

Elm Park Primary School

Inspiring Learners, Enriching Lives, Achieving Together

Child Protection and Safeguarding Policy



Written/revised by	South Glos Council Model Policy Adapted by Debbie Williams
Start Date	October 2015
Review Date	October 2016
Headteacher's Signature	
Chair of Governors' Signature	
Date ratified by Full Governing Body	

Introduction

At Elm Park Primary School we are committed to creating and maintaining a safe and secure environment for pupils, staff, volunteers and visitors and to promoting a climate where children and adults will feel confident about sharing any concerns which they may have about their own safety or the well-being of others.

Our policy draws on all relevant publications including, 'Keeping Children safe in Education: Statutory guidance for schools and colleges' Mar 2015, the Prevent Duty, the four guiding principles of the UN Convention on the Rights of the Child (UNCRC) and 'Safeguarding Children: Safer Recruitment and Selection in Education Settings'.

Other policies which should be read alongside this policy include: the school's Health and Safety Policy, Anti-Bullying Policy, Behaviour Policy, Racist incidents Policy, Physical Restraint Policy, Educational Visits Policy, Recruitment Policy, Intimate Care Policy, Whistle-Blowing Policy and Confidentiality Policy.

We believe that our school provides a safe, positive and caring environment in which children can grow in their social, physical and moral development. We recognise the vital contribution our school can make in safeguarding children from harm and we intend to carry out our responsibilities actively and enthusiastically in liaison with all other concerned parties.

The four main elements to this policy are:

- **Prevention** through the curriculum and pastoral support offered to pupils and their families
- School's child protection **infrastructure and procedures** for identifying and reporting cases (or suspected cases) of abuse or other child protection concerns.
- **Support** for pupils who may have suffered significant harm, and their families.
- **Staff recruitment and training, management and support systems** which protect children

Our policy applies to all staff, volunteers and governors working in the school. Concerned parents/carers may also contact the designated member of staff for child protection.

We recognise the need to be alert to the risks posed by strangers who may wish to harm children in school or travelling to and from school and their homes as well as the risks they may present online.

Aims of the Policy

- To support the development of the whole child as an individual by promoting security, confidence and independence
- To raise awareness of all staff to their responsibilities in identifying and reporting possible causes of abuse
- To ensure that staff concerned with particular children in need are aware of their role and responsibility in safeguarding these pupils
- To use a clear system of monitoring children who are known to be or considered as likely to be at risk of harm
- To ensure that good communication between all members of staff is fostered.
- To develop and promote effective working relationships with other agencies, especially Social Care, Health and Avon and Somerset Police.
- To ensure all adults working within the school with access to children have an up to date DBS check to establish their suitability for working with children
- To ensure all staff are clear about the 'Paramountcy Principle' that the welfare of the child is the paramount consideration in proceedings concerning children.

Prevention

We recognise that developing the necessary qualities within both the children themselves and the school as a whole can help prevention.

The school will therefore:

- establish and maintain an ethos where children feel secure, are encouraged to talk and are listened to
- ensure children know that there are adults in the school who they can approach if they are worried or in difficulty
- include in the curriculum activities and opportunities which equip children with the skills they need to stay safe from abuse and exploitation; ensure that they know who to turn to for help, mainly through PSHE programme
- include in the curriculum activities designed to make children aware of different types of risks including online risks; what they can do to keep themselves and others safe and what to do if they need to report a problem.
- include in the curriculum materials which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to the care of children

Infrastructure and Procedures

The procedures for safeguarding children will be in line with South Gloucestershire's Local Children's Safeguarding Boards recommendations for Child Protection (LCSB)

DESIGNATED OFFICERS

The School's Child Protection Officer is Mrs Debbie Williams (Headteacher)

The Deputy Child Protection Officers are:

Mrs Carol Bond (SENCO) and

Mrs Louise Lund (Deputy Headteacher)

The nominated Governor with responsibility for child protection is: Mrs Mel Griffith-Williams (Chair of Governors)

As a whole school we will ensure that:

