




MANOR INFANT SCHOOL & NURSERY

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CHAIR OF GOVERNORS & HEADTEACHER TO COMPLETE

Review Approved (signature):
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Child protection/Safeguarding Policy

'Valued as Individuals, Inspired as Learners'

Manor Infant school & Nursery takes seriously its responsibility under Section 175 of the Education Act 2002 to safeguard and promote the welfare of children and to work together with other agencies to ensure adequate arrangements within our school to identify, assess and support those children who are, or may be, suffering abuse (see Appendix 1). The DfE guidance 'Keeping children safe in education' (2016) details the specific statutory duties to safeguarding and promoting welfare of children:

"Safeguarding and promoting the welfare of children is the protection of children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes".

We recognise that everyone within our school, who comes into contact with children and families, has a role to play in what is in the best interests of the child at all times.

DEFINITIONS

Safeguarding and promoting the welfare of children is defined for the purpose of this policy as

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.

Child protection is a part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer significant harm.

Put simply, **Safeguarding** is what we do for **all** children, whilst **Child Protection** refers to the procedures we use for children at risk of significant harm or who may have been harmed.

The Manor Infant School & Nursery Safeguarding Children Statement

At Manor Infant and Nursery, the health and safety of all children is of paramount importance. Parents send their children to school and nursery each day with the expectation that school and nursery provides a secure environment in which their children can flourish. We therefore have to ensure that this expectation becomes reality. In order to do this a wide range of measures are put in place:

Purpose

Manor Infant school and nursery's safeguarding policy aims to provide clear direction to all stakeholders about expected codes of behaviour in dealing with safeguarding issues. The policy also aims to make explicit the school's commitment to the development of good practice and procedures. The purpose of this policy is, therefore, to ensure safeguarding concerns and referrals are handled sensitively, professionally and in ways that support the needs of the child's well-being.

Effective safeguarding arrangements should be underpinned by 2 key principles:

- Safeguarding is everyone's responsibility: for services to be effective each professional and organisation should pay their full part; and
- A child-centred approach: for services to be effective they should be based on a clear understanding of the needs and views of children.

To safeguard our children, we will have:

- Clear priorities for safeguarding and promoting the welfare of children explicitly stated in school policies and documentation.
- Clear commitment by senior leaders to the importance of safeguarding and promoting children's welfare.

OBJECTIVES

- Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children which is in accordance to Portsmouth City Council's Safeguarding Children in Education;
- Raising awareness of safeguarding issues within our school community and through safety education as part of the non-statutory framework for Personal, Social and Health Education (PSHE) and RE schemes of work.
- Continuing to develop awareness in all staff of the need to safeguard children and their responsibilities in identifying children who may be in need of extra help or who are suffering, or are likely to suffer significant harm or abuse, with particular care being taken with children with disabilities and SEN who are especially vulnerable.
- Equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse (see Appendix 1).
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

The school operates within a wider framework and will follow the procedures set out by the Local Safeguarding Children Board and take account of guidance issued by the Department for Education. In all cases where there is a concern, we are committed to act in accordance with these guidelines.

Parents and carers should be aware that the school and nursery will take any reasonable action to safeguard the welfare of its pupils in cases where the school has reason to be concerned that a child may be subject to significant harm, ill treatment, neglect or other forms of abuse. Staff have no alternative but to follow the Portsmouth safeguarding Children Board (PSCB) procedures and inform Children's Services Social Care or the Police of their concern.

Please note that any member of staff or the public who is concerned about the safety and well-being of a child/ren may directly refer to the Multi-Agency Safeguarding Hub (MASH) on Portsmouth 0845 6710271 cafenq@portsmouthcc.gcsx.gov.uk

If the child's situation does not appear to be improving the staff member with concerns should press for reconsideration with the intention that all concerns should always lead to help for the child at some point.

Roles and Responsibilities

All adults working with or on behalf of children have a responsibility to protect children. Within Manor Infant School and Nursery, the following individuals have specific roles and responsibilities.

