



# Safeguarding and Child Protection Guidance

# **Safeguarding**

## **The Five Outcomes for children**

All children in the Isle of Man will:

- Be Healthy
- Stay safe
- Enjoy and Achieve
- Make. Positive Contribution
- Prosper

## **Safeguarding has two elements:**

- protecting children from maltreatment.
- preventing impairment of children's health or development.

## **Promoting welfare is a proactive responsibility:**

- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.
- Child protection is defined as being part of safeguarding and promoting welfare:
- Child protection is the term used to refer to the activity taken to protect children who are suffering or at risk of suffering significant harm.

## **Key features:**

- senior management commitment to the importance of safeguarding and promoting children's welfare.
- a clear statement of the organisation's responsibilities towards children available for all staff.
- a clear line of accountability within the organisation for work on safeguarding and promoting the welfare of children.
- staff training on safeguarding and promoting the welfare of children for all staff working with or in contact with children and families.
- safe recruitment procedures in place (safe people, codes of conduct)
- service level agreements, contracting and commissioning arrangements.
- to take account of the need to safeguard and promote the welfare of children and young people.
- whistle-blowing.
- dealing with complaints.
- leadership in safeguarding.
- effective inter-agency working to safeguard and promote the welfare of children
- effective information sharing.
- involving young people
- monitoring and reviewing.

# **CHILD PROTECTION AND SAFEGUARDING POLICY STATEMENT**

Scoill yn Jubilee is committed to Safeguarding, promoting the welfare of all its pupils and to protecting them from the risks of harm. All staff, volunteers, Governors, sub-contractors and those on work placements, all of whom are considered to be in a 'Position of Trust' and have a duty to safeguard children, are expected to share this commitment by demonstrating their understanding of how each individual adult working on behalf of the school has an active part to play in protecting children from harm and promoting their welfare.

- All staff must be clear about their own role and that of others in providing a caring and safe environment for all pupils and know how they should respond to any concerns about an individual child that may arise.
- Scoill yn Jubilee will ensure that all staff, whether permanent or temporary, and volunteers know who is the Senior designated person who has overall responsibility for child protection.
- The Designated Person for Child Protection details can be found in this policy.
- All staff will receive training regularly at a minimum of every 2 years in order that they are equipped with the skills needed to keep children safe.

## **Introduction:**

A range of documents, circulars and guidance for good practice governs Child Protection work at Scoill yn Jubilee. Key documents, which inform this policy, are:

- Isle of Man Safeguarding Board Procedures - Safeguarding Together 2019
- Chief Minister's Strategy for Children and Young People
- Scoill yn Jubilee Covid Risk Assessment and DESC Action Cards
- DFEE circular 10/95.
- The Children Act 1989.
- Safeguarding Act 2018
- Framework for the Assessment of Children in Need and their Families 2000.
- Recruitment and retention, including Parent helpers/volunteers
- Professional Standards for Teachers
- Health and Safety including security of our site.
- Codes of conduct/behaviour
- Managing allegations against staff
- Complaints procedures
- Bullying and Harassment
- Whole school Inclusion
- Online safety eg mobile phone policy/use of devices
- Data Protection/GDPR
- Attendance Policy

## **RESPONSIBILITIES**

**The designated teacher for Child Protection is the Executive Headteacher Mr Shorthouse and in his absence the Heads of Schools Mrs Quilliam or Mrs Hicks. Should Mr Shorthouse, Mrs Quilliam and Mrs Hicks be absent the matter should then be referred to another member of the Senior Leadership Team.**

They are responsible for:

\* co-ordinating action within the school and liaising with the Department of Social Care (DHSC)

and other agencies over cases of abuse and suspected abuse.

\* acting as a source of advice within the school

\* ensuring the staff are familiar with the policies and procedures

\* referral of individual cases and suspected abuse

\* liaising with agencies about individual cases

\* organising training on Child Protection within school

### **Teaching staff and support staff**

Any new staff to school will be informed of the main points of this policy and given a copy to read.

