Friends of Flintham PTA Safeguarding Policy

**The purpose and scope of this policy statement**

Friends of Flintham PTA is a group of parents of the school who organise a variety of events throughout the year to fundraise for identified activities or resources for the school. These might include spring fayre, cake sales, disco etc.

The purpose of this policy statement is:

• To protect children and young people who receive Friends of Flintham PTA’s services from harm. This includes the children of adults who use our services

• To provide staff and volunteers, as well as children and young people and their families, with the overarching principles that guide our approach to child protection.

This policy applies to anyone working on behalf of Friends of Flintham PTA, including senior managers and the board of trustees, paid staff, volunteers, sessional workers, agency staff and students.

**Legal framework**

This policy has been drawn up on the basis of legislation, policy and guidance that seeks to protect children in England. A summary of the key legislation and guidance is available from [nspcc.org.uk/childprotection.](https://learning.nspcc.org.uk/child-protection-system)

**Supporting documents**

This policy statement should be read alongside our organisational policies, procedures, guidance and other related documents:

• role description for the designated safeguarding officer

• dealing with disclosures and concerns about a child or young person

• managing allegations against staff and volunteers

• recording concerns and information sharing

• child protection records retention and storage

• code of conduct for staff and volunteers

• behaviour codes for children and young people

• photography and sharing images guidance

• safer recruitment

• online safety

• anti-bullying

• managing complaints

• whistleblowing

• health and safety

• induction, training, supervision and support

• adult to child supervision ratios

**We believe that:**

• children and young people should never experience abuse of any kind

• we have a responsibility to promote the welfare of all children and young people, to keep them safe and to practise in a way that protects them.

**We recognise that:**

• the welfare of children is paramount in all the work we do and in all the decisions we take

• working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people’s welfare

• all children, regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation have an equal right to protection from all types of harm or abuse

• some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues. Extra safeguards may be needed to keep children who are additionally vulnerable safe from abuse.

**Find out more about:**

• [safeguarding children who come from Black, Asian and minoritised ethnic communities](https://learning.nspcc.org.uk/safeguarding-child-protection/children-from-black-asian-minoritised-ethnic-communities)

• [safeguarding d/Deaf and disabled children and young people](https://learning.nspcc.org.uk/safeguarding-child-protection/deaf-and-disabled-children)

• [safeguarding LGBTQ+ children and young people](https://learning.nspcc.org.uk/safeguarding-child-protection/lgbtq-children-young-people)

• [safeguarding children with special educational needs and disabilities (SEND)](https://learning.nspcc.org.uk/safeguarding-child-protection-schools/safeguarding-children-with-special-educational-needs-and-disabilities-send)

**We will seek to keep children and young people safe by:**

• valuing, listening to and respecting them

• appointing a nominated child protection lead for children and young people, a deputy and a lead trustee/board member for safeguarding

• adopting child protection and safeguarding best practice through our policies, procedures and code of conduct for staff and volunteers

• developing and implementing an effective online safety policy and related procedures

• providing effective management for staff and volunteers through supervision, support, training and quality assurance measures so that all staff and volunteers know about and follow our policies, procedures and behaviour codes confidently and competently

* recruiting and selecting staff and volunteers safely, ensuring all necessary checks are made

• recording and storing and using information professionally and securely, in line with data protection legislation and guidance [more information about this is available from the Information Commissioner’s Office: [ico.org.uk/for organisations]](https://ico.org.uk/for-organisations)

• sharing information about safeguarding and good practice with children and their families via leaflets, posters, group work and one-to-one discussions

• making sure that children, young people and their families know where to go for help if they have a concern

• using our safeguarding and child protection procedures to share concerns and relevant information with agencies who need to know, and involving children, young people, parents, families and carers appropriately

• using our procedures to manage any allegations against staff and volunteers appropriately

• creating and maintaining an anti-bullying environment and ensuring that we have a policy and procedure to help us deal effectively with any bullying that does arise

• ensuring that we have effective complaints and whistleblowing measures in place

