

SAFEGUARDING AND CHILD PROTECTION POLICY

This policy is adapted from the model policy provided by the Cambridgeshire County Council Education Child Protection Service. Appendix B is taken verbatim from the model policy, appendix C is very slightly amended from the version in the model policy and appendix A is the latest version available.

INTRODUCTION

The Leys fully recognises the responsibility it has under section 157 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 work with families, all staff at the school have a crucial role to play in noticing indicators of possible abuse or neglect and referring cases to the appropriate agency, normally the appropriate Child and Family Team (Social Care).

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 and it applies to all staff and volunteers working in 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 PUPILS

PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN.

1. 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:

- establish and maintain an ethos and environment where pupils feel safe in both the real world and the virtual world, and where they feel able to share their concerns and problems
- ensure pupils know that there are adults in the School whom they can approach if they are worried or in difficulty and that the adults will listen to their concerns
- include, in the curriculum, activities and opportunities which equip pupils with the skills they need to stay safe from abuse in both the real world and the virtual world and information about who to turn to for help

- include in the curriculum material which will help pupils develop realistic attitudes to the responsibilities of adult life.

2. PROCEDURES

2.1 The School will follow the procedures set out in the Cambridgeshire Local Safeguarding Children Board “Safeguarding Inter-Agency Procedure” which should be used in conjunction with the Education Child Protection Procedures.

2.2 The Designated Person for Child Protection is Mr A. Erby. Mrs C. Wiedermann has also received designated person training.

2.3 The School will:

- ensure it has a designated senior member of staff, who has undertaken, as a minimum, the two day child protection training course run by the Education Child Protection Service
- ensure this training is updated every two years in accordance with government guidance;
- recognise the importance of the rôle of the Designated Person and ensure he has the time and training to undertake his duties
- ensure there are contingency arrangements should the Designated Person not be available;
- ensure that the Designated Person will take advice from a child protection specialist when managing complex cases

2.4 The Role of Governors and School Staff

The School will:

2.4.1 ensure every governor knows which governor oversees Safeguarding issues, the name of the Designated Person and his rôle.

2.4.2 ensure every member of staff knows:

- the name of the Designated Person and his rôle
- that they have individual responsibility for referring child protection concerns using the proper channels and within the timescales set out in the Inter-Agency procedures
- how to report a concern
- where the Inter-Agency Procedures are located

2.4.3 brief all new staff on their arrival and provide basic child protection training for all staff every three years on a rolling programme so that they know:

- their personal responsibility
- the need to be vigilant in identifying cases of abuse
- how to respond to and support a child who tells of abuse

2.4.4 ensure that all staff recognise their duty and feel able to raise concerns, about poor or unsafe practice in regard to pupils and that such concerns are addressed sensitively and effectively in a timely manner, in accordance with agreed whistle-blowing policies.

2.5 Liaison with other Agencies

The School will:

2.5.1 work to develop effective links with relevant services and co-operate as required with key agencies in their enquiries regarding child protection matters including attendance and written reports at child protection conferences and core groups.

2.5.2 notify the Social Care Team if:

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

2.6 Record Keeping

The School will:

- keep clear detailed written records of concerns about children (noting the date, event and action taken), even when there is no need to refer the matter to Social Care immediately
- ensure all records are kept in secure and locked locations
- 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

2.7 Confidentiality and Information Sharing

The school will:

- 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 outside agency as required
- ensure the Headmaster or Designated Person will disclose any information about a pupil to other members of staff on a need to know basis only
- make all staff aware that they have a professional responsibility to share information with other agencies in order to safeguard children
- ensure all staff are aware that they cannot promise a pupil that they will keep secrets

2.8 Communication with Parents

The School will:

- undertake appropriate discussion with parents prior to involvement of another agency unless the circumstances preclude this
- ensure that parents and guardians have an understanding of the responsibility placed on the School and staff for child protection by setting out its obligations in school literature
- encourage parents and guardians to voice any of their concerns to the Designated Person

3. SUPPORTING VULNERABLE PUPILS

3.1 We recognise that abuse or witnessing violence may have an adverse impact on pupils 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 vulnerable pupils. Nevertheless, when at school, their behaviour may be challenging and defiant, or they may be withdrawn.

3.3 We recognise that some vulnerable pupils may develop abusive behaviours and that these pupils must be referred on for appropriate support and intervention.