All staff will require Level 1 training in Child Protection as soon as is possible. Training will be delivered on a 2 year rolling programme.

Staff should report any concerns immediately, to the designated teachers.

Staff should apply the outlined procedures for responding to a suspected case remembering that:

\* you cannot promise confidentiality

\* information should only be shared with those that need to know

\* it is important to stay calm and reassuring

\* the needs and safety of the child must always come first

\* when in doubt - ask

### **Non teaching staff (including ancillaries, caretakers, cleaners and kitchen staff)**

Non-teaching staff may also be approached by children or have concerns. They should follow the same procedures as teaching staff in seeking referral at the earliest opportunity.

### **Aims and objectives:**

Scoil yn Jubilee has a duty to support every young person to achieve the five outcomes identified in the Chief Minister's Strategy for Children and Young People the policy and procedures apply to all children and young people regardless of gender, age, ethnicity, disability, sexuality or religion. Consequently the overall aim of this policy is to safeguard and promote the health of the children in our care (in situations where child abuse is suspected, our paramount responsibility is to the child).

This will be achieved by:

- 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; and
- Taking action to enable all children to have the best outcomes.
- Continuing to develop awareness in all staff of the need for Child Protection (particular care should be taken with children with disabilities and SEN) and their responsibilities in identifying abuse.
- Ensuring that all members of staff are aware of referral procedures within the school.
- Monitor children who have been identified as 'at risk'.
- Ensuring that outside agencies are involved where appropriate.

- Ensuring that key concepts of Child protection are integrated within the curriculum especially via PSHE / SEAL.
- Sustaining an environment where children feel secure, have their viewpoints. valued, are encouraged to talk and are listened to.
- Ensuring pupils are taught about safeguarding and keeping themselves safe, including online.

### **School procedures:**

- Any member of staff with an issue or concern relating to Child Protection should immediately discuss it with the designated member of staff (see above) (it should be made clear to students that **CONFIDENTIALITY CANNOT BE GUARANTEED IN RESPECT OF CHILD PROTECTION ISSUES**)
- The designated member of staff (Mr Shorthouse) will then decide on an appropriate course of action (guided by Isle of Man Safeguarding Children Board Procedures).
- Information for parents/carers will be available, telling them that the staff are required to follow the procedures laid down by the Isle of Man Isle of Man Safeguarding Children Board
- **Allegations against school staff.** Teachers must protect themselves especially when meeting on a one to one basis with students and staff should bear in mind that even perfectly innocent actions can sometimes be misconstrued. All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable to that your work with individual children or meetings with parents are conducted in view of other adults. We will ensure staff are aware of the school's behaviour/discipline policy. We understand that a pupil 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 the Head/ Deputy or the most senior teacher if they are not present. The Head/Deputies on all such occasions will discuss the content of the allegation with the Department of Education, Sport and Culture Child Protection Officer. We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff will therefore be made aware of their duty to raise concerns about the attitude or actions of colleagues.

Teachers who hear an allegation of abuse against another member of staff should report the matter immediately to the **EXECUTIVE HEADTEACHER** so that Isle of Man Safeguarding Children Board Procedures (and DFEE circular 10195) procedures can be followed. If the allegation is against the Executive Headteacher it should be taken directly to Lisa Quilliam or Emily Hicks.

### **Dealing with disclosures of abuse:**

If a child chooses to tell a member of staff about possible abuse there are a number of things that should be done to support the child:

- inform the child that this information will now have to be passed on.
- stay calm and be available to listen.
- listen with the utmost care to what the child is saying.
- seek clarification but do not ask probing questions or pressure to give details.
- don't put words into the child's mouth but note the main points carefully.

- keep a full record - date, time, what the child did, said, etc.
- reassure the child and let them know they were right to inform us.
- immediately inform the Designated Teacher, or when absent, one of the Deputy Headteachers.

