

## Safeguarding Policies and Procedures

Olive Tree Primary School (OTP) complies with the procedures approved by the Luton Safeguarding Children Board and compliant with procedures of **section 11 of the Children Act 2004; We believe that all children have equal rights to be protected.** We intend to create in our school an environment in which children are safe from abuse and in which any suspicions of abuse is promptly and appropriately responded to by the **Designated Officer Mr Farasat Latif and in his absence the Deputy Designated Officer Mr Nural Islam.** In order to achieve this we will:

- Make clear to applicants for posts within the school that the position is exempt from the provisions of the Rehabilitation of Offenders Act 1974.
- All applicants who work within the nursery whether voluntary or paid, will be interviewed before an appointment is made and will be asked to provide at least two references. All such references will be followed up. In the case of applicants with unexplained gaps in their employment history, or who have moved rapidly from one job to another, satisfactory explanations will be sought.
- All appointments, both paid and voluntary, will be subjected to a probationary period and will not be confirmed unless the school is confident that the applicant can be safely entrusted with children. Criminal Reference Bureau clearances will be carried out on all staff and OTP will obtain and record CRB numbers of regular official visitors.
- Any allegations made to OTP; from educational officials, parents, staff, volunteers and or students **will be treated in the strictest confidence** (where appropriate) whilst investigations are pending, in order to verify the claim.

### Sign Visitors

All visitors will be required to produce an identification badge (if applicable) and be required to sign themselves in and out of a visitor's book. We will offer training to adults involved in the group to ensure that they recognise the symptoms of possible physical abuse, neglect, emotional abuse and sexual abuse.

### Types of Abuse

There are four types of child abuse, but the core element that ties them together is the emotional effect on the child. Children need predictability, structure, clear boundaries,

and the knowledge that their parents and those who care for them (Key persons) are looking out for their safety.

### **Emotional child abuse**

‘Sticks and stones may break my bones but words will never hurt me’. Contrary to this old saying, emotional abuse can severely damage a child’s mental health or social development, leaving lifelong psychological scars. Examples of emotional child abuse include:

- Constant belittling, shaming, and humiliating a child.
- Calling names and making negative comparisons to others.
- Telling a child he or she is “no good,” “worthless,” “bad,” or “a mistake.”
- Frequent yelling, threatening, or bullying.
- Ignoring or rejecting a child as punishment, giving him or her silent treatment.
- Limited physical contact with the child—no hugs, kisses, or other signs of affection.
- Exposing the child to violence or the abuse of others, whether it is the abuse of a parent, a sibling, or even a pet.

### **Child neglect**

Child neglect—a very common type of child abuse—is a pattern of failing to provide for a child’s basic needs, whether it be adequate food, clothing, hygiene, or supervision. Child neglect is not always easy to spot. Sometimes, a parent might become physically or mentally unable to care for a child, such as with a serious injury, untreated depression, or anxiety. Other times, alcohol or drug abuse may seriously impair judgment and the ability to keep a child safe.

Older children might not show outward signs of neglect, becoming used to presenting a competent face to the outside world, and even taking on the role of the parent. But at the end of the day, neglected children are not getting their physical and emotional needs met.

### **Physical child abuse**

Physical abuse involves physical harm or injury to the child. It may be the result of a deliberate attempt to hurt the child, but not always. It can also result from severe discipline, such as using a belt on a child, or physical punishment that is inappropriate to the child’s age or physical condition.

Many physically abusive parents and caregivers insist that their actions are simply forms of discipline—ways to make children learn to behave. But there is a big difference between using physical punishment to discipline and physical abuse. The point of disciplining children is to teach them right from wrong, not to make them live in fear.

### **Sexual abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts.

They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

### **Prevention of Abuse**

- Adults will not be left alone for long periods of time with individual children or with small groups. An adult who needs to take a child aside - for example, for time out after inappropriate behaviour which needs improvement – will leave the door ajar.
- Adults who have not been registered as “fit” persons will not take children unaccompanied to the toilet. Only members of staff who have clear CRB’s and nursery toilet training will be permitted to take children to the toilet and change nappies.
- Children will be encouraged to develop a sense of autonomy and independence through adult support in making choices and in finding names for their own feelings and acceptable ways to express them. This will enable children to have the self confidence and the vocabulary to resist inappropriate approaches.
- The layout of the playroom(s) will permit visual contact of all children and no blind spots.

