

St John's RC Primary School



Safeguarding Handbook 2017

Introduction

This handbook has been developed for all those who work on behalf of the school, full or part time, paid or voluntary, supply staff, trainees and visitors.

The school's Safeguarding policy, describes in full the management systems and arrangements in place, to create and maintain a safe learning environment for all our children and staff. It identifies actions that should be taken to redress any concerns about child welfare. A full copy of the policy is obtainable from the school office.

Aims of the handbook

- To provide all staff with an accessible guide to necessary information, procedures and forms to enable them to meet their safeguarding and child protection responsibilities.
- To ensure new staff, temporary staff and visitors have access to information and procedures regarding the safeguarding of children.
- To ensure consistent and good practice
- To demonstrate the school's commitment to safeguard and protect pupils, parents and other partners.

Ethos

St John's R.C. Primary aims to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously. Our school implements policies, practices and procedures which promote safeguarding and the emotional and physical well-being of children, young people and staff.

Roles and Responsibilities (detailed information to be found in school policy)

The Headteacher Mrs O'Donoghue has ultimate responsibility for the safeguarding of children.

The Designated Person (DP) for safeguarding is **Mrs Y Joyce**

The second Designated Persons in the absence of Mrs Joyce are **Mrs S. Marsden and Mr Sheehan**

The Nominated governor is **Mrs A Potter**

Staff Training

It is important that all staff have training to help them recognise the possible signs of abuse and neglect and to know what to do if they have a concern. New staff and governors will receive Level 1 safeguarding training as part of their induction process, if they do not already have the certificate. This training will be renewed every three years. In addition, staff will receive annual training and receive weekly safeguarding updates in the staff briefing.

The DP and 2nd DP will update their own Level 1 training every two years and in the interim will attend Level 2 and 3 training provided by (Manchester Safeguarding Children Board MSCB.)

Supply staff and other visitors will be supplied with this handbook and be introduced to DP where appropriate.

A safeguarding training programme for the current academic year is held by the DP and Head teacher.

Child Protection Procedures

Recognising abuse

To ensure that our children are protected from significant harm, we need to understand what type of behaviour constitutes abuse or neglect. They are forms of maltreatment. Failing to act in circumstances where abuse or neglect is suspected is also a form of abuse. There are four categories.

Physical abuse

This may involve hitting, shaking, throwing, poisoning, burning, scalding, or any form of physical harm. Such harm can also be caused by a parent or carer who fabricates or falsely induce illness in a child.

Emotional abuse

This is persistent emotional maltreatment of a child, such as to cause severe and lasting adverse effects to a child's development. It may involve conveying to a child that they are worthless or unloved, inadequate or unwanted. It may manifest itself in terms of over protectiveness and attachment issues. It may involve exposure to things, material or media inappropriate to the child's age or severe bullying.

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 or what is happening.

Neglect

This is the persistent failure to meet a child's needs likely to result in impaired health or development. Failure to protect a child from harm is also neglect.

More information can be found in the school's policy and on www.manchesterscb.org.uk

Bullying/ Racist Abuse

Bullying and Racist abuse between children is not a separate category of abuse but it is very serious and can cause anxiety and distress. All incidences should be reported and will be managed through our anti-bullying/ racist abuse procedures. The subject of bullying and racism is addressed regularly through PHSE, workshops, assemblies etc. If these procedures are deemed to be ineffective or if the bullying/racist abuse is particularly serious the DP and Head teacher may consider implementing child protection procedures.

Prevent

If a child or relative is suspected of extremism or radicalisation, the school's safeguarding procedures should be followed. If a forced marriage is suspected with a child or family member then the safeguarding DP/2nd should be notified and the local police contacted on 101. If there are concerns that a child's life is in immediate danger, then the police should be contacted on 999 and the Anti- Terrorist Hotline called on 0800 789 321.

Indicators of abuse

Remember it is your responsibility to report your concerns to the Head teacher or DP. It is not your responsibility to investigate or decide if child protection procedures need implementing further.

A child who is being abused or neglected may:

- Have bruises, bleeding, burns or other physical injuries
- Show signs of pain or discomfort
- Keep arms and legs covered even in warm weather
- Be concerned about changing in public for PE etc.
- Look unkempt or uncared for
- Change eating habits
- Have difficulty making friendships or sustaining friendships
- Appear fearful
- Be reckless with regard to their own safety
- Self-harm
- Frequently miss school or arrive late
- Show signs of not wanting to go home
- Show an obvious change of behaviour
- Challenge authority
- Become disinterested in schoolwork
- Be constantly tired or preoccupied
- Seek adult attention regularly
- Be wary of physical contact
- Be more than usually knowledgeable about drugs or alcohol
- Display sexual knowledge or behaviour inappropriate for their age

Individual indicators in isolation do not provide conclusive evidence of abuse however you should still express your concerns to the DP who may have a 'bigger picture.'

Impact of abuse

The impact should not be underestimated. Many children do recover eventually, but scars (physical and emotional) will remain and many affect behaviour in adult life. Swift and early intervention on our part will reduce long term effects.

Taking action

Key points to remember:

- In an emergency take action quickly eg call 999
- Report your concern to the DP or, in their absence, the 2nd DP by the end of the school day, DO NOT DELAY
- Share information on a need to know basis only
- Complete a St John's Safeguarding incident form
- Seek support for yourself as appropriate

If you suspect a pupil is at risk

Do not analyse your feelings and observations too much. Better to seek help from the DP as soon as possible and share your concerns. You do not have to decide what action to take or whether your suspicions are correct. Your responsibility is to share your concerns, whatever they are, with the DP.

If a pupil makes an allegation to you

It takes a lot of courage for a child to make an allegation even to someone they trust. You must make it clear that you cannot keep secrets and that you must pass on information, but that you will involve the child as much as possible. Follow these guidelines:

- Allow the child to speak freely
- Remain calm and do not overreact
- Give reassuring nods or words of comfort
- Do not be afraid of silences
- Do not ever ask investigative questions
- At the appropriate time, tell the child that in order to help them you must pass the information on to (name the Head teacher/DP)
- Do not automatically offer any form of physical contact
- Do not suggest that the child should have spoken out sooner
- Tell the pupil what will happen next
- Report verbally to the DP (2nd DP or Head teacher)
- As soon as possible write up your conversation in as exact 'child speak' words as you can, on a safeguarding incident form. Sign and date it and hand it to the DP
- Seek support for yourself if needed

Notifying parents/carers

The school will normally seek to discuss concerns about a pupil with the parents. This needs to be handled sensitively. This will not happen if the school believes that notifying parents will increase the risk of significant harm. In these circumstances, advice will be sought from Manchester Children's Services

Referral

The DP/2nd DP will refer to children's services if it is believed that a pupil is suffering or is at risk of suffering significant harm. Parents/Carers may be informed that a referral is taking place unless it is believed that this will increase the risk.

Confidentiality and sharing information

All staff must understand that child protection issues require a high level of confidentiality. Staff should only discuss concerns with the Head teacher, DP or 2nd DP. That person will then disseminate information on a strictly 'need to know' basis. Such information will be handled and stored in line with the Data Protection Act 1998 thus:

- Processed for limited purpose
- Accurate
- Kept for no longer than necessary
- Processed in accordance with the data subject's rights
- Secure

Records of concerns will be kept in a locked facility and electronic items will be password protected.

Reporting directly to other child protection agencies

Staff should follow reporting procedures laid out in this handbook and the safeguarding school policy. However they may report directly to children's services, NSPCC or police if:

- The situation is an emergency and none of the designated people are available
- They are convinced that reporting directly is the only way to ensure the child's safety.

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