**The Designated Person/People for Child Protection will:**

- Assess any urgent medical needs of the child.
- Consider whether the child has suffered, or is likely to suffer significant harm.
- Check whether the child is currently subject to a Child Protection Plan or has been previously subject to a Plan.
- Confirm whether any previous concerns have been raised by staff.
- Consider whether the matter should be discussed with the child's parents or carers or whether to do so may put the child at further risk of harm because of delay or the parent's possible actions or reactions
- Seek advice if unsure that a child protection referral should be made.

The Designated Person will contact the Child Protection Advisor at the Department of Education, Sport and Culture and either make a referral to Children and Families Services or, if a referral is not considered appropriate at that stage, make full written records of the information that they have received detailing the reasons for the judgement that the matter was not referred to The Department of Social Care.

For types of Child Abuse and their symptoms please refer to Appendix Two.

**Monitoring and record keeping:**

It is essential that accurate records be kept where there are concerns about the welfare of a child. These records should then be kept in secure, confidential files, which are separate from the child's school records. It is important to recognise that regulations published in 1989 do not authorise or require the disclosure to parents of any written information relating to Child Protection. The preferred practice is for parents to be informed of and agree to any referral being made (unless it relates to Sexual Abuse).

Staff must keep the Designated Teacher informed of:

- poor attendance & punctuality.
- concerns about appearance and dress.
- changed or unusual behaviour.
- concerns about health and emotional well being.
- deterioration in educational progress.
- discussions with parents about concerns relating to their child.
- concerns about home conditions or situations.
- concerns about pupil on pupil abuse (including serious bullying).

When there is suspicion of significant harm to a child and a referral is made as much information as possible should be given about the nature of the suspicions, the child and the family. Use of previous records (if available) may prove to be particularly useful in this respect.

**NB** Any referral to Social Services by telephone must be confirmed with the specified written form and a copy kept on the confidential school file. A note must be made of the Duty Social Worker and the time at which the call is made. **If parents have not been informed about (or if they have not agreed to) the referral being made this must be reported to Social Services.**

# **Appendix One**

## **Advice and reminders for Staff Regarding Child Protection Issues:**

Designated member of staff with responsibility for CP is Mr Adrian Shorthouse. Lisa Quilliam and Emily Hicks act as CP officers in Mr Adrian Shorthouse's absence.

Please note the guidelines below.

### **If a child asks to or begins to confide in you:**

Explain that you may need to tell someone else who can help them and make it clear that you can not promise confidentiality. The point at which you do this is a matter for professional judgement. Too early – they may think you do not want to listen. Leave it till the end and they may feel misled into revealing more than they would have otherwise.

### **If the child continues:**

Listen calmly & without prompting. Listen carefully - reassure them that they were right to tell you. Remain calm and do not overreact.

Don't try to investigate or ask leading questions. **DO NOT INTERVIEW THE CHILD.** Tell the child that you have a duty to inform Mr Shorthouse.

Report your concerns to Mr Shorthouse immediately. You may report your concerns verbally initially if necessary but you must record them on the Logging a Concern Form and pass this directly to Mr Shorthouse. Include dates, times, what you have observed, what the child has said to you and your reply

Mr Shorthouse will follow the Isle of Man Safeguarding Children Board Procedures

## **If you are unsure or in any doubt you should report any concerns to Mr Shorthouse.**

Reports may be needed for Child Protection Case conferences or the criminal/civil courts. Consequently records and reports should be:

- factual (no opinions)
- non-judgemental (no assumptions)
- clear
- accurate
- relevant

## **The role of the designated teacher for Child Protection (Mr Shorthouse):**

- To ensure that all staff know the Designated Teacher responsible (and in her absence the Deputy Headteachers) for Child Protection issues.
- To refer promptly all cases of suspected child abuse to social services or to the police child protection team. If a parent arrives to collect the child before the social worker has arrived then it must be remembered that we have no right to prevent the removal of the child. However, if there are clear signs of physical risk or threat the Police should be called.
- To maintain and update as necessary the Child Protection Monitoring List.

