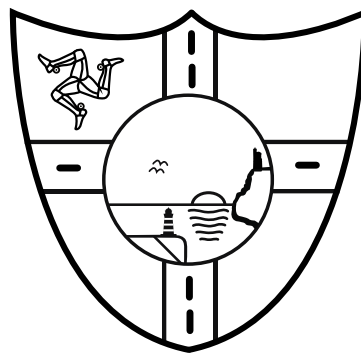


Rushen Primary School

Child Protection and Safeguarding Policy



Approved by:

Date: September 2022

Next review due by: September 2024

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Important contacts/resources

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Designated Safeguarding Lead (DSL)	S Owens, Headteacher	RushenEnquiries@sch.im 01624 833308
Deputy DSL	H Wardman, Deputy Headteacher	RushenEnquiries@sch.im 01624 833308
Chair of Governors	C Bateson	RushenEnquiries@sch.im 01624 833308
Child Protection & Safeguarding Officer DESC	Gráinne Burns	DESC
Social worker contact (Office Hours 9-5, 9-4:30 Fridays)	Children and Families Department of Health and Social Care 2nd Floor Murray House Mount Havelock Douglas IM1 2SF	01624 686179
Out of hours contact for a Social Worker		Douglas Police Station 01624 631212 Nobles Hospital 01624 650000
The Safeguarding Board IOM coordinates and monitors how the Island's services and professional staff work together to protect children from abuse or neglect.		https://www.safeguardingboard.im/
Family Centre (Isle of Man Children's Centre)		01624 676076
EHAS CwAN	Elaine Karran	DESC
Brooks support – traffic lights		https://www.brook.org.uk/training/wider-professional-training/sexual-behaviours-traffic-light-tool/

1. Aims

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

2. Legislation and guidance

This policy is based on the Department for Education Sport and Culture and Isle of Man Government law, policies and guidance. Key documents which inform this policy are:

- The Children and Young Persons Act 2001 Isle of Man
http://www.legislation.gov.im/cms/images/LEGISLATION/PRINCIPAL/2001/2001-0020/ChildrenandYoungPersonsAct2001_1.pdf
- Children and Young Persons Act (Amendment) 2011 Isle of Man
<https://www.gov.im/media/1357383/children-and-young-persons-amendment-act-2011.pdf>
- [The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR)
- The Equality Act 2017 Isle of Man which makes it unlawful to discriminate against people regarding particular protected characteristics
https://www.gov.im/media/1361400/equalityact2017_4.pdf
- Isle of Man Safeguarding Board
- Chief Minister's Strategy for Children and Young People
- Isle of Man Children's Plan 2009-2012
- Working Together to Safeguard Children 1999
- Framework for the Assessment of Children in Need and their Families 2000

3. Definitions

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow 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 part of this definition and refers to activities undertaken to prevent individual children suffering, or being likely to suffer, significant harm.

Children includes everyone under the age of 18.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm.

Neglect is a form of abuse and 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.

Sharing of nudes and semi-nudes (also known as sexting or youth produced sexual imagery) is where children share nude or semi-nude images, videos or live streams.

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

RPS refers to Rushen Primary School

4. Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities or health conditions
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after
- Are missing from education

5. Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the Isle of Man Safeguarding Board and Isle of Man Government. The school ensures the pastoral support system and 'What we do around here' at Rushen Primary School and the planned programme of relationships, sex and health education (RSE) and 'Jigsaw', which are inclusive and delivered regularly, supports safeguarding and child protection.

5.1 All staff will:

- Read and understand the following policies:
 - RPS Child Protection and Safeguarding Policy
 - RPS E-Safety Policy
 - RPS Behaviour for Learning Policy
 - RPS Anti-Bullying Policy
 - RPS Health and Safety Policy
 - DEC flowchart - Allegations Against Staff
 - Safer Working Practices
 - Whistleblowing (confidential reporting) Policy and Guidance
 - Acceptable Use Policy

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the role and identity of the Designated Safeguarding Lead (DSL) and the Deputy DSL
- Their duty to report safeguarding issues and not to investigate, in the first instance
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE) and child criminal exploitation (CCE)
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- The fact that children can be at risk of harm inside and outside of their home, at school and online
- What to look for to identify children who need help or protection

5.2 The designated safeguarding lead (DSL)

The DSL is a member of the senior leadership team. Our DSL is S Owens, Headteacher. The DSL takes lead responsibility for child protection and wider safeguarding in the school.

When the DSL is absent, the Deputy DSL – H Wardman DDSL – will act as cover.

If the DSL and DDSL are not available, the senior teacher in school will act as cover.

