



Bletchington Parochial CE (VA) Primary School

Welcome to our school and thank you for volunteering your time. As the safeguarding lead here at Bletchington Primary School, I would ask that you take time to read the attached documents concerning safeguarding children and young people.

Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

The role of the school

- Everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff and volunteers are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and their staff and volunteers form part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children 2015. Schools should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.
- All school staff members and volunteers should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.
- Staff members and volunteers working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members and volunteers should always act in the interests of the child.

Types of abuse and neglect

What is Abuse?

It is 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.

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.

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.

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.

If you see anything that concerns you during your visit please do inform me as soon as possible.

Disclosure by a Young Person

If a young person discloses something:

- Always stop and listen straight away to someone who wants to tell you about incidents or suspicions of abuse. Listen quietly and actively, giving your undivided attention. Allow silences when needed. Do not show shock or disbelief but take what is said seriously.

- Stay calm, make no judgements, empathise. Never make a promise that you can keep what a young person has said a secret. Give reassurance that only those who need to know will be told. Reassure the young person that they were right to tell you.
- React to the young person only as far as is necessary - don't interrogate for full details. Don't ask leading questions - keep the open questions e.g. 'is there anything else you want to say?'
Do not criticize the perpetrator; the young person may have affection for him/her. Explain what you will do next - inform me (or Mrs Hardy in my absence).
- If possible make brief notes about what they are actually telling you at the time. Keep these notes, however rough they are. If you are unable to make notes at the time write down what was said as soon as you can.
- Try to record what was actually said by the young person rather than your interpretation of what they are telling you.
- Record the date, time, place and any noticeable nonverbal behaviour.
- Report the incident to me (or Mrs Hardy in my absence) and do not tell any other adults or students what you have been told.
- Never attempt to carry out an investigation of suspected abuse by interviewing the young person or any others involved. This is a highly skilled role and any attempts by yourself could affect possible criminal proceedings.

Allegations against staff

- All staff and volunteers should take care not to place themselves in a vulnerable position with a child / young person. It is always advisable for interviews or work with individual children to be conducted in view of other adults.
- We understand that a child or young person may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform me.
- I will discuss the content of the allegation with the Designated Officer for the Local Authority (LADO), before taking any action. In our county contact should be made with Barry Armstrong, Designated Officer (01865 815956), Alison Beasley, Safeguarding Coordinator (01865 323457) or Donna Crozier, Safeguarding Coordinator (01865 816382).
- If the allegation made to a member of staff concerns me (headteacher), the person receiving the allegation will immediately inform the Chair of the governing body who will consult with LADO, without notifying me first.

- The school will follow the procedures for managing allegations against staff, as outlined in keeping children safe in education 2015.
- Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult with LADO and HR.

At the present time we do not let our premises but if / when we do, our lettings agreement for other users requires that the organiser will follow LA procedures for managing allegations against staff and, where necessary, the suspension of adults from premises.

Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff and volunteers fail to do so.

All staff and volunteers should be aware of their duty to raise concerns about the attitude or actions of colleagues and seek appropriate advice.

Thank you

Louise Hatton
Headteacher

Dated: 20.9.15