Mr Howard (Designated safeguarding lead)

Ms Turner (Deputy designated safeguarding lead)

Mrs Hughes (**S**ingle **A**ssessment **F**ramework champion)

Gill Burtwell (Portsmouth Lead Officer for Safeguarding in schools/education)

Tel: 023 9284 1261

Email: gill.burtwell@portsmouthcc.gov.uk

The role of the Designated Safeguarding Lead (DSL) is to provide support to staff members to carry out their safeguarding duties. They will lead and coordinate all matters relating to safeguarding issues.

These include:

- Encourage a culture of listening to children and taking account of their wishes and feelings.
- Dealing with reports of abuse against children.
- Dealing with complaints against staff (employees of our staff)
- Making referrals to Safeguarding agencies and other agencies if appropriate.
- Where pupils leave the school, ensure that child protection records are copied for the new school as soon as possible but transferred separately from the pupil's main file.
- Ensuring all staff (employees of our school) and Governors receive training in safeguarding at least every 2 years.
- Ensuring that all new staff (employees of our school and nursery) are properly inducted in safeguarding issues eg inclusion of this safeguarding policy in an induction pack and regular staff training.
- Ensure all staff receive regular safeguarding updates to provide them with relevant skills and knowledge to safeguard children effectively.
- Liaising with the school Governor with special responsibility for safeguarding as appropriate
- Liaising with the Local authority and work with other agencies
- Refer all cases of suspected abuse to the LA children's social care
- Keep detailed, accurate, secure written records of concerns and referrals.
- Liaising with the Virtual School headteacher who is responsible for the progress of Looked After Children so that any Looked After Children receive their entitlement and additional services are accessed promptly to ensure the best possible life chances.

The DSL will be informed immediately by an employee, pupil and parent of the school and nursery, other persons, in the following circumstances;

- Suspicion that a child is being harmed
- There is evidence that a child is being harmed

The DSL will keep a full record of concerns raised and make referrals to Children's Services Social care/police if necessary.

Christine Elmer (school governor with responsibility for safeguarding)

Role: to liaise with the DSL on matters relating to safeguarding issues, monitor compliance and to participate in the annual review of the policy and any local authority safeguarding audit.

The School and nursery governor responsible for Safeguarding will also;

- Ensure that the school follows all statutory safeguarding requirements.
- Monitor the effectiveness of our safeguarding procedures eg 'spot check' the single central register, observe pupils using the internet, interview pupils.
- Liaise with members of the school staff who have particular safeguarding responsibilities.
- Oversee the curriculum to ensure that pupils are being taught ways to keep themselves safe appropriate to the age and stage of development.

The Governing board will ensure;

- All staff have read and understood part 1 of 'Keeping Children Safe in Education' (DfE September 2016)
- The school and nursery has a safeguarding and child protection policy
- The school and nursery operates safe recruitment
- Checks are carried out on staff and volunteers
- The school and nursery has allegation procedures
- There is a Designated safeguarding Lead and deputy
- The Designated Safeguarding Lead has child protection training every 2 years and is updated annually
- All other staff who work with children have trained annually
- A member who liaises with the LA if allegations are made against the Head
- A review of its policies and procedures annually

Teaching and Non-Teaching staff-Manor Infant school and nursery procedures

Manor Infant School and Nursery recognises the importance of identifying concerns early and provide help for children to prevent concerns from escalating. They have a responsibility to provide a safe environment in which children learn. They have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.

- All members of staff should refer any concerns they have about children to the DSL as soon as possible. The DSL will decide whether to make a referral to children's social care. However, any member of staff can refer their concerns to children's social care directly.
- All staff should:
 - a) Listen to the pupil, keeping calm and offering reassurance.
 - b) Observe bruises or injuries but not ask a child to remove or adjust their clothing.
 - c) If a disclosure is made the child should lead the discussion. Do not press for details by asking questions such as "What did they do next?"
 - d) Listen but do not investigate using questions such as "is there anything else you would like to tell me?"
 - e) Accept what the pupil says without challenge and reassure them that they are doing the right thing and that you recognise how hard it is for them.
 - f) Do not blame or criticise either the child or the perpetrator.
 - g) Do not promise confidentiality rather explain that you may have to tell. If you do need to tell explain who you will tell and why.
- Make notes at the time you observe any injury or mark, or if a child makes a disclosure. State the date and time of the disclosure or observation, note the place and context of the disclosure or concern and detail the facts.

