

Safeguarding and Child Protection Policy

Thorndown Primary School

September 2012

INTRODUCTION

Thorndown Primary School fully recognises the responsibility it has under section 175 (Section 157 for Independent Schools, Academies and City Technology Colleges) of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

Through their day-to-day contact with pupils and direct work with families, staff at the school have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to Social Care via the Cambridgeshire Direct Contact Centre (Designated Person for Child Protection to refer).

This policy sets out how the school's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school

There are four main elements to our policy:

PREVENTION through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos

PROCEDURES for identifying and reporting cases, or suspected cases, of abuse.

SUPPORTING VULNERABLE CHILDREN those who may have been abused or witnessed violence towards others.

PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN

Our policy applies to all staff, paid and unpaid, working in the school including governors. Teaching assistants, mid-day supervisors, secretaries as well as teachers can be the first point of disclosure for a child. Concerned parents/carers may also contact the school and its governors.

1.0 PREVENTION

- 1.1 We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.
- 1.2 The school will therefore:
 - 1.2.1 establish and maintain an ethos where children feel safe in both the real and the virtual world and it is recognised that they can talk about their concerns and problems
 - 1.2.2 ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty and they will be listened to;
 - 1.2.3 include in the curriculum activities and opportunities for PSHE which equip children with the skills they need to stay safe from abuse both in the real and the virtual world and information about who to turn to for help;
 - 1.2.4 Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills.
 - 1.2.5 We have adopted Staying Safe, the Local Authority's personal safety programme for Foundation/Key Stage 1 and Key Stage 2, which is designed to fit in with the requirements of the PSHE Curriculum. This programme reinforces essential skills for every child. Self esteem and confidence building, thinking independently and making assessments of risk based on their own judgements are encouraged throughout the course.

2.0 PROCEDURES

2.1 We will follow the procedures set out in the Cambridgeshire Local Safeguarding Children Board "Safeguarding Inter - Agency Procedures". A copy of these procedures can be found on the LSCB website www.cambslscb.org.uk.

2.2 The Designated Senior Member of Staff for Child Protection is Mrs L Williams, Headteacher.

The school will:

- 2.2.1 ensure it has a designated senior member of staff, who has undertaken, as a minimum, the 2 day child protection training course run by The Education Child Protection Service
- 2.2.2 ensure this training is updated every two years in accordance with government guidance;
- 2.2.3 recognise the importance of the role of the designated person and ensure s/he has the time and training to undertake her/his duties;
- 2.2.4 ensure there are contingency arrangements should the designated member of staff not be available;
- 2.2.5 Ensure that the designated member of staff will take advice from a child protection specialist when managing complex cases. The Designated Person has access to both Social Care and the Advice Line run by Education Child Protection for 'what if' conversations. The emergency duty team (out of hours) is also available.

2.3. The Role of Governors and School Staff

The school will:

- 2.3.1 ensure every member of staff and every governor knows:
 - the name of the designated person and her/his role;
 - how to pass on and record concerns about a pupil
 - that they have an individual responsibility for referring child protection concerns using the proper channels and within the timescales set out in the Inter – Agency procedures
 - where the Inter – Agency Procedures are located
- 2.3.2 provide training for **all** staff from the point of their induction, and updated every three years at a minimum, so that they know:
 - their personal responsibility,
 - the local procedures,
 - the need to be vigilant in identifying cases of abuse
 - how to support and respond to a child who tells of abuse
- 2.3.3 ensure that all staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.

2.4 Liaison with Other Agencies

The school will:

- 2.4.1 work to develop effective links with relevant services to promote the safety and health of all pupils.
- 2.4.2 co-operate as required with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups.

2.4.3 notify the local Social Care team if:

- it should have to exclude a pupil who is subject to a child protection plan (whether fixed term or permanently);
- there is an unexplained absence of a pupil who is subject to a child protection plan of more than two days duration from school (or one day following a weekend); or as agreed as part of any child protection plan or core group plan.

