



DEPARTMENT OF EDUCATION AND CHILDREN  
Rheynn Ynsee as Paitchyn  
**ASHLEY HILL PRIMARY SCHOOL**



# Safeguarding Children Procedures

**The purpose of this policy is to ensure that we properly protect the children who attend Ashley Hill Primary School.**

**It is a statutory requirement that all staff, both teaching and non-teaching, who work at Ashley Hill, read and understand this policy.**

**We aim to keep children safe by ensuring we display high standards and take all reasonable steps to protect children from harm.**

**All information, advice and procedures within this policy are taken from two key sources:**

IOM DEC Safeguarding Children Wiki: <https://www2.sch.im/groups/safeguarding/>

IOM Safeguarding Children Board website: <http://www.isleofmanscb.im/index.html>

## **Definitions**

### *Safeguarding*

Safeguarding children in educational settings includes the focus on protecting children from harm by adults, but goes beyond it to cover other functions such as:

- \* promoting good attendance at school
- \* ensuring positive and safe behaviour and eliminating bullying and other forms of harassment
- \* providing support for children with social and emotional difficulties
- \* minimising exclusions from school
- \* improving security on school sites
- \* health and safety for in-school and out-of-school activities.

### *Child Protection*

Child Protection is specifically about protecting children and young people from suspected abuse and neglect and can be summed up as follows: "Part of safeguarding and promoting welfare. This refers to the activity which is undertaken to protect specific children who are suffering or are at risk of suffering significant harm." (IOM DEC)

## **Purpose of this policy**

The purpose of this Safeguarding Policy is to set a clear protocol of action and a framework for our responsibilities and legal duties in relation to each child's welfare. The hope is to ensure a reliable and effective response in the event of any concern for a child's welfare, and to support each child and each family.

We aim to put children's needs first at all times. We hope to encourage children to be confident and assertive. We aim to develop a trusting and respectful relationship with the children in our care, so that they know they will be listened to and believed.

This Policy complies with all relevant legislation and other guidance or advice from the Isle of Man Safeguarding Children Board.

## Aims

### The aims of this policy are:

1. To support the child's development in ways that will foster security, confidence and independence.
2. To raise awareness of staff of the need to safeguard children and their responsibilities in identifying and reporting possible abuse.
3. To provide systematic means of monitoring children known to be at risk of harm.
4. To emphasise the need for good levels of communication between members of staff and parents/ carers
5. To ensure that all staff who have access to children are suitable to do so and have a valid satisfactory CRB check.
6. To ensure that all staff receive regular child protection training as a condition of employment.

## Child protection Procedures

In Ashley Hill School there is a named designated person who is responsible for safeguarding, and a deputy. That person is the Headteacher and the Deputy Headteacher in his absence.

The Headteacher's contact details are: **Mr Peter Lewis**

All members of staff undergo training to develop their understanding of the signs and indicators of abuse. "

All members of staff know how to respond to a child who discloses abuse.

Our procedures are regularly reviewed and up-dated.

All members of staff are familiar with the safeguarding children policy.

All parents and carers have access to a copy of this policy.

We aim to build and maintain a good relationship with parents and carers to ensure a good continuity of care between home and school.

We endeavour to work with families to protect their children.

We maintain appropriate boundaries with regard to confidential information about pupils.

If any member of staff becomes concerned that a child might be at risk of abuse as defined in The Children and Young Person's Act 2001, it is their legal duty to pass on their concerns to the school's designated person who will decide what action is appropriate in the best interests of the child.

If it is believed that a child is at risk of abuse, and that it is in the best interests of the child, information cannot be kept to ourselves, and professionals outside the school may be informed.

### If there are concerns that a child is being abused

1. The practitioner reports the incident they are concerned about to the designated person as soon as possible.
2. They record the incident, recording only what they have observed.
3. The designated person should gather any other or further information that could assist them.
4. Concerns should be discussed with the child's parents/carers unless there is a concern that this will place the child at greater risk – as may be the case for instances of suspected sexual abuse.
5. Before making a decision whether to refer the incident to social services, the designated person will discuss the issues with Grainne Burns at the Department of Education and Children.
6. The incident is reported to social services, and a referral is filled in and sent to social services or the incident is recorded in an incident book and the reason for no further action noted.
7. Social services will undertake an assessment of any child about whom there are concerns and a referral made.