- Complete a safeguarding referral form (Appendix 2) and/or body map (Appendix 3) and pass on to the DSL. Remember to keep notes factual and do not make assumptions or interpret what you have been told. Quote the child's own language rather than translating their comments.
- Be aware that these forms may be used at a later date to support a referral to an external agency.

MONITORING AND RECORD KEEPING

- All incidents should be written up within the hour (See Appendix 2 –Child Protection Form). Legally they must be recorded within 24 hours. Written notes must be attached if made separately; the report must be dated and signed with the name printed and designation of the person making the incident record.
- A body map is available to record any physical harm (See Appendix 3). When recording bruises/injuries the report should describe the shape, colour and size.
- It is essential that accurate records be made where there are concerns about the welfare of the child.
- These records should be kept by the Designated Safeguarding Lead (DSL) in a secured, confidential file, which is separate to the child's school record.
- Having analysed the information they have received, the DSL must record reasons for action and communicate this to the appropriate authorities.
- Appendix 4 is the agreed Inter Agency Referral Form. This is to be used as an aide for the DSL when discussing their concerns with social services or other agencies. (Copies of the referral form can be found at www.portsmouth.gov.uk-media-CYP_IA_Referral.pdf.url)
- A copy of Appendix 4 Inter Agency Referral Form must be completed and sent to Social Care within 24 hours of a telephone referral being made about a child protection / or children in need concern. An additional sheet is provided to give further information based on the common assessment framework dimensions.

Safeguarding Chronologies

Each year group has a safeguarding chronology file kept under lock and key in the school office. These can be written in by the Headteacher, class teachers, teaching assistants or office staff. Information regarding the individual child will be recorded with the date, issue or concern and an action. Each action will be signed by the person who has written it.

Information recorded will consist of:

- police reports
- outside agency involvement and meetings
- concerns raised by parents
- Concerns raised by school staff-eg no breakfast, cleanliness, something a child has said.

When this is logged, this information must be passed onto the class teacher and a member of SLT (Senior Leadership team) Headteacher, Deputy Headteacher or Inclusion Leader.

These files will be checked rigorously on a weekly basis by the Assistant Headteacher, Inclusion leader and the SAF champion and fortnightly by the Headteacher.

If a child has an individual safeguarding file this will be indicated in the safeguarding chronology and a list of these children will be in the front of the chronology files. Reference to the individual files will be made in the chronology files where information is in much greater detail.

Individual safeguarding files will include meetings from conferences, outside agency meetings, copies of emails and ongoing work involved with the child and the family.

Both files will be used by the professionals in order to report to external agencies, social workers and the Multi-Agency Safeguarding Hub.

Parents have a right to access their child's educational record. This covers information such as the records of the pupil's academic achievements as well as correspondence from teachers, local education authority employees and educational psychologists engaged by the school's governing body. It may also include information from the child and from the parent.

There are certain circumstances where the school and nursery can withhold an educational record; for example, where the information might cause serious harm to the physical or mental health of the pupil or another individual.

A request for an educational record should be made in writing to the Board of Governors and the person making the request will receive a response within 15 school days.

Supporting Children

Manor Infant School and nursery recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. School and nursery may be the only stable, secure and consistent element in the lives of some of the children under our care. The school and nursery, therefore recognises, that such children might display concerning behaviour and will take careful note of the context of such behaviour.