2.5 **Record Keeping**

The school will:

- 2.5.1 keep clear detailed written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately;
- 2.5.2 ensure all records are kept secure and in locked locations;
- 2.5.3 ensure all relevant child protection records are sent to the receiving school or establishment when a pupil moves schools in accordance with the Education Child Protection procedures.

2.6 **Confidentiality and information sharing**

The school will:

- 2.6.1 ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from a senior manager or Social Care Team as required.*

* The Local Safeguarding Children's Board Guidance on the Sharing of Information on Children in Need and in Need of Protection can be accessed from the LSCB website at cambslscb.org.uk

- 2.6.2 ensure that the Headteacher or Designated Teacher will only disclose any information about a pupil to other members of staff on a need to know basis.
- 2.6.3 make all staff aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 2.6.4 ensure staff are clear with children that they cannot promise to keep secrets.

2.7 **Communication with Parents/carers**

The school will:

- 2.7.1 undertake appropriate discussion with parents/carers prior to involvement of another agency unless the circumstances preclude this action. (Further guidance on this can be found in the Safeguarding Inter-agency Procedures of the Local Safeguarding Children Board)
- 2.7.2 ensure that parents/carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school brochure.

3.0 **SUPPORTING VULNERABLE CHILDREN**

- 3.1 We recognise that abuse or witnessing violence may have an adverse impact on those children which may last into adulthood without appropriate intervention and support.
- 3.2 This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.

- 3.3 We recognise that some vulnerable children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.
- 3.4 The school will support the pupil through:
- 3.4.1 curricular opportunities to encourage self-esteem and self-motivation
- 3.4.2 the school ethos that actively promotes a positive, supportive and safe environment and values people.
- 3.4.3 the school's behaviour policy is aimed at supporting vulnerable pupils in the school. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self worth. The school will ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred;
- 3.4.4 liaison with other agencies which support the pupil such as Social Care, Child and Adolescent Mental Health Services and the Locality Teams.
- 3.4.5 a commitment to develop productive and supportive relationships with parents/carers;
- 3.4.6 recognition that children living in a home environment where there is domestic violence, drug or alcohol abuse are vulnerable and in need of support and protection;
- 3.4.7 monitoring and supporting pupil's welfare, keeping records and notifying Social Care in accordance with the Cambridgeshire Local Safeguarding Children Board "Safeguarding Inter - Agency Procedures".
- 3.5 when a pupil who is subject to a child protection plan leaves, information will be transferred to the new school immediately. The Child Protection Review Manager and Key Worker from Social Care will also be informed. We will follow the procedures for 'Children Missing from Education'.

3.6 **Drug Use and Child Protection**

- 3.6.1 The discovery that a young person is using illegal drugs or reported evidence of their drug use is not necessarily sufficient in itself to initiate child protection proceedings but the school will consider such action in the following situations:

When there is evidence or reasonable cause:

- to believe the young person's drug misuse may cause him or her to be vulnerable to other abuse such as sexual abuse;
- to believe the pupil's drug related behaviour is a result of abusing or endangering pressure or incentives from others, particularly adults;
- where the misuse is suspected of being prompted by serious parent/carer drug misuse.

3.6.2 **Children of Drug Using Parents/Carers**

- 3.6.3 Further enquiries and or further action will be taken when the school receives reliable information about drug and alcohol abuse by a child's parents/carers in the following circumstances;

- the parental misuse is regarded as problematic (i.e. multiple drug use including injection);
- a chaotic and unpredictable home environment exists which can be attributed to drug or alcohol misuse;
- children are not being provided with acceptable or consistent levels of social and health care;
- children are exposed to criminal behaviour.

3.7 Domestic Violence

- 3.7.1 Where there is Domestic Violence in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships.
- 3.7.2 Head teachers are notified of Domestic Violence incidents involving children and young people on their roll and will take appropriate action to ensure children and young people are kept safe in accordance with the Domestic Violence Protocol for Schools.

