

Wood End First School



Introduction to Safeguarding Children

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Introduction to Safeguarding Children 2016.docx

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WOOD END FIRST SCHOOL
Introduction to Safeguarding Children

1. Introduction

Welcome to Wood End First School and our booklet about safeguarding children. The care and safety of our children is very important to us, and we are all willing to talk openly and honestly about our concerns.

1.1. Important Information

All new staff will receive a copy of this booklet and the school's Child Protection Policy. It is important that you take the time to read these (they can also be found on the T-Drive at **T:\Curriculum and Personnel Policies\Safeguarding and Child Protection**).

The Milton Keynes Safeguarding Children's Board is also a very useful website, it includes advice and training. www.mkscb.org

All staff have responsibilities for child protection. The designated person is **Jacqueline Baron** (Headteacher) and the deputy designated person is **Claire Wilson** (Deputy Headteacher). **Mandy Beaumont** and **Steve Upton** also form part of the safeguarding team. **Sandra Kennedy** is the Safeguarding Governor.

All concern forms should be discussed / given to the designated or deputy designation person as soon as possible after the concern is raised, on the same day.

The school has a concern form (Appendix 1). This should be completed only when you have serious concerns about a child's safety. The designated people are also happy to discuss more general concerns.

Safeguarding is an agenda item at the teachers' briefing, held weekly. This enables all teachers to be aware of concerns.

When a concern form is submitted, the designated person will look at the information, discuss the concerns with other adults involved with that child in school, and then make a decision as to what action to take next.

The actions may be:

- Monitor.
- Talk to parents/carers.
- Refer to Children's Services.

If the decision is made to refer to Children's Services, the appropriate form will be completed by the designated person. Unless by doing so a child is put in danger, the parents/carers should be informed of the referral. The designated person can at all times get advice by telephone from Children's Services.

All staff in school need to complete the basic Single Agency Safeguarding Children training every three years and have an update every year. The designated and deputy designated staff members need to complete more specific training every two years and have an update every year.



2. Categories of Maltreatment

2.1. Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the 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, 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, though it may occur alone.

2.2. Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

2.3. Neglect

Neglect is 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 misuse. 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).
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

2.4. Physical Abuse

Physical abuse 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. A useful diagram for accidental injury and non-accidental injury can be seen in Appendix 2.

3. Signs and Signals of Abuse

3.1. Possible Signs of Emotional Abuse

- Physical, mental and emotional development delay or disturbance.
- Admission of punishment which appears excessive.
- Over-reaction to mistakes.
- Sudden speech disorders.
- Fear of new situations.
- Inappropriate emotional responses to stressful situations.
- Neurotic behaviour (e.g. rocking, hair-twisting, thumb-sucking).
- Self-mutilation.
- Fear of parents being contacted.
- Extremes of passivity or aggression.
- Drug/solvent abuse.
- Chronic running away.
- Compulsive stealing.
- Scavenging for food or clothes.
- Enuresis / encopresis (bed-wetting / soiling).

3.2. Possible Signs of Neglect

- Constant hunger.
- Poor personal hygiene.
- Constant tiredness.
- Poor state of clothing.
- Emaciation.
- Frequent lateness or non-attendance at school.
- Untreated medical problems.
- Destructive tendencies.
- Low self-esteem.
- Neurotic behaviour (e.g. rocking, hair-twisting, thumb-sucking).
- No social relationships.
- Chronic running away.
- Compulsive stealing.
- Scavenging for food or clothes.

3.3. Possible Signs of Physical Abuse

- Unexplained injuries or burns, particularly if they are recurrent.
- Improbable excuses given to explain injuries.
- Refusal to discuss injuries.
- Untreated injuries.
- Admission of punishment which appears excessive.
- Fear of parents being contacted.
- Withdrawal from physical contact.
- Flinching at sudden movements.



- Arms and legs covered during hot weather.
- Fear of returning home.
- Fear of medical help.
- Self-destructive tendencies.
- Aggression towards others.
- Running away.