• ensuring that we provide a safe physical environment for our children, young people, staff and volunteers, by applying health and safety measures in accordance with the law and regulatory guidance

• building a safeguarding culture where staff and volunteers, children, young people and their families, treat each other with respect and are comfortable about sharing concerns

Contact details Nominated child protection lead

Name: Janette Dunderdale

Phone/email: head@flintham.notts.sch.uk

Deputy child protection lead(s)

Name(s): Gail Otton

Phone/email: office@flintham.notts.sch.uk

Trustee/Senior lead for safeguarding and child protection

Name: Janette Dunderdale

Phone/email: head@flintham.notts.sch.uk

NSPCC Helpline 0808 800 5000

We are committed to reviewing our policy and good practice annually.

This policy was last reviewed on: ………13.10.2023……………………………………(date)

Signed: ……………………………… [this should be signed by the most senior person with responsibility for safeguarding in your organisation, for example the safeguarding lead on your board of trustees].

Date: ………13.10.2023…………………………………………………………………





**All disclosures are confidential.** Please do not discuss any details with anyone other than the DSL or Deputy DSL (see contact details on previous page).

LADO details: Eva Callahan 0115 8041272

When you are listening to a child and making notes use TED questions (tell me, Explain, Describe). DO NOT ask leading questions. Notes should be factual and not have opinions in them.

Further information on the definitions and signs of abuse can be found at [Definitions and signs of child abuse (nspcc.org.uk)](https://learning.nspcc.org.uk/media/1188/definitions-signs-child-abuse.pdf)

General Signs of Abuse

Many of the signs that a child is being abused are the same regardless of the type of abuse. Anyone working with children or young people needs to be able to recognise the signs.

These include a child:

• being afraid of particular places or making excuses to avoid particular people

• knowing about or being involved in ‘adult issues’ which are inappropriate for their age or stage of development, for example alcohol, drugs and/or sexual behaviour

• having angry outbursts or behaving aggressively towards others

• becoming withdrawn or appearing anxious, clingy or depressed

• self-harming or having thoughts about suicide

• showing changes in eating habits or developing eating disorders

• regularly experiencing nightmares or sleep problems

• regularly wetting the bed or soiling their clothes

• running away or regularly going missing from home or care

• not receiving adequate medical attention after injuries.

These signs do not necessarily mean that a child is being abused. There may well be other reasons for changes in a child’s behaviour such as a bereavement or relationship problems between parents or carers. If you have any concerns about a child’s wellbeing, you should report them following your organisation’s safeguarding and child protection procedures.

