

TUXFORD FAMILY COLLABORATION

CHILD PROTECTION POLICY



Designated Person: Celia Oates

Second Designated Person: Louise Tempest

Nominated Governor: Mark Adkin

Safeguarding Children in Education Officer:

Date: 10th December 2010

Nottingham City & Nottinghamshire Safeguarding Children Board:

www.nottinghamshire.gov.uk/nscbprocedures.htm

TUXFORD FAMILY COLLABORATION

Child Protection Policy



Family Vision

By working together effectively in a partnership of equals the Tuxford Family Collaboration will develop a sense of shared identity and common purpose with a vision for improving the attainment, achievement and progression of all young people and ensuring their wellbeing within our collaborated schools.

Introduction

We recognise the contribution we can make to protect children and support pupils in school. The aim of this policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate. The pupils' welfare is of paramount importance. This policy applies to **all** staff, governors and visitors to the school.

There are four main elements to this Policy:

- **Prevention** - e.g. positive school atmosphere, teaching and pastoral support to pupils;
- **Protection** - by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns;
- **Support** - to pupils and school staff and to children who may have been abused;
- **Partnership** - working with parents to ensure appropriate communications and actions are undertaken.

Where the Governing body provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply. Where services or activities are provided separately by another body, the Governing Body should seek assurance that the body concerned has appropriate policies and procedures in place to safeguard and protect children and there are arrangements to liaise with the school on these matters where appropriate.

School Commitment

The school adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff hope that children and parents will feel free to talk about any concerns and will see school as a safe place when there are difficulties. Children's worries and fears will be taken seriously and children are encouraged to seek help from members of staff.

Our school will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
- Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty;
- Include in the curriculum activities and opportunities for PHSE and Health Education which equip children with the skills they need to stay safe from abuse, and which will help them to develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills;
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies;
- Operate safe recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including Criminal Record Bureau and List 99 checks.

Roles and Responsibilities

All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children. There are, however, key people within schools and the LA who have specific responsibilities. The names of those carrying out these responsibilities for the current year are listed on the cover sheet of this policy. All are fully trained in child protection procedures.

The role of the Designated Person/s for Child Protection includes:

Referrals

- Refer cases of suspected abuse or allegations to the relevant investigating agencies;
- act as a source of support, advice and expertise within the educational establishment when deciding whether to make a referral by liaising with relevant agencies;
- liaise with the senior teacher to inform her of any issues and ongoing investigations and ensure there is always cover for this role.

Training

- To recognise how to identify signs of abuse and when it is appropriate to make a referral;
- To have a working knowledge of how the Local Children's Board operate, the conduct of a child protection case conference, and be able to attend and contribute to these effectively when required to do so;
- To ensure each member of staff has access to and understands the school's child protection policy;
- To ensure all staff have induction training covering child protection issues and are able to recognise and report any concerns immediately they arise;
- To be able to keep detailed, accurate and secure written records of referrals/concerns;
- To obtain access to resources and attend any relevant or refresher training courses at least every two years.

Raising Awareness

- Ensure the school's child protection policy is updated and reviewed annually, and work with the governing body regarding this;
- Ensure parents are able to access the child protection policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later;
- Parents will be notified of the school's child protection policy when children are admitted to the school, via the school website, in the school prospectus and on the parent noticeboard.
- Where children leave the establishment, ensure their child protection file is copied for the new establishment as soon as possible, but transferred separately from main pupil file.

Head Teacher

The head teacher of the school will ensure that:

- The policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the designated person/s and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are

addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.

Governing Body

Governing bodies are accountable for ensuring that:

- The school has effective policies and procedures in place in accordance with this guidance, and monitoring the school's compliance with them;
- Neither the governing body, nor individual governors, 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 a member of staff);
- There is an individual member of the governing body to champion child protection issues within the school, liaise with the head teacher about them, and provide information and reports to the governing body. However, it is not usually appropriate for that person to take the lead in dealing with allegations of abuse made against the head teacher. That is more properly the role of the Chair of Governors or, in the absence of a Chair, the vice chair;
- Where the governing body acts collectively or an individual member takes the lead, it is helpful if all members of governing bodies undertake training about child protection children and young people to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities;
- in addition to basic child protection training, the designated person undertakes any relevant training in inter-agency working that is provided by, or to standards agreed by, NSCB and refresher training at two yearly intervals, to keep her knowledge and skills up-to-date, and provides advice and support to other members of staff;
- The headteacher, and all other staff who work with children, undertake appropriate training which is kept up-to-date by refresher training at least every three years.
- Temporary staff and volunteers who work with children are made aware of the school's arrangements for safeguarding children and their responsibilities.

The Designated Person for child protection is: Celia Oates

The Second Designated Person for child protection is: Louise Tempest

The nominated Governor for child protection is: Mark Adkin

Procedures

Where it is believed that a child may be suffering, or may be at risk of suffering significant harm, the school will follow the Local Safeguarding Children's Board procedures.

The child's needs will be considered within the three domains of the Assessment Framework: Parenting Capacity, Family and Environmental Factors and the Child's Development Needs. *(See appendix 1)*

Records and Monitoring

Well-kept records are essential to good child protection practice. All records, including hand written notes must be dated and kept secure. All staff are clear about the need to record and report concerns about a child or children within our school. The Designated Person is responsible for such records and for deciding at what point these records should be passed over to other agencies. Child Protection records are held separately from a child's pupil record. The child's pupil record will be marked with a red 'C' to indicate that there is a separate Confidential folder which is in secure storage.

