



Department of Education, Sport & Culture
Rheynn Ynsee, Spoyrt as Cultoor
ASHLEY HILL PRIMARY SCHOOL
Scoil Cronk Ashley

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.

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 DESC)

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** (peter.lewis@sch.im / **01624686633**)

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. This is recorded on the CPOMS system, with staff assigned and alerted on a new to know / need to act basis.
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 have the opportunity to discuss the issue(s) with the person responsible for Safeguarding at DESC.
6. Should the Designated Person believe the individual is at risk of further harm, the incident is reported to social services. Initially via a phone call, and followed up with a Multi-Agency Referral Form. Should no further action be required, this will be noted on file in the CPOMS system.
7. Social services will undertake an assessment of any child about whom there are concerns and a referral made.

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.

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.

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

All records pertaining to Safeguarding should be kept on the CPOMS system. This includes initial concerns, followed by any 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 on the CPOMS system, and only relevant staff will have access to this.

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. The CPOMS system has a Two-Step Authentication procedure to ensure confidentiality is robust.

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. A peer coaching programme is established to support this supervision.

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 in line with the MASM process (Managing Allegations Against Staff Members).

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. If the allegation is made against the Headteacher, the member of staff must inform DESC.

Ashley Hill School Specific Procedures

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. (See flow charts attached for support).

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

Eleanor Marshall

Samantha Faragher / Rachel Clennell

You will be asked to complete a the 'Incident Report' section on CPOMS. Once the form has been completed it must be assigned to the Designated Safeguarding Lead and their Deputy. It should also be alerted to key members of staff on a 'need to know' basis (eg. The class teacher).

If you cannot find anyone in school to report it to and you feel it is urgent, ring the Department of Education, Sport and Culture, 685820 and ask for a senior person 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 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 CPOMS system. Include dates, times, what you have observed, what the child has said to you and your reply.

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

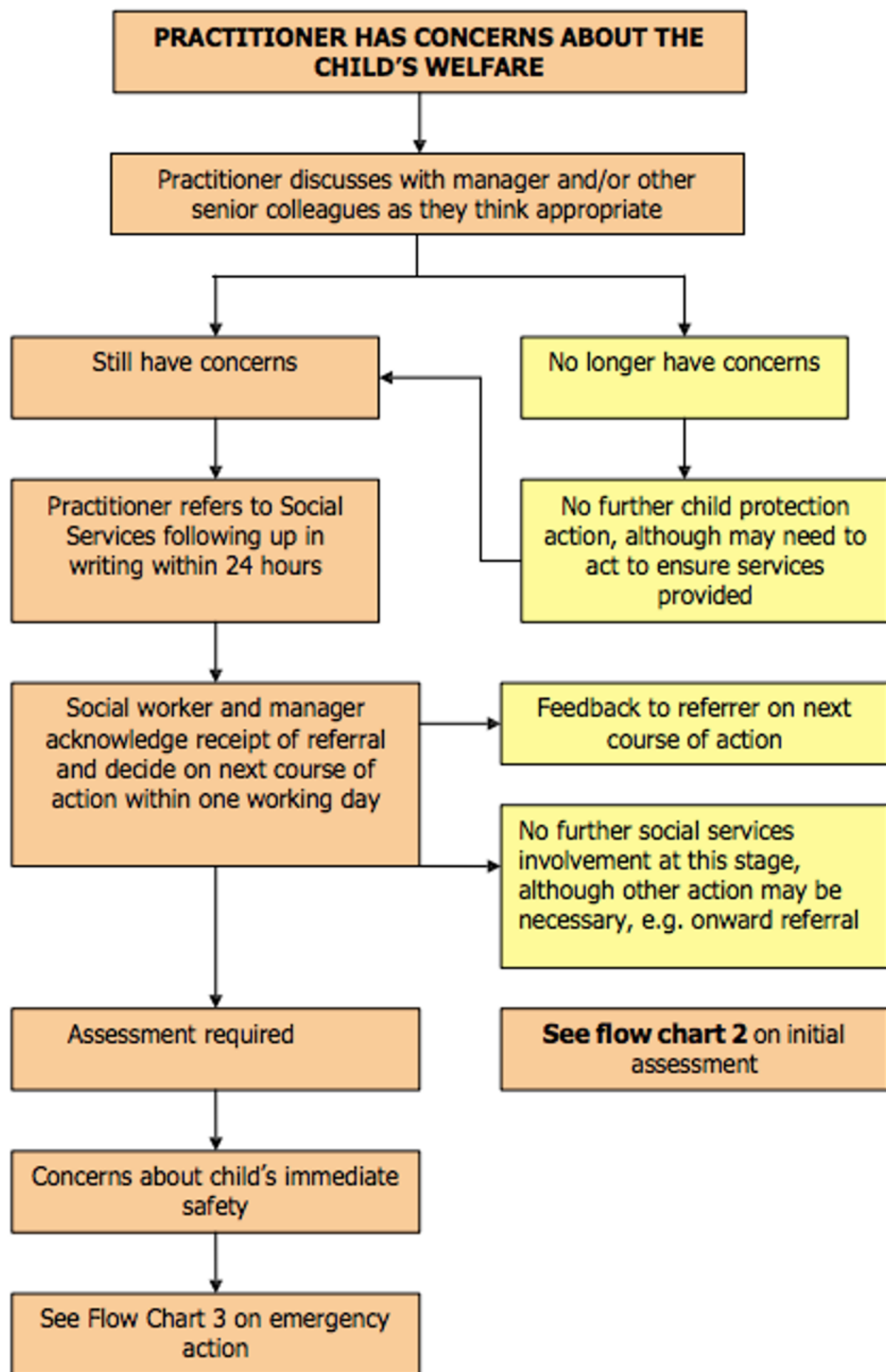
Lack of parental control

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, Sport and Culture
Social Services
Health Services
Police
Safeguarding Children Board
Voluntary/ Third Sector agencies



Flowchart 2 – What happens following an initial assessment?