At Manor Infant school and nursery we will endeavour to support all our pupils by:

- Establishing and maintaining an ethos which is understood by all staff and which enables children to feel secure and encourages them to talk knowing that they will be listened to.
- Ensuring that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum and extra-curricular activities.
- Providing a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notify social care as soon as there is a significant concern.
- Ensuring that the headteacher is designated as Looked After Children (LAC) officer and the Assistant headteacher/Inclusion Leader is designated as Looked After Children teacher. An up to date list of children who are subject to a care order or are accommodated by the Local Authority is regularly reviewed and updated.
- Notifying Social Care when a child attending the school is privately fostered.
- Providing continuing support to a pupil (about whom there have been concerns) who leaves the school by ensuring that such concerns and school records are forwarded under confidential cover to the DSL at the pupil's new school as a matter of urgency.

Early help

The aim of early help is to prevent an escalation of needs into acute services including social care, special educational needs, health or learning support, to the detriment of children's welfare and increasing costs to the various agencies. It requires a collaborative approach. Staff will be alert to learners who need this level of support as soon as a problem emerges at any point in a child's life and how this differs from a child in immediate danger or at significant risk of harm. This will often begin with sharing observations or initial concerns with the school's Inclusion Leader or Designated Safeguarding Lead who have communication with and access to other services.

Support to staff

- At Manor Infant school and nursery, we understand that another member of staff or a volunteer may make an allegation against a member of staff. If such an allegation is made, the member of staff witnessing or receiving the allegation will immediately inform the Headteacher.
- The Headteacher on all such occasions will discuss the content of the allegation with the LADO
- If the allegation made to a member of staff concerns the Headteacher, the teacher concerned will immediately inform the Chair of Governors who will consult with the LADO
- The school has adopted the Portsmouth City Councils Safeguarding Children in Education Framework for managing allegations against staff, a copy of which will be readily available in the school.

In addition

- We recognise that staff working in the school and nursery who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- Through appropriate pastoral support we will support such staff by providing an opportunity to talk through their anxieties with the designated teacher and to seek further support as appropriate.
- Where appropriate referral will be made for staff to access support from outside agencies.

Confidentiality

Confidentiality needs to be understood by all those working with children, particularly in the context of Safeguarding. Manor Infant School and nursery recognises that the only purpose of confidentiality in this respect is to benefit the child.

- We recognise that all matters relating to safeguarding children are confidential.
- The Designated Safeguarding Lead or the Deputy Safeguarding Lead as appropriate will disclose any information about a pupil to other members of staff on a need to know basis only.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard a child/ren.
- All staff must be aware that they cannot promise a child to keep secrets.

Other measures in school and nursery pertinent to safeguarding are:

1. The Health and Safety Policy

- The school and nursery has a health and safety policy, which is monitored regularly by the relevant committee of the school governors.
- The Headteacher, the Deputy Headteacher and the Governors oversee the policy. Any concerns from staff are reported to any of the above who carries out an initial examination, assessing what remedial action needs to take place.
- Each term there is a fire drill that practices efficient evacuation from the buildings. The school conducts an annual Fire Risk Assessment.

2. First Aid

In the school and nursery there are always trained members of staff who volunteer to oversee first aid. There are a number of first aid kits situated around school and nursery. When a child is poorly, or has suffered an accident in the building or on the playground there is a protocol for staff to follow:

- A trained first aider is consulted
- The incident is logged in the accident book
- For head injuries a Head Note is issued
- If there is any doubt at all a parent is contacted.

School policy is that identified members of staff give medicines.

**SIMS Manager
Admin Officer**

See also: medicines policy.

3. Intimate care

For matters of an intimate nature, staff are informed to deal with a child with utmost sensitivity and always to seek guidance from the Headteacher or Deputy. In almost all situations the parents will be asked to come into school immediately so that they are part of the decision making process for such matters. In rare circumstances, a school nurse will be contacted as a matter of utmost urgency before the parent.