Supporting Pupils at Risk

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. This school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant, and there may even be moves to consider suspension or exclusion from school.

It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

This school will endeavour to support pupils through:

- The curriculum, to encourage self-esteem and self-motivation;
- The school ethos, which promotes a positive, supportive and secure environment, and which gives all pupils and adults a sense of being respected and valued;
- The implementation of school behaviour policy and the anti-bullying policy;
- A consistent approach, which recognises and separates the course of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting;
- Regular liaison with other professionals and agencies who support the pupils and their families;

- A commitment to develop productive, supportive relationships with parents, whenever it is in the child's interest to do so;
- The development and support of a responsible and knowledgeable staff trained to respond appropriately in child protection situations.

The available UK evidence on the extent of abuse among disabled children suggests that some may be especially vulnerable to abuse, for example those who have difficulty communicating. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will be particularly sensitive to signs of abuse.

This policy is closely linked to other policies including:

- Safer Recruitment
- Whistleblowing
- Behaviour
- Anti-bullying
- Health and Safety
- Sex and Relationships
- Special Educational Needs

All policies and procedures relating to child protection children will be reviewed annually by the appropriate committee.

Appendices

Appendix 1: Assessment Framework

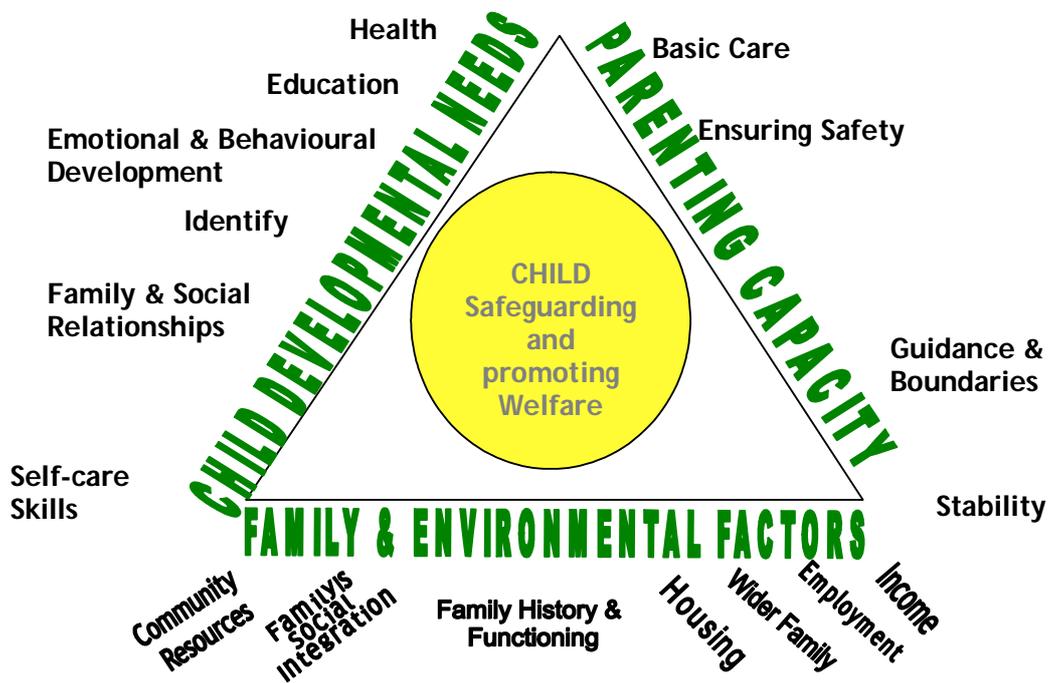
Appendix 2: Guidance for Staff and Volunteers

Appendix 3: Staff Training Record

Appendix 4: Child Protection Training Requirements

Appendix 1

Assessment Framework





The School has a Child Protection Policy which is reviewed annually by governors. A copy is kept in the Information for Parents folder near the Parent Noticeboard.

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- Don't pre-judge, abuse takes place in all elements of society.
- If you become aware of or suspect physical/emotional/sexual abuse or neglect you have a duty to report it to the designated teacher.
- The consequences of ignoring evidence can have a potentially fatal outcome.
- As soon as possible after an incident write yourself a report about what you saw/was said, it's hard to recall the details after the lapse of time.
- Be vigilant when children are changing for PE/swimming – bruises, burns, bites, marks and cuts etc.
- If a child discloses things to you it is important to reassure them that it's not their fault and tactfully explain that you have a duty to report what they have said (even though they asked you to keep it secret). You can tell them that you are pleased that they were strong enough to tell an adult.
- Don't question a child, this may prejudice any investigation and don't make suggestions for the child to confirm or deny, simply listen to what they say.
- You may be asked to keep a log, especially to build up evidence of neglect.
- Act on your suspicions, report to the designated teacher, write your own report and date it, then you will have done what you need to do to protect children.

Appendix 4

Child Protection Training Requirements

Designated Person training X 2 members of staff every 2 years
Working Together Part I and II X same 2 members of staff (once only)
Then, some other form of multi-agency training, same 2 members of staff every 2 years.

All Staff - (including midday, Child Protection Governors, etc) every 3 years.

Induction of new staff - is the responsibility of the Designated Person.

Governor Services run training for governors if they are not able to attend school based training.