The referral form is available for download on the Safeguarding Wiki: <https://www2.sch.im/groups/safeguarding/> :

### There is a range of possible outcome for any assessment.

Social services may decide that no further action needs to be taken if a child is not in need of services. The case may be referred to another service. For children who have been placed on the Child Protection Register, the case will be allocated to a social worker and on going services will be provided to assist the child.

These services will be regularly reviewed. School staff may be asked to contribute their knowledge of the child's behavior or situation to the review process.

**Child protection Conferences** are central to procedures and social services will decide at an early stage whether a conference is necessary. A Child protection Conference brings together the family and professionals involved with the child and provide them with an opportunity to exchange information, analyse and weigh up the level of risk to the child, and make recommendations for action. **Children and families in need of support** In most cases in school, we work with children who have additional needs before they meet the acute threshold that demands a Child Protection referral. We can support these children by working with other relevant professionals by using the **Common Assessment Framework (CAF)**. The CAF sets out a structured way of 'working together' with different professionals and agencies to prevent complex needs escalating. It also provides a standard template for 'working together' – which also includes parents.

## **Information Sharing**

The Data Protection Act 1998 is not a barrier to sharing information – it simply provides a framework to ensure that information is shared appropriately. It reinforces common sense rules of information handling, and helps us strike a balance between the many benefits of public organisations sharing information and maintaining safeguards and privacy of the individual.

## **Record Keeping**

Records should be kept whenever there are any concerns that might indicate possible abuse or neglect. This includes physical presentations on the child's body, change in moods or behaviour, statements or drawings from the child, and any concerns around parental behaviour or non-attendance. Records should include specific and objective accounts, the date, year and time of the incident, the name, date of birth and address of the child(ren), action taken, who information has been shared with, and a stated opinion or interpretation of the facts. These records will be kept in a locked cabinet in the Head Teachers office.

## **Confidentiality**

Ashley Hill School recognises that all information regarding possible or actual abuse within a setting should be kept confidential to the senior member of staff at the setting and staff immediately involved with the child. The designated person will disclose any information about an abused child on a need to know basis only.

## **Supporting Staff**

We recognise that staff working in the setting who are involved with a child who has suffered, or may be at risk of harm, may find the situation stressful or upsetting. We will support such staff by providing an opportunity to talk through their anxieties.

## **Allegations**

All staff have a legal responsibility to report concerns about professional conduct of colleagues whose behaviour might harm a child, and to ensure that every allegation against a member of staff is given consistent and fair consideration. All allegations against staff members should be dealt with fairly, quickly and consistently, in a way that provides effective protection for the child, and at the same time supports the person who is the subject of the allegation. It is understood that a child may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation should immediately inform the designated person in complete confidence. The Senior Manager will contact the Andrew Shipley (Legal & Admin at DEC). At the discretion of the Senior Manager, the member of staff may be suspended until the outcome of the investigation.

## **Linking Safeguarding with other school policies**

### **Aiming for best practice**

At Ashley Hill School we strive to provide the highest possible safeguarding of children and look towards other schools and organisations, including OFSTED as indicators of this. Two key inspection issues highlighted by OFSTED (Safeguarding in Schools: Best Practice 2011) are:

- the effectiveness of settings and services in taking reasonable steps to ensure that children and learners are safe
- the effectiveness of settings and services in helping to ensure that children and learners feel safe

### **Key features of outstanding practice as highlighted by OFSTED include:**

- \* high-quality leadership and management that makes safeguarding a priority across all aspects of a school's work
- stringent vetting procedures in place for staff and other adults.
- \* rigorous safeguarding policies and procedures in place, written in plain English, compliant with statutory requirements and updated regularly; in particular, clear and coherent child protection policies
- child protection arrangements that are accessible to everyone, so that pupils and families, as well as adults in the school, know who they can talk to if they are worried
- excellent communication systems with up-to-date information that can be accessed and shared by those who need it
- a high priority given to training in safeguarding, generally going beyond basic requirements, extending expertise widely and building internal capacity
- robust arrangements for site security, understood and applied by staff and pupils.
  - a curriculum that is flexible, relevant and engages pupils' interest; that is used to promote safeguarding, not least through teaching pupils how to stay safe, how to protect themselves from harm and how to take responsibility for their own and others' safety
- courteous and responsible behaviour by the pupils, enabling everyone to feel secure and well-protected
- well thought out and workable day-to-day arrangements to protect and promote pupils' health and safety

- rigorous monitoring of absence, with timely and appropriate follow-up, to ensure that pupils attend regularly
- risk assessment taken seriously and used to good effect in promoting safety.