- To organise regular training on Child Protection within the School.
- To ensure that all staff know about and have access to Isle of Man Child Protection Committee Agency Procedures.
- To co-ordinate action where child abuse is suspected.
- To facilitate and support the development of a whole school policy on Child Protection.
- To attend case conferences or nominate an appropriate member of staff to attend on her behalf.
- Maintain records of case conferences and other sensitive information in a secure confidential file and to disseminate information about the child only on a "need to know basis".
- To pass on records and inform the key worker when a child who is on the Child Protection register leaves the school. The custodian of the register must also be informed.
- To raise staff awareness and confidence on child protection procedures and to ensure new staff are aware of these procedures.
- To keep up to date with current practice by participating in training opportunities wherever possible.



# **Appendix Two**

## **Types of child abuse and their symptoms:**

Child abuse can be categorised into four distinct types:

### **1. Physical Abuse:**

### **2. Sexual Abuse:**

### **3. Emotional Abuse:**

### **4. Physical Neglect:**

**5. Grave Concern/at risk**— this is not a distinct category but is dealt with separately. A child can be at risk from any combination of the four categories.

These different types of abuse require different approaches. A child suffering from physical abuse may be in immediate and serious danger. Action should, therefore, be taken immediately. With other forms of abuse there is a need to ensure that adequate information is gathered. There is also a need to make sure that grounds for suspicion have been adequately investigated and recorded. The need to collate information must be balanced against the need for urgent action. If there are reasonable grounds for suspicion then a decision to monitor the situation should only be taken after consultation. A situation that should cause particular concern is that of a child who fails to thrive without any obvious reasons. In such a situation a medical investigation will be required to consider the causes. Each of the five categories will now be explored in more detail.

### **1. Physical Abuse:**

This involves physical injury to a child, including deliberate poisoning, where there is definite knowledge or a reasonable suspicion, that the injury was inflicted or knowingly not prevented.

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 non-accidental injury especially when the child's explanation does not match the nature of injury or when it appears frequently.
- **slap marks** — these may be visible on cheeks or buttocks.
- **twin bruises on either side of the mouth or cheeks** - can be caused by pinching or grabbing, sometimes to make a child eat or to stop a child from speaking.
- **bruising on both sides of the ear** — this is often caused by grabbing a child that is attempting to run away. It is very painful to be held by the ear, as well as humiliating and this is a common injury.
- **grip marks on arms or trunk** - gripping bruises on arm or trunk can be associated with shaking a child. Shaking can cause one of the most serious injuries to a child; i.e. a brain haemorrhage as the brain hits the inside of the skull. X-rays and other tests are required to fully diagnose the effects of shaking. Grip marks can also be indicative of sexual abuse.

- **black eyes** — are mostly commonly caused by an object such as a fist coming into contact with the eye socket NB. A heavy bang on the nose, however, can cause bruising to spread around the eye but a doctor will be able to tell if this has occurred.
- **damage to the mouth** — e.g. bruised/cut lips or torn skin where the upper lip joins the mouth.
- **bite marks**
- **fractures**
- **poisoning or other misuse of drugs** — e.g. overuse of sedatives.
- **burns and/or scalds** — a round, red burn on tender, non-protruding parts like the mouth, inside arms and on the genitals will almost certainly have been deliberately inflicted. Any burns that appear to be cigarette burns should be cause for concern. Some types of scalds known as 'dipping scalds' are always cause for concern. An experienced person will notice skin splashes caused when a child accidentally knocks over a hot cup of tea. In contrast a child who has been deliberately 'dipped' in a hot bath will not have splash marks.

## 2. Sexual Abuse:

The involvement of dependent developmentally immature children and adolescents in sexual activities they do not truly comprehend, to which they are unable to give informed consent or that violate the social taboos of family roles. Typical signs of Sexual Abuse are:

