

# Pleasant Street Primary School



# Safeguarding Policy

**September 2017-18**

To be reviewed September 2018

## Pleasant Street Primary School Safeguarding Policy

*'Pleasant Street Primary School pledges itself to be a place where uniqueness is celebrated and all individuals will find safety and respect for themselves, their families and their way of life.'*

### Statement of Purpose:

At Pleasant Street we are determined to ensure that all necessary steps are taken to protect children and young people from harm. The following policy establishes the school's position, role and responsibilities and clarifies what is expected from everybody employed and involved in the delivery of services (core curriculum and extended services).

The Governors and Staff of Pleasant Street adhere to the Liverpool Schools Safeguarding Charter which states Schools must:

- Work in partnership with other agencies to safeguard and promote the welfare of all children in keeping with the LSCB's 'Levels of Need Framework' to secure improved outcomes for young people.
- Ensure that safer recruitment practices and safeguarding policies and procedures set out a culture of vigilance and challenge.
- Provide induction and regular training that enable all adults to recognise signs of abuse and neglect; act in the interests of the child and maintain an attitude 'it could happen here'.
- Work collaboratively with other agencies to promote early help for young people and families before their needs escalate to a point where intervention would be needed via a statutory assessment.
- Challenge ourselves and others to ensure actions are completed in a timely way and press for reconsideration if the situation does not improve.
- Quality assure all safeguarding practices including maintaining support and oversight of the Designated Safeguarding Lead and Safeguarding Team, their actions and decisions and record keeping.
- Ensure all adults working with young people follow an agreed code of conduct that promotes safe working practices and makes responsibilities and expectations clear, including the understanding that anyone can make a referral.
- Complete any actions arising from the Local Authority's 175 Safeguarding Audit in order to ensure policies and procedures follow LSCB, Local Authority and statutory guidance.
- Implement any learning arising from serious case reviews, for example the need to listen and respond to the views of children, especially when assessing their needs.
- Provide students with a curriculum which promotes their safeguarding and enables them to maintain healthy relationships.

We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at our sites. As a school, we recognise that child abuse can be an emotive subject and therefore it is important to understand the feelings involved and not to allow them to interfere with judgment about any action that needs to be taken. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.

As such, we will ensure that:

- The welfare of the child remains paramount.
- All children whatever their age, culture, disability, gender, language, racial origin, religious beliefs and/or sexual identity have the right to be protected from harm.
- All suspicions and allegations of abuse will be taken seriously and responded to swiftly and appropriately.
- All staff (paid/unpaid) working on school premises have a responsibility to report concerns to the designated staff, namely Cherie Gilchrist, Neil Verdin and Emma Keogh.
- The vast majority of adults who work with children act professionally. However, we recognize some individuals will actively seek employment or voluntary work with young people in order to harm them. All concerns regarding any individuals' practice will be reported to the designated staff.

We have a range of supporting policies and procedures to accompany this document which have been developed in accordance with National Government and Liverpool Children Safeguarding Board. All policies and procedures are annually ratified or checked by the school's Governing Body and are regularly reviewed. These policies and procedures include our arrangements for the following areas:

- Single Central Record
- Child Protection procedures
- Safe recruitment and selection processes (including criminal record bureau (CRB), List 99 and Overseas checks and Independent Safeguarding Authority (ISA) registration)
- Delivery of safeguarding as part of the curriculum across all key stages
- Volunteers and visitors working in school
- Disqualification through Association

An additional aim of this safeguarding policy is to ensure all teaching and non-teaching staff are aware of the definitions of Abuse and Neglect as defined by the DFE: -

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

Physical abuse: a form of abuse which 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.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber-bullying), 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 maltreatment of a child, 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. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or 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.

Neglect: the 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. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer 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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

What should you do if a young person reports abuse?

- If you have observed any conditions or a pupil discloses that they are being abused, then upon receiving the information you should:
    - React calmly.
    - Reassure the child that they were right to tell, that they are not to blame and take what the child says seriously.
    - Be careful not to be deemed as putting words into the child's mouth, the easiest way of doing this is by asking questions. Allow the child to talk - ask only open questions e.g. "Can you tell me more about...." Do not press for detail, put forward your own ideas or use words that the child has not used themselves.
    - Do not promise confidentiality.
    - Inform the child/young person what you will do next.
    - Make a full and written record of what has been said as soon as possible. Record the conversation and facts verbatim in writing immediately afterwards (writing notes during the interview may put undue pressure on the child). Sign and date the report (it may be required as evidence).
    - Do not delay in passing on the information.
- The written record should include: (please use appropriate form see attached)
- The child's known details including name, date of birth, address and contact numbers.
  - Whether or not the person making the report is expressing their own concerns or those of someone else.
  - The nature of the allegation, including dates, times, specific factors and any other relevant information.
  - Make a clear distinction between what is fact, opinion or hearsay.
  - A description of any visible bruising or other injuries; also any indirect signs, such as behavioural changes.
  - Details of witnesses to the incidents.
  - The child's account, if it can be given, of what has happened and how any bruising or other injuries occurred.
  - Accounts from others, including colleagues and parents.

## Referral

When the designated named person needs to make a referral, the referral will be made to the local Social Services - Child Protection Unit tel: 0151 233 2700

In some cases, we may need to protect a child immediately- in these situations, emergency action will be taken by dialling 999. The Police are the only agency with statutory powers for the immediate protection of children.

We stress it is not our responsibility to investigate or decide whether abuse has taken place or not. However, should any concerns be raised information will be referred to the appropriate authority immediately. The best interest of the child is our paramount concern.

**Policy written by: N. Verdin**

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