exactly what they choose to and no more.

### **Concerns about staff members**

Any concerns about other staff members and their safeguarding practices should be raised with the Head teacher. These will be taken seriously and thoroughly investigated.

**Useful contacts:**

Head Teacher and DSL: **Miss H Smithson**

The DDSL: **Mrs Bromley and Miss Bayliss**

Safeguarding Governor: **Mr N O’Keeffe and Sue Faulds**

Children’s Social Care: **01904 551900**

**(Option 3 to speak to a social worker).**

**Further information:** (NSPCC Whistleblowing Advice Line, if you have concerns about how Child Protection issues are being handled. 0800 028 0285)