- We have a designated child protection officer who will receive regular inter-agency training and refresher training every 2 years.
- During the designated teacher's absence another member of staff will act on their behalf having received the appropriate training.
- Every member of staff and every governor knows:
 - that safeguarding is everyone's responsibility and that the whole school community are responsible for keeping children safe and reporting any issues.
 - the name of the designated and deputy designated teachers and their roles.
 - that they have an individual statutory responsibility for referring child protection concerns to the designated teacher as soon as can reasonably be considered possible.
- All members of staff receive refresher training every 2-3 years which covers:
 - their personal responsibilities in relation to child protection.
 - school child protection procedures.
 - how to support a child who tells of abuse.
 - appropriate legislation related to child protection.

- All matters relating to child protection are confidential. Information about a child will only be disclosed to members of staff on a need to know basis.
- All staff are aware of their professional responsibility to share information with other agencies in order to safeguard children.
- All staff are aware that they should never promise a child that they can keep secrets for them.
- All staff are aware that they need to negotiate obtaining support and help for the children should it be necessary.
- All members of staff recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse; school staff who deal with children with profound and multiple disabilities, cerebral palsy, sensory impairment and or emotional and behaviour problems will be particularly sensitive to signs of abuse.
- Parents/carers are aware of the responsibilities of staff with regard to child protection and understand the role they play in child protection and that good communication between parents/carers and the school is vital to this.
- Copies of this policy are available on request to parents/carers.
- All new members of staff are given a copy of our Child Protection procedures during their induction to the school.
- The Child Protection Policy is reviewed and updated annually.
- Entry to school premises is electronically controlled by doors and CCTV and that authorised visitors to the school will be logged into and out of the premises.
- That parents and carers are allowed on school site during certain times of the day (during pick-up and drop-off) and that this is with the permission of the school. Should there be any concerns raised about the conduct of parents/carers or visitors they will be asked to leave and further action taken to ensure the safety of children.

The following procedure is a summary flow chart of all action relating to the schools child protection and safeguarding and should be followed in each and every case.

School Procedures

Is your concern about a child?

NO

YES

Has the child disclosed anything?

NO

YES

1. Refer to and Inform the schools child protection officer or deputy officer as soon as possible.

Is your concern about an adult or member of staff?

YES

1. Inform the Head teacher or, if it relates to the Head teacher, the chair of Governors immediately.

1. Listen carefully.
2. Use TED
3. Record carefully
4. Refer to and Inform the schools child protection officer or deputy officer as soon as possible.

ALTHOUGH YOU MAY VERBALLY TELL THE HEADTEACHER IT IS IMPERATIVE YOU FOLLOW THIS UP VIA EMAIL WITH RELEVANT DOCUMENTATION/NOTES AS A RECORD.

Child protection officer/deputy officer decides how to proceed

If Tier 1 – Teacher/class/school support and monitoring at Student Welfare Group + Possible single agency referral

If Lower Tier 2 - School support/monitoring at Student Welfare Group, single agency referral or CAF+ action plan

If Upper Tier 2 - School support/monitoring at Student Welfare Group, multi agency referral with CAF+ action plan

If Tier 3 – Referral to Police/Social Services

It is important that all communication is given in the form of an email as soon as possible as an official record.

The designated child protection officer is responsible for:

- Ensuring that he/she works closely with the deputy designated teachers such that he/she can act effectively in their absence.
- Adhering to South Gloucestershire's Local Children's Safeguarding Board Procedures by referring children to Social Care if there are concerns about their safety or well being.
- Ensuring that in the case of a referral to social services, the parents/carers are informed immediately, unless doing so would put the child concerned at risk of further harm.
- Ensuring that written records are kept about any child about whom there are concerns of possible abuse or neglect. Abuse will be defined in terms of: Physical Abuse, Sexual Abuse, Emotional Abuse, (including witnessing domestic abuse) and neglect.
- Storing such records confidentially in a secure locked cabinet (In the Headteacher's office)
- Checking the attendance of children on the Child Protection register and notifying the local social care team if:
 - a pupil on the child protection register is excluded either for a fixed term or permanently
 - there is an unexplained absence of a pupil on the child protection register of more than a day from school (or one day following a weekend) without contact and good reason.
- Attendance at initial case conferences, core groups and child protection review conferences.
- Submitting written reports to Social Care on request within the agreed time limits.