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| **Physical Abuse****What is physical abuse?** Physical abuse happens when a child is deliberately hurt, causing physical harm. It can involve hitting, kicking, shaking, throwing, poisoning, burning or suffocating. It’s also physical abuse if a parent or carer makes up or causes the symptoms of illness in children. For example, they may give them medicine they don’t need, making them unwell. This is known as fabricated or induced illness (FII). **Spotting the signs of physical abuse** All children have trips, falls and accidents which may cause cuts, bumps and bruises. These injuries tend to affect bony areas of their body such as elbows, knees and shins and are not usually a cause for concern.Injuries that are more likely to indicate physical abuse include: Bruising • bruises on babies who are not yet crawling or walking • bruises on the cheeks, ears, palms, arms and feet • bruises on the back, buttocks, tummy, hips and backs of legs • multiple bruises in clusters, usually on the upper arms or outer thighs • bruising which looks like it has been caused by fingers, a hand or an object, like a belt or shoe • large oval-shaped bite marks. Burns or scalds • any burns which have a clear shape of an object, for example cigarette burns • burns to the backs of hands, feet, legs, genitals or buttocks. Other signs of physical abuse include multiple injuries (such as bruising, fractures) inflicted at different times. | **Neglect****What is neglect?** Neglect is not meeting a child’s basic physical and/or psychological needs. This can result in serious damage to their health and development. Neglect may involve a parent or carer not: • providing adequate food, clothing or shelter • supervising a child or keeping them safe from harm or danger(including leaving them with unsuitable carers) • making sure the child receives appropriate health and/or dental care • making sure the child receives a suitable education • meeting the child’s basic emotional needs – this is known as emotional neglect. Neglect is the most common type of child abuse. It often happens at the same time as other types of abuse. **Spotting the signs of neglect** Neglect can be difficult to identify. Isolated signs may not mean that a child is suffering neglect, but multiple and persistent signs over time could indicate a serious problem. Some of these signs include: • children who appear hungry - they may not have lunch money or even try to steal food • children who appear dirty or smelly • children whose clothes are inadequate for the weather conditions • children who are left alone or unsupervised for long periods or at a young age • children who have untreated injuries, health or dental problems • children with poor language, communication or social skills for their stage of development • children who live in an unsuitable home environment. |
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| **Sexual Abuse** **What is sexual abuse?** Sexual abuse is forcing or enticing a child to take part in sexual activities. It doesn’t necessarily involve violence and the child may not be aware that what is happening is abuse. Child sexual abuse can involve contact abuse and non-contact abuse. Contact abuse happens when the abuser makes physical contact with the child. It includes: • sexual touching of any part of the body whether the child is wearing clothes or not • rape or penetration by putting an object or body part inside a child's mouth, vagina or anus • forcing or encouraging a child to take part in sexual activity • making a child take their clothes off or touch someone else's genitals. Non-contact abuse involves non-touching activities. It can happen online or in person and includes: • encouraging or forcing a child to watch or hear sexual acts • making a child masturbate while others watch not taking proper measures to prevent a child being exposed to sexual activities by others • showing pornography to a child • making, viewing or distributing child abuse images • allowing someone else to make, view or distribute child abuse images. • meeting a child following online sexual grooming with the intent of abusing them. Online sexual abuse includes: • persuading or forcing a child to send or post sexually explicit images of themselves, this is sometimes referred to as sexting • persuading or forcing a child to take part in sexual activities via a webcam or smartphone • having sexual conversations with a child by text or online. Abusers may threaten to send sexually explicit images, video or copies of sexual conversations to the young person's friends and family unless they take part in other sexual activity. Images or videos may continue to be shared long after the abuse has stopped. Abusers will often try to build an emotional connection with a child in order to gain their trust for the purposes of sexual abuse. This is known as grooming.**Spotting the signs of sexual abuse** There may be physical signs that a child has suffered sexual abuse. These include: • anal or vaginal soreness or itching • bruising or bleeding near the genital area • discomfort when walking or sitting down • an unusual discharge • sexually transmitted infections (STI) • pregnancy. Changes in the child’s mood or behaviour may also cause concern. They may want to avoid spending time with specific people. In particular, the child may show sexual behaviour that is inappropriate for their age. | **Emotional Abuse** **What is emotional abuse?** Emotional abuse involves: • humiliating, putting down or regularly criticising a child• shouting at or threatening a child or calling them names • mocking a child or making them perform degrading acts • constantly blaming or scapegoating a child for things which are not their fault • trying to control a child’s life and not recognising their individuality • not allowing a child to have friends or develop socially • pushing a child too hard or not recognising their limitations • manipulating a child • exposing a child to distressing events or interactions • persistently ignoring a child • being cold and emotionally unavailable during interactions with a child • not being positive or encouraging to a child or praising their achievements and successes. **Spotting the signs of emotional abuse** There aren’t usually any obvious physical signs of emotional abuse but you may spot changes in a child's actions or emotions. Some children are naturally quiet and self-contained whilst others are more open and affectionate. Mood swings and challenging behaviour are also a normal part of growing up for teenagers and children going through puberty. Be alert to behaviours which appear to be out of character for the individual child or are particularly unusual for their stage of development. Babies and pre-school children who are being emotionally abused may: • be overly-affectionate towards strangers or people they haven’t known for very long • not appear to have a close relationship with their parent, for example when being taken to or collected from nursery • lack confidence or become wary or anxious • be unable to play • be aggressive or nasty towards other children and animals. |