- **a detailed sexual knowledge inappropriate to** the age of the child.
- **behaviour that is excessively affectionate or sexual** towards other children or adults.
- **attempts to inform** by making a disclosure about the sexual abuse often begin by the initial sharing of limited information with an adult. It is also very characteristic of such children that they have an excessive preoccupation with secrecy and try to bind the adults to secrecy or confidentiality.
- **a fear of medical examinations.**
- **a fear of being alone** — this applies to friends/family/neighbours/baby-sitters, etc.
- **a sudden loss of appetite, compulsive eating, anorexia nervosa or bulimia nervosa.**
- **excessive masturbation is especially worrying when** it takes place in public.
- **promiscuity**
- **sexual approaches or assaults** - on other children or adults.
- **urinary tract Infections (UTI), sexually transmitted disease (STD)** are all cause for immediate concern in young children, or in adolescents if his/her partner cannot be identified.
- **bruising** to the buttocks, lower abdomen, thighs and genital/rectal areas. Bruises may be confined to grip marks where a child has been held so that sexual abuse can take place.
- **discomfort or pain** particularly in the genital or anal areas.
  - the drawing of **pornographic or sexually explicit images.**

## 3. Emotional Abuse:

The severe adverse effect on the behaviour and emotional development of a child caused by persistent or severe emotional ill treatment or rejection. All abuse involves some emotional ill treatment - this category should be used where it is the main or sole form of abuse.

May Include: The persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development, mental health, behaviour and self-esteem. This may be caused by conveying to children that they are worthless, unloved or unvalued or by developmentally inappropriate expectations being made or by causing children to frequently feel frightened or the exploitation or corruption of children.

May be recognised by: Developmental delay, attachment issues, aggressive behaviour, appealing behaviour, watchfulness or stillness, low self esteem, withdrawn or a loner, or having difficulty in forming relationships. Emotional abuse may be difficult to recognise as signs are usually behavioural rather than physical. Signs of emotional abuse may be associated or similar to other forms of abuse so presence of emotional abuse may indicate other abuse is prevalent as well.

ACE's (Adverse Childhood Experiences) increase vulnerability and risks for some children due to an increase in the likelihood of exploitation, either criminally or sexually, online or in person. It is not appropriate for any member of staff to undress, photograph or body map any child in an attempt to see physical injury. This is the role of child protection and investigating agencies.

#### **4. Physical Neglect:**

The persistent or severe neglect of a child (for example, by exposure to any kind of danger, including cold and starvation) which results in serious impairment of the child's health or development including non-organic failure to thrive. Persistent stomach-aches, feeling unwell and apparent anorexia can be associated with Physical neglect. However, typical signs of Physical Neglect are:

- **Underweight** — a child may be frequently hungry or pre-occupied with food or in the habit of stealing food or with the intention of procuring food. There is particular cause for concern where a persistently underweight child gains weight when away from home, for example, when in hospital or on a school trip. Some children also lose weight or fail to gain weight during school holidays when school lunches are not available and this is a cause for concern.
- **Inadequately clad** - a distinction needs to be made between situations where children are inadequately clad, dirty or smelly because they come from homes where neatness and cleanliness are unimportant and those where the lack of care is preventing the child from thriving.

Physical Neglect is a difficult category because it involves the making of a judgement about the seriousness of the degree of neglect. Much parenting falls short of the ideal but it may be appropriate to invoke child protection procedure in the case of neglect where the child's development is being adversely affected.

#### **5. Grave Concern/at risk:**

This is not a separate category of child abuse as such but covers a number of situations where a child may be at risk. Children whose situations do not currently fit the above categories but where social and medical assessments indicate that they are at significant risk of abuse. Grave concern may be felt where a child shows symptoms of stress and distress (see below) and any of the following circumstances apply:

- there is a known child abuser in the family;
- another child in the family is known to have been abused;
- the parents are involved with pornographic material to an unusual degree;

- there is an adult in the family with a history of violent behaviour;
- the child is exposed to potential risk or exploitation via the Internet e.g. pornographic material or chat rooms.

### **The Symptoms of Stress and Distress:**

When a child is suffering from any one or more of the previous four 'categories of abuse', or if the child is 'at risk', he/she will nearly always suffer from/display signs of stress and distress.