- Liaising with other agencies to safeguard children.
- Notifying parents/carers as soon as possible if pupils sustain an injury or are affected by an incident whilst they are the responsibility of the school.
- Ensuring that a photocopy of all child protection records is forwarded, under confidential cover, to a child's new school following a transfer.
- Retain copies of all Child Protection files including those for children no longer on roll until the child reaches 25.

Support

We recognise that when children are the victims of abuse or are witnessing domestic abuse their self-esteem and sense of self-worth will be adversely affected. Our 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. All staff are encouraged to consider the underlying causes for children's behaviour. We understand that our role is to help children combat the feelings of helplessness and self-blame they may experience in these situations. We can do this by maintaining a positive school ethos where children feel valued, safe and secure and are encouraged to talk and are always listened to.

The school will endeavour to support pupils with difficulties through:

- continued monitoring of their development coordinated by the designated child protection officer in collaboration with other staff working directly with those children.
- keeping records and notifying social care as soon as there is a recurrence of a concern.
- continued close collaboration with parents/carers.
- liaison with a wide range of appropriate and trustworthy statutory and voluntary agencies who may be able to support the student.
- the school's behaviour policy, which outlines a consistent approach focusing on the behaviour of the offence committed by the child but does not damage the pupil's sense of self-worth.

SUPPORTING STAFF

We recognise that staff who have been involved with a child who has been abused or appears at risk of harm, may find the situation very stressful and upsetting. Support will be given to staff by providing an opportunity to talk about their anxieties and reflect on possible outcomes with a designated member of staff and to seek further external as appropriate.

ALLEGATIONS AGAINST STAFF

We recognise that children may make an allegation against a member of staff. In such a case the Headteacher needs to be informed immediately using the protocol above and that member of staff will be informed immediately by the Headteacher accordingly.

The Headteacher will discuss the allegations with South Gloucestershire's LADO, (Local Authority Designated Officer). If the allegation made to a member of staff involves the Headteacher, the member of staff will immediately inform the Chair of Governors, who will consult South Gloucestershire's LADO.

The school will follow the guidelines for managing allegations against members of staff.

WHISTLE-BLOWING

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. A Whistleblowing Policy is in place for this purpose.

STAFF CODE OF CONDUCT

All staff (paid and voluntary) are expected to adhere to the school's Code of Conduct in respect of their contact with pupils and their families. Children will be treated with respect and dignity and no punishment, restraint, sanctions or rewards are allowed outside those detailed in the school's Behaviour Policy.

Whilst it would be unrealistic to prohibit all physical contact between adults and children, staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism and misrepresentation. If it becomes necessary to restrain a pupil physically for their own or others' safety, this should be in line with the school's policy for restraint, a record will be made of the incident and the Headteacher informed on the same day.

For their own safety and protection, staff should exercise caution in situations where they are alone with pupils. Other than in formal teaching situations; musical instrument tuition, for example, the door to the room in which the counselling or meeting is taking place should be left open. All rooms which are used for the teaching or counselling of pupils will have clear glass panels in the doors or the doors will be left open.

School staff should also be alert to the possible risks which might arise from contact with pupils outside the school including the use of social media. The school's position strongly advises against this.

THE PREVENT DUTY

In order for schools to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation as part of our safeguarding duties. The statutory guidance makes clear that schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

The general risks affecting children and young people may vary from area to area, and according to their age. Schools and childcare providers are in an important position to identify risks within a given local context.

It is important that schools and childcare providers understand these risks so that they can respond in an appropriate and proportionate way. At the same time schools and childcare providers should be aware of the increased risk of online radicalisation, as terrorist organisations such as ISIL seek to radicalise young people through the use of social media and the internet.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views.

