

SENIOR DESIGNATED PERSON;- Monica Gibbs  
Alternative Designated person;- Sarah Atkins  
Safeguarding Governor;- Kathryn Smith

**Ringshall School**  
**Safeguarding Policy**

Summer Term 2010 to be reviewed SummerTerm 2011

Ringshall School aims to be an emotionally intelligent school where there is a strong nurturing ethos. It is important to keep our children emotionally safe physically so that they may prosper and learn –see core Values; Nurture Group and Behaviour Policy.

This policy is written in line with LA and government advice. Its aim is to ensure that we act to 'safeguard and promote' the welfare of the pupils'. It is reviewed by the Governors on an annual basis to ensure the effective management of safeguarding procedures in Ringshall School and to comply with any legislative changes and the 'Every Child Matters' agenda

The issue of child protection is one of the most important aspects of pupil welfare in school. All Staff aim to safeguard and promote the welfare of our pupils by showing particular sensitivity and awareness to changes in pupil's physical or emotional behaviour.

Teachers spend more time with children than any other adult, apart from their parents or carers. They are skilled communicators with children and aim to create a climate in their class where each child would feel able to confide any problems to their teacher.

All staff, volunteers and governors are CRB checked. The Single Central Record is maintained and checked regular by the school's administrative assistant. Supply teachers and people working with the children as sports coaches taking clubs in school are required to be CRB checked. This information is kept in the Single Central Record.

Army Welfare provides a bus to take the children to and from the base. We ask to see evidence of the drivers CRB check. The escort on the bus is CRB checked.

**Confidentiality Statement**

It is imperative that staff understand the importance of NOT sharing information with anyone outside school. We only have part of the picture and by sharing information, even from the best of motives, we may compromise the situation. The **do not** promise confidentiality to any child. If Staff should be given any information by a child, or observe symptoms which give rise to suspicion of abuse, then the Safeguarding procedures on the attached 'Action Flow Chart' must be followed.

**Recognising concerns, signs and indicators of abuse.**

Safeguarding is not just about protecting children from deliberate harm. For our school it includes such things as pupil safety, bullying, racist abuse and harassment, educational visits, intimate care, children missing education and internet safety etc. The witnessing of abuse can have a damaging affect on those who are party to it, as well as the child subjected to the actual abuse, and in itself will have a significant impact on the health and emotional well-being of the child. Abuse can take place in any family, institution or community setting, by telephone or on the internet. Abuse can often be difficult to recognize as children may behave differently or seem unhappy for many reasons, as they move through the stages of childhood or their family circumstances change. However, it is important to know the indicators of abuse and to be alert to the need to consult further.

The following indicators listed under the categories of abuse are not an exhaustive list.

**Physical Abuse**

This can involve hitting, shaking, throwing, poisoning, punching, kicking, scalding, burning, drowning and suffocating. It can also result when a parent or carer deliberately causes the ill health of a child in order to seek attention through fabricated or induced illness. This was previously known as Munchhausen's Syndrome by Proxy. 6

## **Emotional Abuse**

Emotional Abuse is where a child's need for love, security, recognition and praise is not met. It may involve seeing or hearing the ill-treatment of someone else such as in Domestic Violence or Domestic Abuse. A parent, carer or authority figure is considered emotionally abusive when they are consistently hostile, rejecting, threatening or undermining toward a child or other family member. It can also occur when children are prevented from having social contact with others or if inappropriate expectations are placed upon them. Symptoms that indicate emotional abuse include:

- Excessively clingy or attention seeking.
- Very low self-esteem or excessive self-criticism.
- Withdrawn behaviour or fearfulness.
- Lack of appropriate boundaries with strangers; too eager to please.
- Eating disorders or self-harm

## **Sexual Abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. This may include physical contact both penetrative and non-penetrative, or viewing pornographic material including through the use of the internet. Indicators of sexual abuse include: allegations or disclosures, genital soreness, injuries or disclosure, sexually transmitted diseases, inappropriate sexualized behaviour including words, play or drawing.

## **Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs which can significantly harm their health and development. Neglect can include inadequate supervision (being left alone for long periods of time), lack of stimulation, social contact or education, lack of appropriate food, shelter, appropriate clothing for conditions and medical attention and treatment when necessary.

## **What to do if you are concerned.**

If a child makes an allegation or disclosure of abuse against an adult or other child or young person, it is important that you:

- Do** stay calm and listen carefully.
- Do** reassure them that they have done the right thing in telling you.
- Do not** investigate or ask leading questions.
- Do** let them know that you will need to tell someone else.
- Do not** promise to keep what they have told you a secret.
- Do** inform your Senior Designated Person as soon as possible.
- Do** make a written record of the allegation, disclosure or incident which you must sign, date and record your position.
- Do not** include your opinion without stating it is your opinion.
- Do** refer without delay.