## **IOM DEC Child Protection**

The Inter Agency Child Protection Procedures provide guidance in dealing with the top two categories.

### **Ashley Hill School Specific Procedures**

#### **Checklist ✓**

**If you see or hear something that concerns you report it to the designated senior person for child protection (Peter Lewis, Headteacher) before you leave the school premises.**

If you can't find him speak to another senior member of staff as follows:

Eleanor Marshall

Paula Clague / Rachel Clennell

You will be asked to complete a **Logging a Concern Form (Peach coloured forms)**

If you cannot find anyone in school to report it to and you feel it is urgent, ring the Department, 685820 and ask for Grainne Burns or Sue Mowle stating "Child Protection".

#### **Definitions**

**Child:** Anyone under 18 years of age.

**Child in Need of Protection:** A child where it has been clearly established that they are at risk of significant harm and need protection.

**Child in Need who may be at Risk of Significant Harm:** These children will need an assessment to establish whether they require protection or additional services.

**Child in Need of Additional Services:** A child with complex needs that does not need protection. This is a child that requires services in addition to the universal services offered to all children. E.g. Looked After Children, Children with Disability, Children subject to a Common Assessment. (A common assessment can be a useful tool in identifying what additional services are required but it is not appropriate if a child is at risk of harm. The Common Assessment is not covered in these procedures.

#### **Recording Information**

Make a written note. This must be passed on to the designated person. (You may keep a copy for yourself provided it is kept secure and confidential). The note should be timed, dated and signed, with your name printed alongside the signature.

**Notes must be made as soon as possible, and certainly within 24 hours of the incident giving rise to the concern.** (This is important, in case the note is needed for submission to court).

Use the **Logging a Concern Form** where possible however notes do not have to be officially (or beautifully!) presented. The important thing is that they are: factual using a child's own words where possible a record of what you saw and heard. Professional opinions are acceptable but only if you state the facts or observations upon which your opinion is based.

**If you require any further guidance please refer to the Policy on Keeping and Auditing Child Protection Records**

#### **If a pupil tells you they are worried about their safety**

Explain that you must tell someone else who can help them.

The point at which you do this is a matter for professional judgement. Too early - they may think you do not want to listen.

Leave it till the end and they may feel misled into revealing more than they would have otherwise.

Listen carefully - reassure them that they were right to tell you.

Remain calm and do not over react.

Don't try to investigate or ask leading questions.

As before, report your concerns and record them on the Logging a Concern Form. Include dates, times, what you have observed, what the child has said to you and your reply

#### **Confidentiality and information sharing**

Information about welfare concerns or possible child abuse is sensitive and should be treated as confidential.

The designated person (Headteacher) you speak to will decide who else needs to be told of your concerns.

When in doubt, refer to the Information Sharing red and gold document.

This is available for download on The IOM Safeguarding Children Board website: [http://www.isleofmanscb.im/information\\_sharing.html](http://www.isleofmanscb.im/information_sharing.html)

- Written records are also confidential and must be stored in a locked cupboard, drawer or desk.

**Factors which may increase pupils' vulnerability**

Disability and special educational needs  
Looked-after children/being in care  
Parents who misuse drugs or alcohol  
Domestic abuse  
Oppression or discrimination  
Parental mental illness  
Extreme religious or cultural practices  
Chaotic, unsettled or transient lifestyles  
Lack of parental control

**Proactive safeguarding – what we do to build resilience**

Promote good peer relationships  
Involve pupils in decision-making and policy development  
Provide positive adult role models  
Offer a positive school experience  
Create opportunities to achieve success  
Use the curriculum to promote safeguarding  
Be a listening school

**Other inter-agencies we will co-operate with to protect our children**

Department of Education and Children  
Social Services  
Health Services  
Police  
Safeguarding Children Board  
Voluntary/ Third Sector agencies

**Procedures for the Designated Person (Headteacher) when deciding when to refer to Social Services**

If necessary seek further guidance by ringing the Department, 685820 and ask for Grainne Burns or Sue Mowle stating "Child Protection". If you decide a referral to Social Services is needed, inform Grainne Burns first. [Grainne.burns@sch.im](mailto:Grainne.burns@sch.im)  
Tel 693833 Mobile 355295

**Referring to Social Services**

Tel: " 682363 or 682369 email: [childcarereferrals.dsc@gov.im](mailto:childcarereferrals.dsc@gov.im)

**Policy reviewed date September 2018**