School staff will use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent duty does not require teachers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern.

The safeguarding procedures outlined above need to be followed in exactly the same way should staff have a concern about potential radicalisation or undue influences.

SEXUAL EXPLOITATION

Child sexual exploitation is a form of child abuse which involves children and young people (male and female, of a range of ethnic origins and ages) receiving something in exchange for sexual activity. Perpetrators of child sexual exploitation are found in all parts of the country and are not restricted to particular ethnic groups. It is important that staff are aware of the risk factors and alert the schools designated officer if there are concerns.

Staff are aware of the key indicators of children being sexually exploited which can include:

- going missing for periods of time or regularly coming home late;
- regularly missing school or education or not taking part in education;
- appearing with unexplained gifts or new possessions;
- associating with other young people involved in exploitation;
- having older boyfriends or girlfriends;
- suffering from sexually transmitted infections;
- mood swings or changes in emotional wellbeing;
- drug and alcohol misuse;
- displaying inappropriate sexualised behaviour.

Practitioners should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.

Staff are aware that online and social networking technologies can lead to additional risks and dangers of exploitation, grooming and abuse for children. Staff are vigilant in looking for signs of this and will immediately report any issues they become aware of so that these can be addressed.

Female Genital Mutilation (FGM)

In the same way as staff should be vigilant to the risk factors of sexual exploitation the same is relevant for Female Genital Mutilation. Staff should be aware of these risk factors through ongoing training. Fundamentally any concerns relating to children or older siblings who may be at risk need to be identified to the Designated Officer.

DESIGNATED OFFICERS

The School's Child Protection Officer is Mrs Debbie Williams (Headteacher)

The Deputy Child Protection Officers are:

Mrs Carol Bond (SENCO) and

Mrs Louise Lund (Deputy Headteacher)

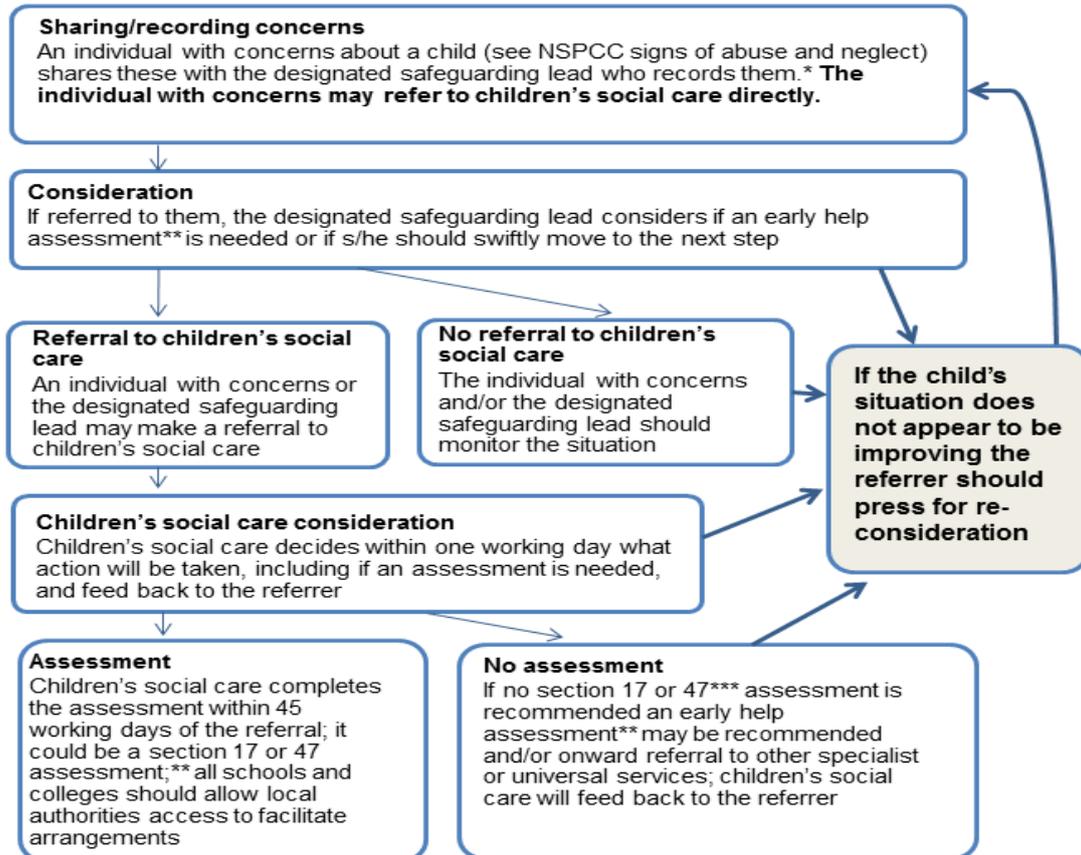
The nominated Governor with responsibility for child protection is: Mrs Mel Griffith-Williams (Chair of Governors)