If you are concerned that a member of staff or adult in a position of trust poses a danger to a child or young person or that they might be abusing a child or young person you should report your concerns to the Head teacher. Where those concerns relates to the Head teacher however, this should be reported to the Chair of Governors using the schools' Whistle blowing policy.

## **Managing Allegations**

We are aware of the possibility of allegations being made against members of staff or volunteers that are working or may come into contact with children and young people whilst in our school. Allegations can be made by children and young people or other concerned adults and are made for a variety of reasons.

If an allegation is made against an adult in a position of trust whether they be members of staff or volunteers this should be brought to the immediate attention of the SDP who will advise the Head teacher. In the case of the allegation being made against the Head teacher this will be brought to the immediate attention of the Chair of Governors and the Area Education Manager. The Head

teacher/Chair of Governors must discuss with the Local Authority Designated Officer (LADO) the nature of the allegations in order for the appropriate action to be taken. In Suffolk this role is undertaken by the Area Safeguarding Manager. This will constitute an initial evaluation meeting or strategy discussion involving the LADO. Dependant on the allegation being made, Head teachers will need to:

Refer to the LADO immediately and follow up in writing within 48 hours. Consider safeguarding arrangements of the child or young person to ensure they are away from the alleged abuser.

Contact the parents or carers of the child/young person if advised to do so by the LADO.

Consider the rights of the staff member for a fair and equal process of investigation.

Ensure that the appropriate disciplinary procedures are followed including whether suspending a member of staff from work until the outcome of any investigation is deemed necessary.

Act on any decision made in any strategy meeting or evaluation meeting.

Advise the Independent Safeguarding Authority where a member of staff has been disciplined or dismissed as a result of the allegations having been founded.

**<http://www.dcsf.gov.uk/consultations/downloadableDocs/Handling%20Allegations%20Practice%20Guidance%20Consultation%20Version%2013%2005%2009%20FINAL.doc>**

## **Training**

All members of staff and volunteers will have access to whole school safeguarding training at least every three years. We will also, as part of our induction, issue information in relation to our Safeguarding policy and any policy related to safeguarding and promoting our children/young people's welfare to all newly appointed staff and volunteers. Reminders of child protection procedures will be made to all staff at the beginning of each academic year and when new members of staff join the employment of the school.

Our Senior Designated Person and Alternate will undertake further safeguarding training in addition to the whole school training. This will be undertaken at least every two years which updates their awareness and understanding of the impact of the wide agenda of safeguarding issues. This will support both the SDP/Alternate to be able to better undertake their role and support the school in ensuring our safeguarding arrangements are robust and achieving better outcomes for the pupils in our school. This includes taking part in multi-agency training in addition to safeguarding training.

Our Governing body will have access to safeguarding training and our Named Governor for Safeguarding (Kathryn Smith) will also undertake additional training at least every two years to support their employers' role in Handling Allegations against adults who work with children and young people, including our staff and volunteers.

Our safeguarding arrangements are reported on a termly basis to our Governing body as part of the Head teachers report and our Safeguarding policy is reviewed annually, in order to keep it updated in line with local and national guidance/legislation.

We will include a summary of our Safeguarding Policy to parents in our school prospectus/website and will post copies of our policy throughout the school. We are also able to arrange for our policy to be made available to parents whose first language is not English on request.

## **Current Safeguarding Issues**

***(The following Safeguarding concerns actual or suspected should be referred immediately to Children's Social Care. The concerns featured below are linked to guidance and local procedures which where available can be found on the Suffolk Safeguarding Children Board website at: [www.suffolkscb.org.uk](http://www.suffolkscb.org.uk).***

Some members of our communities hold beliefs that may be common within particular cultures but which are against the law of England. Ringshall School does not condone practices that are illegal and which are harmful to children.

Although our children are very young and you may feel some of the following issues are not relevant it is important to be alert as we are receiving children from a wide range of cultures who arrive and move on with the pattern of military postings. Younger children may tell us about things happening at home that affect older siblings.

**Forced Marriage** Ringshall School does not support the idea of forcing someone to marry without their consent and will follow SCB procedures to refer any child and young person immediately to Children's social care.

**<http://extranet.onesuffolk.co.uk/scb/Shared%20Documents/2009-06-16%20SG%20chd%20-Forced%20Marriage%20Guidance1.doc>**

### **Honour Based Violence**

'Honour based violence' is a crime or incident, which has or may have been committed to protect or defend the honour of the family and/or community'. It is important to be alert to signs of distress and indications such as self-harm, absence from school and truancy, infections resulting from female genital mutilation, isolation from peers, being monitored by family, not participating in school activities, unreasonable restrictions at home or forced marriage. Where it is suspected that a child/young person is at risk from Honour based violence, we will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

### **Trafficked Children**

Child trafficking involves moving children across or within national or international borders for the purposes of exploitation. Exploitation includes children being used for sex work, domestic work, restaurant/ sweatshop, drug dealing, shoplifting and benefit fraud. If we are made aware of situation where a child is suspected of or actually being trafficked/exploited we will report our concerns to the appropriate agency.