An abused child is likely to show signs of stress and distress as listed below:

- lack of concentration and a fall-off in school performance;
- aggressive or hostile behaviour;
- moodiness, depression, irritability, listlessness, fearfulness, tiredness, temper tantrums, short concentration span, acting withdrawn or crying at minor occurrences;
- difficulties in relationships with peers;
- regression to more immature forms of behaviour. e.g. thumb sucking.
- self harming or suicidal behaviour;
- low self esteem;
- wariness, insecurity, running away or truancy - children who persistently run away from home may be escaping from sexual physical abuse;
- disturbed sleep;
- general personality changes such as unacceptable behaviour or severe attention seeking behaviour
- sudden change in school performance.

### **Parental Signs of Child Abuse:**

Particular forms of parental behaviour that could raise or reinforce concerns are:

- implausible explanations of injuries;
- unwillingness to seek appropriate medical treatment for injuries;
- injured child kept away from school until injuries have healed without adequate reason;
- a high level of expressed hostility to the child;
- grossly unrealistic assumptions about child development;
- general dislike of child-like behaviour;
- inappropriate labelling of child's behaviour as bad naughty;
- leaving children unsupervised when they are too young to be left unattended.

### **Safeguarding – Providing a Safe Environment**

All parents and carers of pupils attending Scoill yn Jubilee must feel secure in the knowledge that they are entrusting their children to adults who will strive to keep them safe at school.

We will do this by:

- Promoting a caring, safe and positive environment within the school
- Ensuring that our staff are appropriately trained in safeguarding and child protection according to their role and responsibilities and keep a record of all training undertaken
- Encouraging the self-esteem and self-assertiveness of all pupils through the curriculum so that the children themselves become aware of danger and risk and what acceptable behaviour is and what is not.
- Working in partnership with all other services and agencies involved in the safeguarding of children
- Displaying appropriate posters that detail contact numbers for child protection help-lines
- Welcoming visitors in a safe and secure manner

- Undertaking risk assessments when planning out of school activities or trips
- Ensuring that any community groups which use our premises for the provision of services to children have child protection knowledge and understanding evidenced by a policy or are prepared to adopt our own policy.

## **Appendix Three**

### **Safeguarding & Child Protection in Specific Circumstances**

#### **Attendance**

We are aware that a pupil's unexplained absence from school could mean that they are at risk from harm.

- (1) We will always report an unexplained absence of a child with a Child Protection Plan to the child's social worker within one day
- (2) We will always seek to clarify the reason for a child's absence from school with the child's parent or carer as soon as is practicable on the first day
- (3) We will always report a continued absence about which we have not been notified by the parent or carer to the Education Welfare Service
- (4) We will always report to the Education Welfare Service the continued absence of a child known or thought to have been taken overseas if the child does not return to school on the expected return date.

#### **Pupil Behaviour**

We will always aim to maintain a safe and calm environment by expecting good behaviour from our pupils in line with our behaviour policy.

We are aware that any physical response from a member of staff to a pupil's poor behaviour could lead to a child protection concern being raised by the child or parent/carer.

- (1) No member of staff will use force when dealing with a pupil's breach of our behaviour policy unless the potential consequences of not physically intervening are sufficiently serious to justify such action
- (2) We will always record any occasion when physical intervention has been necessary
- (3) We will always notify parents or carers of any such incident

#### **Bullying**

We understand that bullying is harmful to children. We have an anti-bullying policy that sets out our aim of ensuring no child becomes a victim of bullying and the work that we carry out in school to foster an environment where bullying behaviour is known to be unacceptable. We will always take seriously any reports of bullying and respond appropriately.

We understand that bullying make take different forms and may include racist or homophobic behaviour. Any such reported or observed incident will be dealt with in accordance with our antibullying policy.

#### **E-Safety**

We recognise that children's use of the Internet is an important part of their education but that there are risks of harm associated with its use. We have an e-safety policy and an Acceptable Use Policy that addresses how we minimise those risks in school and teach children how to stay safe when using the internet in their lives out of school.

We also recognise that all members of staff and volunteer staff must always be mindful of the need to follow our policy of acceptable use of our ICT equipment.

April 2023

**Name**

**Signature**