The DSL will:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body, and support staff who make such referrals directly

5.3 The Headteacher (who is also the DSL at RPS)

The Headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers:
 - Are informed of our systems which support safeguarding, including this policy, as part of their induction
 - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- Communicating this policy to parents/carers when their child joins the school and via the school website
- Ensuring that all staff undertake appropriate safeguarding and child protection training, and updating the content of the training regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate
- Making decisions regarding all low-level concerns, though they may wish to collaborate with the DDSL on this

6. Confidentiality

- Timely information sharing is essential to effective safeguarding
- Do not discuss child protection concerns with other staff unless informed by the DSL. Information sharing is on a 'need to know' basis
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests

The DSL should consider that:

- Parents or carers should normally be informed (unless this would put the victim at greater risk)
- The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to Children and Families (see contact details on Page 2)
- If staff are in any doubt about sharing information, they should speak to the DSL (or DDSL)

7. Recognising abuse and taking action

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

Please note – in this and subsequent sections, you should take any references to the DSL to mean "the DSL (or deputy DSL)".

7.1 If a child is suffering or likely to suffer harm, or in immediate danger

Make a referral to the Duty Social Worker, Children and Families (contact details on Page 2) and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm, or is in immediate danger. **Anyone can make a referral.**

Tell the DSL as soon as possible if you make a referral directly.

7.2 If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

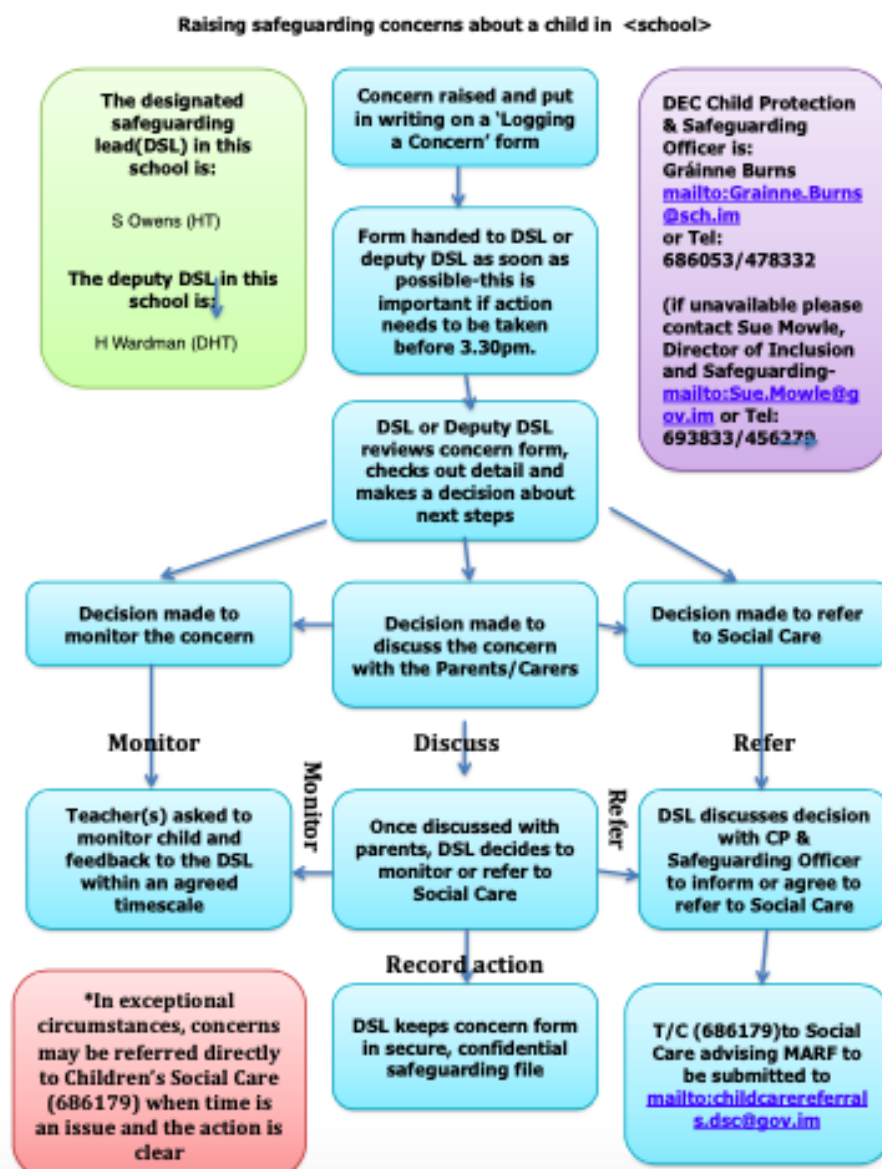
- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words on a 'Logging a Concern' form. Stick to the facts, and do not put your own judgement on it but you may offer a professional opinion if relevant (see Logging a Concern form)
- Sign and date the 'Logging a Concern' form and pass it on to the DSL. Alternatively, if appropriate, make a referral to the Children and Families Team Duty Social Worker and/or the police directly (see 7.1), and tell the DSL as soon as possible that you have done so. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process

Bear in mind that some children may:

- Not feel ready, or know how to tell someone that they are being abused, exploited or neglected
- Not recognise their experiences as harmful
- Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers

None of this should stop you from having a 'professional curiosity' and speaking to the DSL if you have concerns about a child.