This is against the law yet for some communities it is considered a religious act and cultural requirement. It is illegal for someone to arrange for a child to go abroad with the intention of having her circumcised. If any of the above areas of concern is brought to the attention of Ringshall School we will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

**[http://extranet.onesuffolk.co.uk/scb/Shared%20Documents/2009-03-12%202009-03-04%20Dec%20SCB%20Children%20Who%20May%20have%20been%20trafficked%20%20\(2\)%20\(2\).doc](http://extranet.onesuffolk.co.uk/scb/Shared%20Documents/2009-03-12%202009-03-04%20Dec%20SCB%20Children%20Who%20May%20have%20been%20trafficked%20%20(2)%20(2).doc)**

### **Ritualistic Abuse**

Some faiths believe that spirits and demons can possess people (including children). What should never be considered is the use of any physical or psychological violence to get rid of the possessing spirit. This is abusive and will result in the criminal conviction of those using this form of abuse even if the intention is to help the child.

**[http://www.dcsf.gov.uk/everychildmatters/\\_download/?id=661](http://www.dcsf.gov.uk/everychildmatters/_download/?id=661)**

### **Children Missing Education**

We must be vigilant. Our sometimes children move on at irregular times to a wide range of schools. When a child leaves our school the office staff are responsible for tracking them. If we neither do nor receive a request from a receiving school within a week we will follow up with a request to Army Welfare. We will then instigate CME procedures.

“Basic to safeguarding children is to ensure their attendance at school.” (*OFSTED 2002*). Children are best protected by regularly attending school where they will be safe from harm and where there are professionals to monitor their well-being. At (*insert name of school/education setting here*) we will encourage the full attendance of all of our children at school. Where we have concerns that a child is missing education because of suspected abuse, we will report to Children Social Care and the Education Attendance Service to effectively manage the risks and to prevent abuse from taking place.

<http://extranet.onesuffolk.co.uk/scb/Shared%20Documents/Policy-%20Procedure/CME%20SUFFOLK%20LOCAL%20AUTHORITY%20PROCEDURES%20V3%20Final.pdf>

[http://www.dcsf.gov.uk/everychildmatters/\\_download/?id=720](http://www.dcsf.gov.uk/everychildmatters/_download/?id=720)

### **Anti-bullying**

Our behaviour policy encourages positive behaviour. We take any accusations of bullying seriously and follow them up.

Bullying may be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. It can take many forms, but the three main types are:

Physical (e.g. hitting, kicking, theft)

Verbal (e.g. racist or homophobic remarks, threats or name calling)

Emotional (e.g. isolating an individual from the activities and social acceptance of their peer group).

### **Cyberbullying**

Cyberbullying is the harassment, maltreatment or discrimination of another through the use of Mobile technology including text messaging, or social network sites or mobile phones. Ringshall School has a clear commitment to enable all children and young people in Suffolk to live, play, learn and socialise in environments that are free from victimisation, harassment and bullying and will vigorously enforce anti bullying policies and procedures that support this cross county strategy.

<http://extranet.onesuffolk.co.uk/scb/Shared%20Documents/Procedures/Anti%20Bullying.pdf>

### **Safeguarding Disabled Children**

Disabled children have exactly the same human rights to be safe from abuse and neglect, to be protected from harm and achieve the Every Child Matters outcomes as non-disabled children.

Disabled children do however require additional action. This is because they experience greater risks and ‘*created vulnerability*’ as a result of negative attitudes about disabled children and unequal access to services and resources, and because they may have additional needs relating to physical, sensory, cognitive and/ or communication impairment (*Safeguarding Children, DCSF, July 2009*) Ringshall School will ensure that our disabled children are listened too and responded to appropriately where they have concerns regarding abuse. In order to do this we will ensure that our staff and volunteers receive the relevant training to raise awareness and have access to specialist staff in the event they have concerns regarding abuse of a child.

[http://www.dcsf.gov.uk/everychildmatters/\\_download/?id=6195](http://www.dcsf.gov.uk/everychildmatters/_download/?id=6195)

### **Safer Recruitment and Selection**

It is a requirement for all agencies to ensure that all staff recruited to work with children and young people are properly selected and checked. At (*insert name of school/education setting here*) we will ensure that we have a member on every recruitment panel who has received the appropriate recruitment and selection training. That all of our staff are appropriately qualified and have the relevant employment history and checks to ensure they are safe to work with children in compliance with the Key Safeguarding Employment Standards.