4. Partnership Principles

- Treat all family members as you would wish to be treated, with dignity and respect.
- Ensure that all family members know that the child's safety and welfare must be given first priority.
- Take care not to infringe privacy.
- Be clear with yourself and with family members of the power you have as a professional.
- Respect confidentiality where appropriate.
- Listen to the concerns of the children and their families.
- Learn about and consider children within their family relationships and communities.
- Consider the strengths and potential of family members.
- Ensure that children, families and other carers know their responsibilities and rights.
- Use plain, jargon-free language appropriate to the age and culture of each person.
- Be open and honest about your concerns and responsibilities.
- Allow children and families time to take in concerns and processes.
- Take care to distinguish between personal feelings, values, prejudices and beliefs, and professional roles and responsibilities.
- If a mistake or misinterpretation has been made, or you are unable to keep to an agreement, provide an explanation.

5. Sharing Personal Information to Help Children

Treat personal information with the care and respect you would like information about you to be treated. Always keep a record of what information you share and why you shared it.

- **Security** – Make sure information is secure and that no-one sees it who shouldn't. When you share information, make sure it is transferred safely.



- **Statutory Roles** – Think in terms of the role of your organisation as a whole. It may not be your particular job to share information to help a particular child, but it will be part of your agency’s role to do so.
- **Compatibility** – Usually the reason for obtaining information will be to help the child you want to help, but other reasons will rarely be incompatible. If you obtain information to help someone else, you should still share if sharing is likely to protect the child from harm or promote the child’s welfare.
- **Need to Know** – You should ask, ‘Is there a need to share this information to help a child?’ If there is, share it.
- **Accuracy** – Always try to make sure information is accurate. If you don’t know if it is true or not, you can still share, provided you make clear that the information may not be true. You must keep agencies you have shared with updated and inform them about any inaccuracies.
- **Consent** – Always try your best to obtain informed consent, if you can, in writing. However, if seeking consent may risk a violent response, interference with a witness or the concealment of evidence, wait until it is safe to seek it. If the person is too upset to think about the consequences of consent, wait until s/he can think about them properly.
- **Sharing without Consent** – You may not have consent because you are unable to seek it, or seeking it may cause harm, or it has been refused. If you believe that sharing information with another agency will help protect a child from abuse or neglect, you can and should share. Tell the person whom the information relates to that you have done so, unless telling them may prejudice the prevention or detection of crime.

6. Every Child Matters – Outcomes Framework

Be Healthy

- Physically healthy.
- Mentally and emotionally healthy.
- Sexually healthy.
- Choose not to take illegal drugs.
- Parents, carers and families promote healthy choices.

Stay Safe

- Safe from maltreatment, neglect, violence and sexual exploitation.
- Safe from accidental injury and death.
- Safe from bullying and discrimination.
- Safe from crime and anti-social behaviour in and out of school.
- Have security and are cared for.
- Parents, carers and families provide safe homes and stability.

Enjoy and Achieve

- Ready for school.
- Attend and enjoy school.
- Achieve national educational standards at primary school.

- Achieve personal and social development and enjoy recreation.
- Achieve stretching national education standards at secondary school.
- Parents, carers and families support learning.

Make a Positive Contribution

- Engage in decision-making and support the community and environment.
- Engage in law-abiding and positive behaviour in and out of school.
- Develop positive relationships and choose not to bully and discriminate.
- Develop self-confidence and successfully deal with significant life changes and challenges.
- Develop enterprising behaviour.
- Parents, carers and families promote positive behaviour.

Achieve Economic Well-being

- Engage in further education, employment or training on leaving school.
- Ready for employment.
- Live in decent homes and sustainable communities.
- Access to transport and material goods.
- Live in households free from low income.
- Parents, carers and families are supported to be economically active.

7. Useful Websites

www.woodend.org.uk

T:\Curriculum and Personnel Policies\Safeguarding and Child Protection

www.mkscb.org

Milton Keynes Safeguarding Children's Board – Information regarding MK training, procedures, board membership and Government publications.

www.nspcc.org.uk

National Society for the Prevention of Cruelty to Children – Publications, learning resources, toolkit, training and help and advice.

www.rip.org.uk

Research in Practice – Research, evidence and publications on professional practice around working with children and families.

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