APPENDIX A: Detailed action taken by the designated officer.

Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it when there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately.

Anybody can make a referral.



* In cases which also involve an allegation of abuse against a staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member

** Where a child and family would benefit from coordinated support from more than one agency (eg, education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

*** Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989.

Links with other policies.

It should be noted that this child protection policy should be read in conjunction with other school policies/procedures, such as

- Health and Safety
- Online safety
- Anti-Bullying
- Drugs
- Physical Contact with Pupils
- Home School Relationships

- Physical Safety in PE
- Behaviour
- Behaviour of parents and carers on site.

SAFER RECRUITMENT

In order to ensure that children are protected whilst at this school, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised.

We will ensure that at least one member of any interview panel has completed certified Safer Recruitment Training.

In addition, we will ensure that the following checks are satisfactorily completed before a person takes up a position in the school:

- Identity checks to establish that applicants are who they claim to be¹
- Academic qualifications, to ensure that qualifications are genuine
- Professional and character references prior to offering employment
- Satisfy conditions as to health and physical capacity
- Previous employment history will be examined and any gaps accounted for.

VOLUNTEERS

We understand that some people otherwise unsuitable for working with children may use volunteering to gain access to children; for this reason, any volunteers in the school, in whatever capacity, will be given the same consideration as paid staff.

Where a parent or other volunteer helps on a one-off basis, he/she will only work under the direct supervision of a member of staff, and at no time have one to one contact with children. However, if a parent or other volunteer is to be in school regularly or over a longer period then they will be checked to ensure their suitability to work with children.

INDUCTION & TRAINING

All new members of staff will receive induction training, which will give an overview of the organisation and ensure they know its purpose, values, services and structure, as well as identifying and reporting abuse, and confidentiality issues.

All new staff at the school (including volunteers) will receive basic child protection information and a copy of this policy within one week of starting their work at the school.

All staff will be expected to attend training on safeguarding children that will enable them to fulfil their responsibilities in respect of child protection effectively. The school will provide this training through the designated person.

The Role of the Governors

A Governor is appointed for Child Protection and is responsible for monitoring the policy and school procedures.

¹ e.g., through birth certificate, passport, new style driving licence, etc...

Abuse definitions:

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.
- This includes Female Genital Mutilation.

EMOTIONAL ABUSE

- 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 the child they are worthless or unloved (or) inadequate.
- It may feature age or developmentally inappropriate expectations being imposed on children.
- It may involve seeing or hearing the ill-treatment of another (and) serious bullying (including cyberbullying).
- Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

SEXUAL ABUSE

- Involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening
- May involve physical contact... or non-contact activities such as involving children in looking at, or in the production of sexual images, watching sexual activities, or grooming a child in preparation for abuse (including via the internet)
- Women and other children can also commit acts of abuse

NEGLECT

- 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.
- May involve a parent or carer failing to provide adequate food, clothing, shelter or protect a child from physical and emotional harm or danger.
- Failing to ensure adequate supervision (including inadequate care-givers).
- May occur during pregnancy as a result of maternal substance abuse.