4.0 PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN

- 4.1 The school will operate safer recruitment practices including ensuring appropriate CRB and reference checks are undertaken according to the DfES (now DCSF) document 'Safeguarding Children and Safer Recruitment in Education' (2007).
- 4.2 Any allegation of abuse made against a member of staff will be reported straight away to the Head teacher or Principal. In cases where the Head teacher or Principal is the subject of an allegation, it will be reported to the Chair of Governors. (See Allegations flowchart Appendix 2.)
- 4.3 The school will consult with the Named Senior Officer in the event of an allegation being made against a member of staff and adhere to the relevant procedures set out in Safeguarding Children and Safer Recruitment in Education and the school's Personnel Manual from EPM Ltd.
- 4.4 The Named Senior officer will advise on all further action to be taken. Please note that the Head teacher or Chair of Governors should not seek to interview the child/ren involved until advice has been sought. Doing so may compromise any police interviews that may be necessary.
- 4.5 The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.
- 4.6 The school will ensure that all staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers as advised within the Local Authority's Code of Conduct. As part of the Induction process, all staff will receive guidance about how to create appropriate professional boundaries with all children, especially those with a disability or who are deemed vulnerable. All staff will have read and signed a copy of the Local Authority's Code of Conduct, Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings (March 2009, DCSF)
- 4.7 The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of trust). Staff will also be made aware as part of Induction about how to report inappropriate sexualised behaviours to the Head Teacher or Designated Person to follow up with Social Care teams. Staff who work within a school have a duty of care to model appropriate social behaviours and to ensure that the professional role of trust is not abused.

5.0 OTHER RELATED POLICIES

5.1 Physical Intervention

Our policy on physical intervention by staff is set out in a separate document and is reviewed annually by the governing body. We acknowledge that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimum force necessary to prevent injury to themselves, another person or property.*

* DCSF Guidance, The Use of Force to Control or Restrain Pupils 2007

5.2 **Anti-Bullying**

Our policy on anti-bullying is set out in a separate document and is reviewed annually by the governing body. We expect staff to acknowledge that to allow or condone bullying constitutes a lack of duty of care may lead to consideration under child protection procedures.

5.3 **Racist Incidents**

Our policy on racist incidents is set out in a separate document and is reviewed annually by the governing body. The school records racist incidents online as part of LA monitoring. We acknowledge that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

5.4 **Health and Safety**

Our Health and Safety policy, set out in a separate document, is reviewed annually by the governing body. It reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

5.5 **E-Safety and Acceptable Use**

Our policies on e-safety and acceptable use, set out in a separate document, are reviewed annually by the governing body. They reflect the balance needed between the exciting opportunities offered by the internet and other technologies and the need for pupils and staff to keep themselves safe and deal sensibly with risk.

5.6 **Children with Special Educational Needs**

As part of the PSHE curriculum staff will teach children personal safety skills commensurate with their ability and needs. Children will be taught personal safety skills such as telling and who to tell, good and bad touches and good and bad secrets. The content of lessons will be shared with parents/carers so that these skills can be consolidated at home.

The school has pupils who may have communication difficulties and we are aware that they are vulnerable to abuse because they are unable to express themselves to others. Instead such children will often exhibit changes in behaviours or signs and symptoms of abuse recognized by staff with a good knowledge of the child.

Where necessary, the school will provide additional training to staff to use Makaton, PECS or other communication systems. Supervision by senior managers will be vigilant to create a protective ethos around the child.

We promote high standards of practice, including ensuring that disabled children know how to raise concerns, and have access to a range of adults with whom they can communicate.

6.0 **GOVERNING BODY CHILD PROTECTION RESPONSIBILITIES**

6.1 The governing body fully recognises its responsibilities with regard to child protection and to safeguarding and promoting the welfare of children.

It will:

- designate a governor for child protection who will monitor the school's compliance with child protection policy and practice and champion child protection issues;
- ensure an annual report is made to the governing body, and copied to the Education Child Protection Service, on child protection matters to include changes affecting CP policy and procedures, child protection training received, the number of incidents/cases (no names) and child protection in the curriculum;

- ensure that this policy is annually reviewed and updated.