4. Site security

Manor Infant School and nursery provides a secure site, but the site is only as secure as the people who use it. Therefore, all people on the site have to adhere to the rules, which govern it. Laxity can cause potential problems to safeguarding. Therefore:

- Gates will be locked at playtimes and lunchtimes.
- All Exit Doors should be closed to prevent intrusion.
- Visitors must only enter through the main entrance and after signing in at the office. They should be given a visitors badge on entry.
- Children will only be allowed home with adults with parental responsibility or confirmed permission of an agreed adult.
- Children should never be allowed to leave school alone during school hours, and if collected by an agreed adult, signed out in the pupil signing out system at the office.-
- Should a child leave the school premises without permission then staff have been informed never to chase after a child, but rather to report immediately to the office. However, if possible, an adult will follow appropriately. Then parents and police will be informed of the circumstances.
- The identity of any contractor and their staff will always be checked on arrival by a member of the office team or caretaker.

- Any contractors on site will be escorted by the caretaker or another member of staff if the caretaker is not present. The school will ensure that those contractors on site for longer or who come regularly are DBS checked.

The school also has these policies in place:

- CCTV policy
- Fire and Emergency Evacuation Policy and Procedures

5. Attendance and Children Missing from Education

Excellent attendance is expected of all children, but when children are unwell parents are expected to confirm absence by telephone. If there is no notification school has a policy of phoning home to ascertain each child's whereabouts. If there is still no contact, the home address will be visited by 2 members of staff. If unsuccessful, this could **result in contact with Social Care or the Police if there are significant concerns about the safety or welfare of a pupil.**

The school monitors closely a child's attendance and punctuality. Attendance rates are reported each term to the Local Authority or parents, and annually to the government. Positive measures are in place to encourage children to attend regularly and punctually, the school is aware of its right to take legal action against parents who do not ensure good attendance and punctuality.

6. Appointments of staff and induction of newly appointed staff and work placements

It is vital that Manor Infant school and nursery creates a culture of safe recruitment and adopts recruitment procedures that help deter, reject or identify people who might abuse children. All staff that are appointed to work in school have an enhanced criminal records search called a Disclosure Barring Service check (DBS) which includes barred list information. This search highlights people who have a criminal record or if previous allegations have been made them. If staff are found to have a criminal record the appointment is reconsidered by the Headteacher and the Governing Body. The Local Authority is informed directly by the Criminal Records Bureau. Barred list checks and prohibition checks, together with Pre-appointment checks eg references, verifying a candidates identity, verify professional qualifications, verify the person's right to work in the UK and interview information will inform decisions about the suitability of any prospective employees engaging in regulated activity.

Our school and staff follow and comply with school agreed policies and procedures as well as those laid down by the Local Authority eg. The Manual of Personnel Practice. Safe working practice helps to ensure the safety of all pupils and staff. All staff need to know that inappropriate behaviour with or towards children is unacceptable.

A disqualification by association check will also be carried out. This requires relevant information not only about themselves but also about a person who lives or works in the same household as them.

Any offer made to a successful candidate, is always conditional on satisfactory completion of the necessary pre-employment checks.

The Headteacher sits on all appointment panels where the candidates are external applicants. The Headteacher has undertaken the Local Authority training on Safer Recruitment.

This information of all staff, who work at manor Infant school and nursery, is kept in a Single Central Register (SCR)

New staff are inducted into safeguarding practices. Newly appointed staff are assigned a mentor for the induction period. It is the responsibility of the mentors to familiarise new staff with procedures and policy, which affect the health and safety of all at school and nursery but especially the children.

7. Induction of volunteers and welcoming visitors

At Manor Infant school and nursery, volunteers must also have DBS clearance. For a brief activity, such as a school visit, which does not involve the supervision or close contact of children the school will use discretion. For extended contact with children, when children may be left alone with an adult, or when an adult visitor may be in and around the school building a full DBS search will be conducted. Visitors who do not yet have clearance will under no circumstance be left alone with a child or group of children.

At Manor Infant School and nursery, all Governors must have DBS clearance.

It is assumed that visitors with a professional role i.e. a School Nurse or members of the police already have relevant clearance but the office will check this before admittance is granted. Children's relatives or other visitors do not need a DBS check or barred list check. The headteacher will use his professional judgement or need to escort or supervise visitors.

8. Allegations

The LA Manual of Personnel practice has procedures regarding allegations against school staff. However there must be a balance between the need to protect children from abuse and the need to protect staff and volunteers from false, unfounded or malicious accusations.

