



Upper Beeding Primary School

Child Protection Policy

February 2015

WORKING TOGETHER TO SAFEGUARD CHILDREN 2013 & KEEPING CHILDREN SAFE IN EDUCATION 2014

STATUTORY DUTIES THAT APPLY TO SCHOOLS

Schools should have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children, including:

- ensuring that the school or college contributes to inter-agency working in line with statutory guidance *Working Together to Safeguard Children 2013*. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans
- a clear line of accountability for the commissioning and/or provision of services designed to safeguard and promote the welfare of children;
- a senior member of staff to take leadership responsibility for the school's safeguarding arrangements;
- a culture of listening to children and taking account of their wishes and feelings and ensuring there are systems in place for children to express their views and give feedback;
- ensure that there are procedures in place to handle allegations against other children;
- arrangements which set out clearly the processes for sharing information, with other professionals and with the Local Safeguarding Children Board (LSCB);
- a designated professional lead for safeguarding. Their role is to support other members of staff, to recognise the needs of children, including rescue from possible abuse or neglect. Designated leads roles should always be explicitly defined in job descriptions. They should be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively;
- safe recruitment practices for individuals whom the organisation will permit to work regularly with children (p.17 Keeping Children Safe in Education 2014) including policies on when to obtain a relevant Disclosure and Barring Scheme (DBS) check;
- supervised volunteers who attend for 4 or more sessions in 30 days **MUST** have an Enhanced DBS check;

- appropriate supervision and support for staff. All staff members should also receive appropriate child protection training which is regularly updated.
- employers are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role;
- staff should be given a mandatory induction, which includes familiarisation with child protection responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare. Staff in schools and colleges should ensure that **all staff read at least part one of Keeping Children Safe in Education 2014;**
- ensure there is an effective child protection policy in place together with a staff behaviour policy (code of conduct). Both should be provided to all staff – including temporary staff and volunteers – on induction;
- all professionals should have regular reviews of their own practice to ensure they improve over time.
- all schools and colleges have to be compliant with the requirements of the LSCB, In West Sussex this includes regular auditing of child protection procedures.
- clear policies in line with those from the LSCB for dealing with allegations against people who work with children. An allegation may relate to a person who works with children who has:
 - behaved in a way that has harmed a child, or may have harmed a child;
 - possibly committed a criminal offence against or related to a child; or
 - behaved towards a child or children in a way that indicates they may pose a risk of harm to children

In addition: The Local Authority Designated Officer (LADO) to be involved in the management and oversight of individual cases. The LADO should provide advice and guidance to schools, liaising with the police and other agencies and monitoring the progress of cases to ensure that they are dealt with as quickly as possible, consistent with a thorough and fair process;

- any allegation should be reported immediately to a senior manager within the school. The LADO should also be informed within one working day of all allegations that come to an employer's attention or that are made directly to the police; and
- if an organisation removes an individual (paid worker or unpaid volunteer) from work such as looking after children (or would have, had the person not left first) because the person poses a risk of harm to children, the organisation must make a referral to the Disclosure and Barring Service. It is an offence to fail to make a referral without good reason.

In addition to these section 11 duties, which apply to schools, further safeguarding duties are also placed on them through other statutes. The key duties that fall on schools are set out below.

Schools and colleges

Section 175 of the Education Act 2002 places a duty on local authorities (in relation to their education functions and governing bodies of maintained schools and further education institutions, which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools (which include Academies and free schools) by virtue of regulations made under section 157 of the same Act.

In order to fulfil their duty under sections 157 and 175 of the Education Act 2002, all educational settings to whom the duty applies should have in place the arrangements as set out above. In addition schools should have regard to specific guidance given by the Secretary of State under sections 157 and 175 of the Education Act 2002 namely, Safeguarding Children and Safer Recruitment in Education and Dealing with allegations of abuse against teachers and other staff.

11 DfE Keeping Children Safe in Education 2014.

12 DfE *Dealing with allegations of abuse against teachers and other staff*.

The policy reflects current legislation, accepted best practice and complies with the government guidance: [Working Together to Safeguard Children](#) March 2013 and Keeping Children Safe in Education April 2014

This policy was written and adopted in: February 2015

It is due for review in twelve months in: February 2016

CONTEXT

All those who come into contact with children and families in their everyday work, including practitioners who do not have a specific role in relation to child protection, have a duty to safeguard and promote the welfare of children. (Department of Health COS (C) CNI What to do if you're worried, p.4)

“ Everyone in the education service shares an objective to help keep children and young people safe by contributing to providing a safe learning environment and to identify those who are suffering, or likely to suffer, significant harm, and, by taking appropriate action, of making sure they are kept safe both at home and at school.