6.2 Extended Schools and Before and After School Activities

- 6.2.1 If the governing body provides extended school facilities or before or after school activities directly under the supervision or management of school staff, the school's arrangements for child protection as written in this policy shall apply.
- 6.2.2 Where services or activities are provided separately by another body the governing body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

This policy was ratified on 7th September 2011

and was reviewed in September 2012

and next review is: September 2013

Signed by the Headteacher/Chair of Governors

Four categories of abuse

Physical Abuse - 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.

Neglect - 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.

It may occur during pregnancy as a result of maternal substance misuse.

It may involve the neglect of or lack of responsiveness to a child's basic emotional needs.

It also includes parents or carers failing to:

- Provide adequate food, clothing and shelter including exclusion from home or abandonment
- Protect from physical and emotional harm or danger
- Ensure adequate supervision including the use of inadequate care-givers
- Ensure access to appropriate medical care or treatment

Emotional Abuse - Is the persistent emotional ill treatment so as to cause severe and adverse effects on a child's emotional development.

It may involve conveying to a child that they are:

- Worthless
- Unloved
- Inadequate
- Valued only insofar as they meet another persons needs

It may include:

- not giving the child opportunities to express their views
- deliberately silencing them
- 'making fun' of what they say or how they communicate

It may also feature age or developmentally inappropriate expectations being imposed on children including:

- interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning
- preventing participation in normal social interaction

It may involve:

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger
- The exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment 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.

This may involve:

- physical contact including assault by penetration (e.g. rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities involving
 - children in looking at, or in the production of, sexual images,
 - children in watching sexual activities
 - or encouraging children to behave in sexually inappropriate ways
 - 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.

Appendix A

Standards For Effective Safeguarding Practice in Schools

Child protection matters are receiving an increased priority in Ofsted inspections. The following standards may assist schools in evaluating their practice

In best practice, schools:

- 1 have an ethos in which children feel secure, their viewpoints are valued, and they are encouraged to talk and are listened to;
- 2 provide suitable support and guidance so that pupils have a range of appropriate adults to whom they can turn if they are worried or in difficulties;
- 3 work with parents/carers to build an understanding of the school's responsibility to ensure the welfare of all children and a recognition that this may occasionally require children to be referred to other agencies as a constructive and helpful measure;
- 4 are vigilant in cases of suspected child abuse, recognising the signs and indicators, have clear procedures whereby all staff report such cases to the designated person and are aware of local procedures so that information is passed on to the relevant professionals;
- 5 monitor children who have been identified as at risk, keeping, in a secure place, clear records of pupils' progress, maintaining sound policies on confidentiality, providing information to other professionals, submitting reports to case conferences and attending case conferences;
- 6 provide and support child protection training regularly to school staff every three years and to designated teachers every two years to ensure their skills and expertise are up to date, and ensure that targeted funding for this work is used solely for this purpose;
- 7 contribute to an inter-agency approach to child protection by developing effective and supportive liaison with other agencies;
- 8 use the curriculum to raise pupils' awareness and build confidence so that pupils have a range of contacts and strategies to ensure their own safety and understand the importance of helping others to stay safe;
- 9 provide clear policy statements for parents/carers, staff and children and young people on this and on both positive behaviour policies and the schools approach to bullying;
- 10 have a clear understanding of the various types of bullying - physical, verbal, indirect, and cyber-bullying, - act promptly and firmly to combat it, making sure that pupils are aware of the school's position on this issue and who they can contact for support;
- 11 take particular care that pupils with SEN in mainstream and special schools, who may be especially vulnerable to abuse, are supported effectively. Particular attention should be paid to ensuring that those with communication difficulties are enabled to express themselves to a member of staff with appropriate communicative skills, e.g. Makaton or PECS;
- 12 have clear guidance about the handling of allegations of abuse by members of staff, ensuring that all staff are fully aware of the procedures and that they are followed correctly at all times, using the guidance set out in the DfES (now DCSF) document Safeguarding Children and Safer Recruitment in Education

- 13 have a whole school Safeguarding and Child Protection policy, which is regularly reviewed and made available to all school staff
- 14 ensure that specified information requested in the Annual Child Protection Monitoring Report to Governors is passed on to the LA for monitoring purposes.

Appendix B

Managing an Allegation Against a Member of Staff in your Establishment