The designated adults for Safeguarding are our Headteacher and Assistant Headteacher and we have a designated governor who is appointed annually. It is the Governing Body's duty to ensure the policy is reviewed annually and any deficiencies within the policy addressed immediately. Certain governors and all staff have appropriate child protection training, which is updated bi-annually.

Due to the close professional relationship with pupils, staffs are also vulnerable to allegations of abuse or misconduct. These accusations may be false, malicious or misplaced. They may also be true. School staff can harm pupils either deliberately or by failing to follow procedures, policies or code of conduct.

Staff who hear an allegation of abuse against another member of staff, or indeed themselves, should report the matter immediately to the Headteacher.

All allegations of abuse by or complaints of a teacher will be dealt with following the Local Authority procedures. For any complaints about the Headteacher the Chair of Governors should be contacted directly and they will contact the relevant authorities.

9. Whistleblowing

If members of staff ever have any concerns about the behaviour or intentions of any person within the building, school grounds or within proximity of children, they have a professional duty to inform the management accordingly. This can be done in writing or verbally but staff should be prepared to discuss issues in the confidence that any such matter will be dealt with sensitively and with the necessary degree of confidentiality. The school has a Whistleblowing Policy.

NSPCC whistle-blowing helpline number is 0800 028 0285

Anyone can telephone this number if they feel that their safeguarding concerns are not being responded to appropriately by the school's Designated Safeguarding Lead or senior member of staff or the named Governor responsible for safeguarding.

10. The Design of the Curriculum

The curriculum deals with safeguarding in two ways. Firstly, the curriculum, in subjects such as Personal, Social and Health Education discuss relevant issues with the children. Topics include such

themes as e-safety, drugs, sex and relationships and stranger danger. Children are encouraged to explore and discuss these issues. Pupil voice is given a high priority and pupils are listened to through a range of activities eg the Young MP school council, circle times, interviews, surveys and questionnaires. Secondly, the curriculum is designed so that safety issues within the subject are discussed and safe practices taught, such as using equipment properly in PE and Design and Technology. At all times there has to be appropriate staffing levels and when the curriculum is taken out of school appropriate and agreed pupil/adult ratios are maintained. The lead adult always assesses visits as to the level of risk and all trips are finally authorised by the Headteacher. The risk assessment forms will be kept in the Headteacher's office.

Visiting speakers, with correct clearance are always welcome into school so that they can give specialist knowledge to the children.

11. Internet usage and e-safety

Most of our children will use mobile phones and computers/tablets at some time and they should be encouraged to use the internet as much as is possible, but at all times in a safe way. We know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The school's e-safety policy explains how we try to keep children safe in school. Cyber-bullying by children, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. The school will review its Internet Usage and associated policies frequently. (see computing and e-safety policy).

Chat rooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and children are not allowed to access these sites whilst in school. Some children will undoubtedly be 'chatting' on mobiles or social networking sites at home and we aim to warn them about the risks that using these facilities entails. We provide educational guidance and support for our children on the subject of e-safety e.g. theatre workshop for Yr 2 pupils.

Filtering and monitoring are important, but even more important is to teach our pupils how to manage risks and how to keep themselves safe when using IT, through a broad and balanced curriculum.

12. Mobile Phones

Staff and volunteers may bring mobile phones in to school but they must not be switched on during working hours. Children will not be allowed to bring a mobile phone to school under any circumstances. In extenuating circumstances, the head teacher may agree to staff using their telephone during work time.

Mobile telephones must not be used to photograph children under any circumstances including on educational visits.

13. Equal opportunities

Within the school prospectus there is a statement for equal opportunities, and also on our website.

Children with disabilities must be able to take a full and active part in every lesson and every measure must be taken to ensure this.

14. Behaviour policy

Good behaviour is essential in any community and at Manor Infant School and nursery we have high expectations for this. Although the emphasis is always on the positive there are also times when children have to be disciplined in order to maintain the safety and security of all children. (see Anti-bullying and Behaviour Policies).

It is important that staff be sensitive to children's reactions to physical contact.