“ Achieving these aims requires systems designed to:

- prevent unsuitable people working with children and young people
- promote safe practice and challenge poor and unsafe practice
- identify instances in which there are grounds for concern about a child's welfare
- initiate/take appropriate action to keep them safe and contribute to effective partnership working between all those providing services for children and young people.

“ Where there are concerns about a child's welfare, relevant agencies need to be involved at an early stage. If a member of staff or a volunteer has concerns about a child's welfare, or if a child discloses that s/he is suffering abuse or reveals information that gives grounds for concern, the member of staff should speak to their designated lead person with a view to passing on the information.

“ The safety and protection of West Sussex's school children is of paramount importance to all those involved in Education.

“ Children can develop a special and close relationship with school staff, and view them as significant and trustworthy adults.

- “ Children, if they have been abused, may confide or disclose to a teacher or other member of staff.
- “ School staff are also in a unique position to notice any change in demeanour or circumstances, or notice injuries, marks or bruises when children are doing P.E., games or swimming which might indicate a child has been abused.

STATEMENT OF INTENT

At Upper Beeding Primary School, the governors and staff fully recognise the contribution the school makes to safeguarding children. We recognise that the safety and protection of all children is of paramount importance and that all staff, including volunteers, have a full and active part to play in protecting children from harm.

We believe that the school should provide a caring, positive, safe and stimulating environment which promotes the social, physical, emotional and moral development of each pupil.

THE AIMS OF THIS POLICY

- to confirm that the development of all children is supported in ways that foster security, confidence and independence
- to raise the awareness of teachers, non-teaching staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse
- to confirm the structured procedure to be followed by all members of the school community in cases of suspected harm or abuse
- to emphasise the need for good levels of communication between all members of staff and those with designated responsibility for child protection
- to confirm the working relationship with Children’s Services within the Children and Young People’s Services Directorate of West Sussex Council, other agencies and, where appropriate, with similar services in neighbouring authorities.

OUR GOVERNORS

Our governors:

- ensure that the school has a Child Protection Policy, Staff Behaviour Policy and procedures in place, operates safe recruitment procedures and makes appropriate staff and volunteer checks and have procedures for dealing with allegations against staff and volunteers that all comply in accordance with West Sussex Council’s Children and Young People’s Services and Local Safeguarding Children’s Board (LSCB) procedures
- ensure that our school has a culture of safe recruitment and, as part of that, have recruitment procedures that help deter, reject or identify people who might abuse children (Part three: Safer Recruitment. Keeping Children Safe in Education 2014).
- ensure that at least one member of an appointing panel has attended safer recruitment training
- have appointed a member of our Leadership Team to the role of designated safeguarding lead
- ensure that our single central record is kept up to date
- recognise that it does not have a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against staff)
- make sure that the Child Protection Policy is available to parents on request
- ensure this policy and practice complements other policies to ensure safeguarding.

OUR HEADTEACHER

Our Headteacher ensures that:

- the policies and procedures adopted by the Governing Body are followed by all staff
- this policy is updated annually, and is available publicly via the school website and as a hard copy
- sufficient resources and time are allocated to enable the designated persons and other staff to discharge their responsibilities including taking part in strategy discussions and other inter-agency meetings, and to contribute to the assessment of children and young people
- all staff and volunteers feel able to raise their concerns about poor and unsafe practice in regard of children, and such concerns are addressed in a timely manner in accordance with agreed policies.
- He/she undergoes child protection training which is updated regularly, in line with advice from the LSCB

THE DESIGNATED LEAD(S) FOR CHILD PROTECTION

- The designated leads for child protection are **Becky Linford and Diane Gwilliam**. If both are absent the responsibility passes to the relevant senior leader.

They:

- attend child protection training and updates every two years
- liaise in accordance with the West Sussex LSCB procedures: when referring a pupil where there are concerns about possible abuse
- where there are concerns about a member of staff being involved, they contact the Local Authority and follow policy and procedures
- ensure all staff, including supply teachers, visiting professionals, those who support Sex and Relationships Education and volunteers are informed in writing of how to contact the designated leaders and the school's procedures for safeguarding children
- support staff who attend strategy meetings and/or case conferences
- support staff and volunteers who may find safeguarding issues upsetting or stressful by enabling them to talk through their anxieties and to seek further support from the school leadership group or others as appropriate.
- ensure the involvement of other designated leaders as required

ensure that:

- written records of concerns are kept, even if there is no immediate need for referral *and monitored*
- all child protection records are marked as such and kept securely locked and where they are stored electronically, that they are differently password protected from the pupils' other files, and accessible only by the headteacher/designated leads
- pupil records are kept separately, and marked as appropriate to indicate other confidential records are being held elsewhere