### **Respond appropriately to suspicions of abuse**

The first concern will be the child. Children whose condition or behaviour has given cause for concern will be listened to, reassured and helped to understand that they themselves are valued and respected and have not been at fault.

Changes in children’s behaviour and/or appearance will be investigated.

Parents will normally be the first point reference, but if they are not in a position to explain any legitimate anxieties, the school will seek assistance from the **Children’s Social Care**.

### **What to do if a child makes a disclosure**

Any allegations made by a child will be kept in strict confidence (where reasonably possible), shared only with those who need to know; **the protection of the child is the**

**most important consideration.** OTP will refer to the ‘**What to Do**’ summary in the event of a disclosure.

1. The key person or person, to whom the child has confided in, will listen and record only what the child says and will not coerce the child or make false promises that they will not inform anybody else but rather the child will be informed that we will need to tell a ‘helpful person’.
2. The key person will inform Mr Farasat Latif or Mr Nural Islam
3. The Head teacher will seek assistance from the Initial Assessment Team.

### **Managing Allegations**

- If an allegation is made against a member of staff, volunteer or student, OTP will adhere to the procedures laid down by LADO and inform OFSTED. (see complaints policy)
- The named Trustees above will be informed immediately who will take over the investigation.
- At this point the staff member will be told only that an allegation has been made and not by whom.
- The staff member will be relieved of her/his duties until the investigation has been completed.
- If the allegation is found to be genuine the staff member will be dismissed.
- OFSTED will be informed if any allegations are made against staff, volunteers and students.

### **Record keeping**

Whenever worrying behaviour occurs in a child’s, physical condition or appearance, a specific and confidential record will be used in accordance with Luton Borough Council Safeguarding Recording Protocol, quite separate from the usual on-going records of children’s progress and development. The record will include, in addition to the name, address and age of the child: timed and dated observations, describing objectively the child’s behaviour/appearance, without comment or interpretation; where possible the exact words spoken by the child; the dated name and signature of the recorder.

Such records will be kept in a **separate file in the school office** and will not be accessible to people other than the head teacher and named trustees Mr Farasat Latif and Mr Nural Islam.

### **Liaise with other bodies**

LSCB operates in accordance with guidelines laid down by the registering authority.

Confidential records kept on children about whom the nursery is anxious will be shared with the Social Services Department if the school feels that adequate explanations for changes in the child's condition have not been provided.

The group will maintain ongoing contact with the registering authority, together with names, addresses and telephone numbers to ensure that it would be easy, in any emergency, for the Initial Assessment Team.

Records will also be kept of the local NSPCC contact, or other contact(s) as appropriate.

### **Supporting families**

The nursery will take every step in its power to build up trusting and supportive relationships between families and staff and volunteers in the group.

Where abuse at home is suspected the child will remain attending at the school while investigations proceed.

Confidential records kept on a child will be shared with parents. With the provision that the care and safety of the child must always be paramount, the school will do all in its power to support and work with the child's family.

### **Ofsted Safeguarding Helpline: 0300 123 1231**

### **Incidents and circumstances that must be notified to the LSCB**

1. When a child dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in the death.
2. When a child dies in custody, either in police custody, on remand or following sentence, or a child dies who was detained under the Mental Health Act 2005.
3. A child sustains a potentially life-threatening injury or serious and permanent impairment of health (physical and / or mental) or development through abuse or neglect.
4. A child has been subjected to serious sexual abuse.
5. A parent has been murdered and a domestic homicide review is being initiated.
6. A child has perpetrated a particularly serious offence, either against another child or an adult.

7. If there is clear evidence of significant risk or harm to a child.

In the event of serious incidents and circumstances Olive Tree Primary School will follow the Luton Safeguarding Children Board procedure of notification and make reference to the Case Recording Protocol.

Contact details for referral or advice:

**LSCB**

**LSCB Business Manager:**

2-12, Victoria Street

LU1 2UA, Luton

Tel: 01582-547590

Email: [catherine.barrett@luton.gov.uk](mailto:catherine.barrett@luton.gov.uk)

**LSCB Administrator**

2-12, Victoria St

LU1 2UA, Luton

Tel: 01582 54762

**This policy was adopted at a meeting of the school trustees held on 3rd October 2011.**

Signed on behalf of the school trustees .....