7.3 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger) Speak to the DSL or DDSL and if unavailable to a senior teacher on site. Flowchart below from the 'Safeguarding Children and Vulnerable Adults Induction' Policy.



7.7 Concerns about a staff member, supply teacher, volunteer or contractor

If you have concerns about a member of staff (including a supply teacher, volunteer or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer or contractor) posing a risk of harm to children, speak to the Headteacher as soon as possible. If the concerns/allegations are about the Headteacher, speak to the DESC.

The Headteacher will then follow the procedures set out below, if appropriate.

Department of Education, Sport and Culture Allegations against Staff

Report any allegations to Headteacher **straight away**.
(If the allegations are against the Headteacher themselves, report it directly to Director of Inclusion and Safeguarding at Department of Education, Sport and Culture)

Headteacher instigates preliminary enquiries **without delay** to ascertain if there is an incident needing further investigation and to judge likely seriousness.

- Suggest to staff, young person and witnesses to write down any issues as soon as possible. (These must not be signed statements)
- Headteacher to keep a written record of these preliminary enquiries

A strategy meeting needs to be convened when any of the following occur

- Sexual abuse is alleged or suspected
- The pupil has an injury that requires medical treatment
- There is evidence of organised or network abuse
- There are grounds to suspect parental collusion
- There have been similar previous allegations concerning the same adult or pupil
- The pupil concerned is a looked after child
- The pupil concerned has a disability
- The pupil concerned has any other significant additional need

Yes

Headteacher informs Director of Inclusion and Safeguarding at Department of Education, Sport and Culture

Is further formal action required?
See guidance in box on the left

I

The pupil and their parents will also need to be supported and kept informed throughout. Where other agencies are involved, they should be consulted first about the level of information to be provided.

No

- Inform parents/carers
- Headteacher to log incident and any outcomes
- Ensure support is given to those involved
- Consider restorative approach between member of staff and pupil

DESC report to Senior Independent Reviewing Officer at Department of Health & Social Care (686220) and decide what happens next.

DESC

Possibilities are:

- No further action by DHSC
- A strategy discussion should take place
- There should be immediate involvement of the police and/or social care

further enquiries needed

any of the above

Decide if a managing allegations strategy meeting (MASM) is needed and if so,

7.8 Allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, “boys will be boys” etc., as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school’s Behaviour for Learning Policy, but this Child Protection and Safeguarding Policy will apply to any allegations that raise safeguarding concerns.

8. Online safety and the use of mobile technology

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

- Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as ‘mobile phones’)

9. Notifying parents or carers

Where appropriate, we will discuss any concerns about a child with the child’s parents or carers. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents or carers about any such concerns following consultation with the DSL.

If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the Children and Families Team/Duty Social Worker, before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved. We will think carefully about what information we provide about the other child involved, and when. We will work with the police and/or the Children and Families Team, to make sure our approach to information sharing is consistent.

The DSL will, along with any relevant agencies (this will be decided on a case-by-case basis):

- Meet with the victim’s parents or carers, with the victim, to discuss what’s being put in place to safeguard them, and understand their wishes in terms of what support they may need and how the report will be progressed
- Meet with the alleged perpetrator’s parents or carers to discuss support for them, and what is being put in place that will impact them

10. Pupils with special educational needs, disabilities or health issues

We recognise that pupils with special educational needs (SEN) or disabilities or certain health conditions can face additional safeguarding challenges, and are 3 times more likely to be abused than their peers. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s condition without further exploration
- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils
- The potential for pupils with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges

11. Looked-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children’s looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children’s social workers and relevant virtual school heads

We have appointed a designated teacher, E McMeiken (SENCo) who is responsible for promoting the educational achievement of looked-after children

12. Whistle-blowing

See the DESC Whistleblowing Policy

<https://hr.gov.im/policies-procedures-codes-guidance-and-forms/whistleblowing-policy/>

14. Record-keeping

See the DESC Information and Records Management Policy

15. Training

15.1 All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures and online safety, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect.

All staff will have training in line with the DESC Policy, at least every 2 years (Level 2), in line with good practice.

Staff will also receive regular safeguarding and child protection updates, including on online safety, as required (for example, through emails, e-bulletins and staff meetings).

Volunteers will receive appropriate training, if applicable.

15.2 The DSL

The DSL and DDSL will undertake child protection and safeguarding training at Level 3.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

16. Links with other policies

This policy links to the following policies and procedures:

- Behaviour for Learning
- Health and safety
- e-safety
- Whistleblowing
- Information and Records Management Policy
- Safer Working Practice
- Allegations Against Staff flowchart DEC