- all absence letters are dated and clearly signed by a teacher/tutor, and that if there are concerns about attendance and a pupil's wellbeing and safety, the Education Welfare Officer is contacted
- the key worker of any child that is on the child protection register and is absent without explanation, is contacted on the first day of absence
- phone calls about absences are logged and dated
- records of attendance are monitored and appropriate action is taken as required
- where a pupil on the child protection register transfers to another school, the key worker in Children's Services is informed
- appropriate information is forwarded under confidential cover and separate from the pupil's main file to the designated leader for child protection of the pupil's new school in this authority as soon as possible or to the Social/Children's Services within the authority if the pupil is transferring to a school in another authority

STAFF AND VOLUNTEERS

All staff and volunteers, including supply teachers, visiting professionals working with children in the school, those who support Sex and Relationships Education and those supporting school visits, are required to have enhanced DBS verification and are informed of the name of the designated teacher and the school's procedures for protecting children.

- during their first induction to the school
- through a copy of this policy
- through the staff handbook
- through the school's Sex and Relationships Education Policy
- information on relevant staff notice boards

All staff know that to safeguard children, they have a duty to share information with the designated leads, and through the designated lead, with other agencies. They are alert to signs and symptoms of harm and abuse and know how to respond when they have concerns or when a pupil discloses to them and to act confidentially. They know what and how to record concerns. **All staff are alert to signs of abuse. They report any concerns or suspicions, if not immediately, as soon as possible, that day to the designated teacher. If in doubt they should talk with the designated teacher.**

RESPONSE IN SCHOOL

Reporting to the designated lead

Any concern must be discussed with, the designated lead teacher(a) or, in their absence, member of senior leadership team, as soon as possible, at least by the end of the morning or afternoon session of that day.

Immediate response to the child

It is vital that our actions do not abuse the child further or prejudice further enquiries. Staff should:

- listen to the pupil. If you are shocked by what is being said, try not to show it
- it is OK to observe bruises but not to ask a child to remove their clothing to observe them.
- if a disclosure is made, the pace should be dictated by the pupil without him/her being pressed for detail by the teacher asking leading questions such as "what did s/he do next?" or "where did s/he touch you?" **It is our role to listen not to investigate.** Use open questions such as "is there anything else you want to tell me?" etc.
- accept what the pupil says. Be careful not to burden them with guilt by asking "why didn't you tell me before?"
- acknowledge how hard it was for them to tell you this.
- don't criticise the perpetrator, the pupil might have a relationship with them

- **don't promise confidentiality.** Reassure the pupil that they have done the right thing, explain whom you will have to tell (the designated lead) and why and, depending on their age, what the next stage will be. It is important that you don't make promises that you cannot keep such as "I'll stay with you all the time" or "it will be all right now."

RECORDING INFORMATION

Any staff who have concerns, or have a disclosure made to them, should:

- make some brief notes at the time or immediately afterwards; record the date, time, place and context of disclosure or concern, recording facts and not assumption and interpretation.
- if it is observation of bruising or an injury they should record detail, e.g. "right arm above elbow
- note the non-verbal behaviour and the key words in the language used by the pupil (try not to translate into "proper terms").
- not take photographs
- It is important that these original notes are passed on to the designated lead who may ask for a written referral. A written referral is needed within 24 hours of the referral call

SUPPORTING CHILDREN

Any child who has made a disclosure or has been referred by a colleague who suspects abuse, is supported within the pastoral network that exists within our school. The key element of this is the Year Group and the support systems that exist within it. External support agencies are involved as necessary. The support of any child is monitored by the following:

- The Headteacher and SENCo (the designated leads)
- The Assistant Heads
- The Class Teacher

Staff to whom a disclosure is made, who have been involved in the situation, are supported within the management structure of the school. External agencies, e.g. LA counselling services, are utilised if required.

Staff and parents can also contact – Children's Access Point (CAP) on 01403 229900 for advice. They are also contactable on cap@westsussex.gcsx.gov.uk

Staff and governors

- recognise that a child or young person who is abused or witnesses violence may find it difficult to develop and maintain a sense of self worth. We recognise that in these circumstances children might feel helpless and humiliated, and that they might feel self blame.
- recognise that this school might provide the only stability in the lives of children who have been abused or who are at risk of harm.
- accept that research shows that the behaviour of a pupil in these circumstances might range from that which is perceived to be normal to aggressive or withdrawn.