[http://www.dcsf.gov.uk/everychildmatters/\\_download/?id=80111](http://www.dcsf.gov.uk/everychildmatters/_download/?id=80111) **Domestic Abuse**

The Government defines domestic abuse as “Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members regardless of gender or sexuality”

Children may suffer both directly and indirectly if they live in households where there is domestic violence. Domestic abuse is likely to have a damaging effect on the health, development and welfare of children, and it will often be appropriate for such children to be regarded as Children in Need under the Children Act 1989.

Where there is evidence of domestic violence Ringshall School will report our concerns to the appropriate agency including children’s social care and the police in order to prevent the likelihood of any further abuse taking place.

<http://extranet.onesuffolk.co.uk/scb/Shared%20Documents/Policy-%20Procedure/Dealing%20with%20Domestic%20Incidents%20and%20Violence%20.pdf>

### **Substance abuse**

Where we are made aware of any substance abuse in the home (alcohol, drugs) we will alert the appropriate authorities.

### **Private Fostering**

Private fostering is an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote his/her welfare.

A privately fostered child means a child under the age of 16 (18 if a disabled child) who is cared for and provided with accommodation by someone other than:

- A parent.
- A person who is not a parent but has parental responsibility.
- A close relative.
- A Local Authority.

for more than 28 days and where the care is intended to continue. It is a statutory duty for us at Ringshall School to inform the Local Authority where we are made aware of a child or young person who may be subject to private fostering arrangements.

<http://extranet.onesuffolk.co.uk/scb/Shared%20Documents/Policy-%20Procedure/Private%20fostering%20Protocol%20.pdf>

### **Child Exploitation and E-Safety**

Children and young people can be exploited and suffer bullying through their use of modern technology such as the internet, mobile phones and social networking sites. In order to minimize the risks to our children and young people Ringshall School will ensure that we have in place appropriate measures such as security filtering, and an acceptable use policy linked to our E-Safety policy. We will ensure that staff are aware of how not to compromise their position of trust in or outside of the school and are aware of the dangers associated with social networking sites.

Our E-safety policy will clearly state that mobile phone or electronic communications with a pupil or their family at our school is not acceptable other than for approved school business e.g. coursework, mentoring. Where it is suspected that a child is at risk from internet abuse or cyber bullying we will report our concerns to the appropriate agency.

### **Security & child safety**

The Head teacher (Senior Head Teacher in her absence) has overall responsibility for the safety of children both on and off school premises. Procedures have also been established to ensure that all external doors are locked at the start of each school day. This is to prevent unauthorised access to the building. All visitors and contractors must sign the visitor’s book and will be issued with a yellow visitor’s badge. The office staff asks all visitors for ID before allowing them into the school.

For fire safety reasons, external doors are fitted with non return locks to allow for easy exit from within the school building and this does therefore present opportunities for children to leave the school building un-accompanied. If such an incident should occur:

1. The disappearance of any child should be brought to the immediate attention of the head teacher.

2. Witnesses to the incident should be brought to the head teacher.  
Evidence taken from children should be taken according to set protocol
3. Try to ascertain from witnesses whether the child has left the school grounds.
4. If unsure, the head teacher will organise a search party of the building, with staff being detailed to check different areas of the building and grounds.
5. If the child is not found then the police and parents will be contacted immediately and a search will begin of the local area.
6. The incident must be kept confidential by staff and the chair of governors should be informed.

### Procedure for keeping records

All records relating to child protection and safety are kept in the 'red folder' in the Head's office in a locked cabinet. They are not for general access.

- There is a contact sheet for each child in the Pupil Contacts folder in the top drawer of the office filing cabinet. This is to be filled in to record meetings or phone calls where the school is required to take an action OR where we have asked the parent to take an action. e.g.
  - parent has spoken to you expressing concern over lack of reading book
  - you have phoned to request a reply slip be returned.
- If a more detailed record is needed that is made on a yellow sheet (copies in staff workroom and filed in the child's blue folder.) make a note on the contact sheet that there is a further record in the child's blue folder.
- If the issue is sensitive (i.e. you would not be happy with it being discussed by anyone other than Head) make a record on a pink, confidential sheet and place it folded, face down on MG's desk under her keyboard. Tell her (or if absent tell SA) WRITE IN RED ON THE CHILD'S CONTACT SHEET 'SEE RED FOLDER'.
- All letters from parents to be kept in blue file and sorted termly by SDP with office staff. Please ensure they are dated, add the date and sign if necessary.
- CAF referrals are made by MG/ SA but you may be asked to take part.
- MG/SA to notify each other of new issues in red folder.

It is important that we keep a continuous record of contacts and referrals (contact sheet) as we have such a turbulent school population. What may seem trivial to you may be the piece of the puzzle that is missing.