We understand that physical intervention of a nature that causes injury or distress to a child may be considered under safeguarding or disciplinary procedures. In extreme cases where a member of staff may have to physically restrain a child to prevent injury to themselves their actions will conform to current Local Authority Policy and Guidelines on the use of physical restraint. Key members of staff are also trained on the 'Team Teach' approach to physical interventions which supports the safe handling of pupils.

15. Prevent strategy

As part of Manor Infant School and nursery's ongoing safeguarding and child protection duties we are fully behind the government's *Prevent Strategy*. From 1 July 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the *Prevent Duty for Schools*.

At Manor, we try to build pupils' resilience to radicalisation by promoting fundamental British values and enabling our pupils to challenge extremist views.

The statutory guidance refers to the importance of *Prevent* awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. The Home Office has developed a core training product for this purpose – Workshop to Raise Awareness of Prevent (WRAP). Key staff have received WRAP training sessions from **Portsmouth City Council's Prevent Coordinator** and on what *Prevent* is about and how to deal with any issues they may see inside or outside school. Other teaching and non-teaching staff have completed the 'Channel General Awareness Module'.

Staff training from www.saferportsmouth.org.uk also helps our staff to understand this duty.

16. Female genital mutilation

Female genital mutilation comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

There is a statutory duty upon teachers, along with social workers and health care professionals to report to the police where they discover that FGM appears to have been carried out on a girl under 18.

17. So-Called Honour-based Violence

Honour-based violence (HBV) is the term used to refer to a collection of practices used predominantly to control the behaviour of women and girls within families or other social groups in order to protect supposed cultural and religious beliefs, values and social norms in the name of 'honour'.

18. Child sexual exploitation

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve sexual activity where young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, status, protection or affection.

19. Children with special educational needs and disabilities (SEND)

Children with special educational needs and disabilities can provide additional safeguarding challenges as additional barriers may exist when recognising abuse and neglect in this group of children eg.

communication, potential for being a victim of bullying, assumption that indicators of abuse relate to the child's impairment.

20. Types of abuse and neglect

All staff will be aware of different types of abuse (physical, emotional, sexual), neglect and safeguarding issues, this includes peer-on-peer abuse which should never be tolerated or passed off as 'banter' or 'part of growing up'. This policy has clear links to many other Manor Infant School and nursery policies including those on Anti-bullying and Behaviour.

Staff, pupils and parents are positively encouraged to have a voice and share concerns, knowing that these will be taken seriously and acted upon by senior leaders. It is this open climate that we aim to minimise the risk of abuse.

21. Racial tolerance

We want our children to be prepared for an ethnically diverse society. The school and nursery will work hard to promote racial equality and harmony by preventing and challenging racism. If anyone ever feels unjustly treated then the school welcomes and values a response.

Racism is tackled in both the RE and in the PSHE curricula. The children take part in discussions designed to raise awareness and address prejudices. From time to time visitors also work with the children.

Manor Infant School and nursery follows the Portsmouth City Council guidance with regard to racial incidents. The school acknowledges that repeated racist incidents or a single serious incident may lead to consideration under safeguarding children procedures.

22. Photographing and videoing

There has been a lot of controversy about adults photographing and filming young people.

The concerns are genuine, however we have taken a sensible, balanced approach, which allows parents to photograph and film providing they follow certain guidelines: as conveyed regularly to parents via newsletters and before special events eg...assemblies, sports day. Sadly some people abuse children through taking or using images.

To protect children we will:

- Seek parents consent to school and nursery taking photographs by signing a permission slip upon entry to Manor.
- Seek specific permission from parents if photographs are for use outside of school.
- Use only the child's first name with image.
- Ensure that children are appropriately dressed.

We take our safeguarding responsibilities seriously and will ensure safe practices are adhered to at all times.