3.4 The School will support the pupil through:

- curricular opportunities to encourage self esteem and self motivation
- the School ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued
- the School's behaviour policies aimed at supporting vulnerable pupils in the school. All staff will adopt a consistent approach which focuses on the behaviour of the pupil but does not damage their sense of self-worth. The School will ensure that the pupil knows that some behaviour is unacceptable and that he/she is valued and not to be blamed for any abuse which has occurred
- liaison with other agencies who support the pupil such as Social Care and the Locality Teams
- a commitment to develop productive and supportive relationships with parents and guardians
- recognition that pupils living in a home environment where there is domestic violence, drug or alcohol abuse, are vulnerable and in need of support and protection
- vigilantly monitoring pupils' welfare, keeping records and notifying Social Care as soon as there is a recurrence of a concern

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 Pupils Using Drugs

The discovery that a young person is using illegal drugs is not necessarily sufficient in itself to initiate child protection proceedings. However, the School will consider such action in situations where there is evidence or reasonable cause, such as the following:

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

3.6.2 Pupils of Drug Using Parents

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

- The parental misuse is regarded as problematic (e.g. multiple drug use including injection)
- A chaotic and unpredictable home environment exists which can be attributed to drug or alcohol misuse

- Pupils are not being provided with acceptable or consistent levels of social and health care
- Pupils are exposed to criminal behaviour

3.7 Domestic Violence

Where there is domestic violence in a family, pupils will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry into their adult life and relationships. The Headmaster will be notified of domestic violence incidents involving Leys pupils and he will take appropriate action to ensure pupils are kept safe in accordance with the Domestic Violence Protocol for Schools.

4. PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH PUPILS

4.1 The school will operate safe recruitment practices including ensuring appropriate CRB and reference checks are undertaken according to the DCSF document *Safeguarding Children and Safer Recruitment in Education* (2007).

4.2 The School will ensure that all staff and Governors are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents.

4.3 The School will ensure that staff 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).

4.4 Within a no-blame culture, the School will encourage employees to voice their concerns to the appropriate manager if they are worried about possible malpractice relating to Safeguarding.

4.5 Any allegation of abuse made against a member of staff will be reported immediately to the Headmaster. In cases where the Headmaster is the subject of an allegation, it will be reported to the Chairman of Governors. The School will consult with the lead officer for allegations against teachers 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*. The Headmaster or Chairman of Governors should not seek to interview the pupil until advice has been sought. Doing so may compromise any Police interviews that may be necessary. However, pastoral support can be offered by an appropriate adult.

4.6 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 are made to the relevant authorities and professional bodies and included in references where applicable.

4.7 The School will provide guidance for contactors and ensure that all workmen who are not members staff are either CRB checked or are properly supervised on site.

5. OTHER RELATED TOPICS

5.1 Bullying

Our policy on bullying is set out in a separate document.

5.2 Health and Safety

Our Health and Safety Policy, set out in a separate document, is reviewed annually by the Governors. It reflects the consideration we give to the protection of our pupils within the school environment and when away from school or undertaking school trips.

5.3 Children with statements of Special Educational Needs

We recognise that statistically, pupils with behavioural difficulties and disabilities are most vulnerable to abuse. School staff working with these pupils will be particularly sensitive to signs of abuse.

5.4 e-Safety and Acceptable Use

Our Acceptable Use Policy is set out in a separate document and reviewed annually. It reflects 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.

6. 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 oversee the school's child protection policy and practice and champion child protection issues;
- ensure an annual report is made to the governing body and that it is copied to the Education Child Protection Service. It will be a report on child protection matters including changes affecting CP Policy and procedures, child protection training received, the numbers of incidents/cases (no names) and child protection in the curriculum;
- ensure that this policy is annually reviewed, updated and sent to the Education Child Protection Service.

6.2 Extended Schools

If the governing body provides services or activities outside normal school hours under the supervision or management of school staff, the School's arrangements for child protection as set out in this policy will apply.

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 that there are arrangements to liaise with the School on these matters where appropriate.

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Appendix A

Four categories of abuse

Physical Abuse - includes hitting, shaking, throwing, poisoning, burning /scalding drowning, suffocating and factitious or induced illness (fabricating the symptoms of ill health or deliberately inducing illness in a child)

Neglect - Neglect is the 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. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-givers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Emotional Abuse - Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

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

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 C Managing an allegation against a member of staff