Our school supports all children by:

- discussing child protection cases with due regard to safeguarding the pupil and his or her family

- supporting individuals who are or thought to be in need or at risk in line with LSCB procedures
- encouraging self-esteem and self-assertiveness
- challenging and not condoning aggression, bullying or discriminatory behaviour
- promoting a caring, safe and positive environment.

CONFIDENTIALITY

If abuse is suspected, information is given directly to the designated leads for child protection or, in their absence, to one of the Assistant Heads. The personal information about all children's families is regarded by those who work in this school as confidential. All staff are aware of the confidential nature of personal information and aim to maintain this confidentiality.

Staff understand that they need know only enough to prepare them to act with sensitivity to a pupil and to refer concerns appropriately. It is inappropriate to provide all staff with detailed information about the pupil, the incident, the family and the consequent actions.

Staff have the professional responsibility to share relevant information about the protection of children with other professionals, particularly investigating agencies. If a child confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tells the child sensitively that he or she has a responsibility to refer cases of alleged abuse to the appropriate agencies for the child's own sake. Within that context, the child should, however, be reassured that the matter will be disclosed only to the people who need to know about it. Staff who receive the information about children and their families in the course of their work only have that information only within appropriate professional contexts. Child protection records are kept securely locked in the Headteacher's office.

WORKING WITH PARENTS/CARERS

Parents/carers play the central role in protecting their children from harm. The school is required to consider the safety of the pupil and should a concern arise professional advice will be sought prior to contacting parents. Parents will be contacted, and the school will continue to work with the parents to support the needs of their child.

The school aims to help parents understand that the school, like all others, has a responsibility for the welfare of all children and has a duty to refer cases to Social Services in the interests of the child. The governors will include this paragraph in the school prospectus:

Our school, like all others, has a duty to safeguard and promote the welfare of all children and our headteacher is required to report any obvious or suspected case of child abuse – which includes non-accidental injury, severe physical neglect, emotional abuse and/or sexual abuse. The school may need to share information and work in partnership with other agencies when there are concerns about a pupil's welfare. This is intended to protect the child at risk and schools are encouraged to take the attitude that it is better to be safe than sorry. This does mean headteachers risk upsetting some parents by reporting a case which, on investigation, proves unfounded. In such circumstances it is hoped that parents, appreciating how difficult it is for headteachers to carry out this delicate responsibility, would accept that the headteacher was acting in what were believed to be the child's best interests.

RECORD KEEPING

All child protection records are clearly marked as such and are kept securely locked

- All Child Protection records are clearly marked as such and are kept securely in the Headteacher's Office.
- Individual files are kept for all children who have been referred to Child Protection.
- Correspondence, reports etc from Child Protection and other agencies are kept in each individual child's C.P. file.
- School-based records include details, dates and times of all disclosures, concerns and referrals.
- Records are reviewed regularly by the headteacher, SENCo and the Senior Leadership Team.
- Access to C.P. records/files can only be made through the Headteacher or, in her absence, the SENCo

CURRICULUM

Personal Safety is taught through our PSCH curriculum from the Early Years through to Year 6, through a developmental, spiral curriculum. Areas covered include:

- safe and unsafe touches – feelings and management of the situation
- anti-bullying, physical, emotional and sexual harassment
- respecting the privacy of others
- how to get help? who to tell? how to tell? assertiveness training

Our children:

- safely explore their own and others' attitudes
- recognise and manage risks in different situations and how to behave responsibly
- judge what kind of physical contact is acceptable and unacceptable
- recognise when pressure from others (including people they know) threatens their personal safety and well-being and develop effective ways of resisting pressure; including knowing when and where to get help
- use assertiveness techniques to resist unhelpful pressure.

STAFF TRAINING

Our governors

- recognise that all staff and volunteers who work with children need to have appropriate child protection training that equips them to recognise and respond to pupil welfare concerns
- ensure staff are given mandatory induction, which includes familiarisation with child protection and safeguarding policy
- are kept up to date with safeguarding developments in our school. This is usually through our Safeguarding Committee
- Ensure that a training register is kept to indicate when staff and governors have been trained and this in turn informs the *annual* report to governors

Other policies/statements to be taken into account are our:

Acceptable Use Policy

Attendance Policy

SEND Policy

Health and Safety Policy

Photographing Children
Good Behaviour Policy (including Anti-Bullying)
Educational Visits
Special Educational Needs
English as an Additional Language
Equality including Disability, Gender and Race
Health and Safety
Emergencies (including emergency First Aid)
Critical Incidents – Emergency Policy
Confidentiality
Safe Practice in PE and Sport
Managing Drug Related Incidents
Safe Recruiting
Whistleblowing Policy (Confidential Reporting Policy)