This policy has been informed by the following:

Education Act 2002 Section 175

Portsmouth City Council procedures for dealing with allegations/complaints against staff

Frameworks for the Assessment of children and families

Children Act 1989

Working together to safeguard children DFE (2015)

Keeping Children Safe in Education DFE (September 2016)

The prevent duty (DfE June 2015)

Portsmouth City Council-safeguarding in Education (2012)

Protection of children Act 2000

Freedom of information Act

For further information please consider using the following;

What to do if you are worried a child is being abused DFE (2006)

4LSCB website; www.4LSCB.org.uk

Portsmouth Safeguarding Board website; www.portsmouthscb.org.uk

This policy will be reviewed each year.

Appendix 1

Types and definitions of abuse and neglect

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.

Typical signs of physical abuse are:

- Bruises and abrasions especially about the face, head, genitals or other parts of the body where they would not be expected to occur given the age of the child.
- Some types of bruising are particularly characteristic of a non-accidental injury especially when the child's explanation does not match the nature of injury or when it appears frequently.
- Refusal to discuss injuries
- Untreated injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted
- Slap marks may be visible on any part of the body.
- Damage to the mouth such as bruised or cut lips or torn skin where the upper lip joins the mouth
- Bite marks
- Fractures
- Poisoning or other misuse of drugs such as over use of sedatives
- Burns and scalds
- Bald patches
- Withdrawal or flinching from physical contact
- Fear of returning home
- Fear of medical help
- Chronic running away
- Aggression towards others
- (A body map is available to assist with recording – Appendix 3)

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 cyberbullying), 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.

Typical Signs of Emotional Abuse

- Physical, mental and emotional development lags
- Admission of punishment which seems excessive
- Over reaction to mistakes
- Sudden speech disorders
- Fear of new situations
- Inappropriate response to painful situations
- Neurotic behaviour, e.g. rocking, hair –twisting, thumb sucking
- Self-mutilation
- Fear of parents being contacted
- Extremes of passivity or aggressions
- Drug/solvent abuse
- Chronic running away
- Compulsive stealing
- Scavenging for food or clothes

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.

Typical signs of sexual abuse are:

- A detailed sexual knowledge inappropriate to the age and developmental stage of the child
- Sexually explicit language
- Increased frequency of visits to the toilet
- A fear of medical examinations
- A fear of being alone
- Be reluctant to undress for gym or swimming
- Become wary or watchful
- Look for excuses not to return home or visit a friends house where the abuse may be occurring
- Sudden loss of appetite, compulsive eating, anorexia nervosa or bulimia nervosa
- Excessive masturbation
- Hints about secrets they cannot tell
- Saying that a friend has a problem
- Start wetting themselves
- Exhibit sudden unexplained changes in behaviour such as becoming aggressive or withdrawn
- Begin self- harming
- Develop a poor self- image
- Show discomfort when walking
- Attempt to abuse another child or role play abuse
- Repeat obscene words or phrases which may have been said to them during abuse
- Say that they are no good, dirty or filthy and are to blame
- Regression to younger behaviour and role play
- Have chronic ailments such as stomach pains, headaches,
- Have soreness or bleeding in the throat
- Stop enjoying previously liked activities such as music, sports, art, scouts or guides, going to summer camp or after school activities or clubs
- Have unexplained sources of money
- Begin lying, stealing, blatantly cheating in the apparent hope of getting caught

Promiscuity

- Sexual approaches or assaults on other children or adults
- Urinary tract infections, sexually transmitted diseases, bleeding or soreness in the genital or anal area
- Bruising to the buttocks, lower abdomen thighs, and genitals and other rectal areas bruises may be confined to grip marks where a child has been held so that abuse can take place
- Drawing or pornographic or sexually explicit images/ material or writing.

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.

Typical Signs of Neglect

- Constant hunger
- Constant tiredness
- Poor state of clothing
- Poor personal hygiene
- Emaciation
- Frequent lateness to school
- Frequent early arrival
- Non-attendance at school
- Untreated medical problems
- Low Self Esteem
- Neurotic Behaviour
- Lack of Social relationships
- Compulsive Stealing
- Scavenging for food or clothes

Child protection procedures

RELEVANT TO ALL TEACHING STAFF AND NON TEACHING STAFF

