

Foxmoor School Child Protection Policy

What is the difference between Child Protection and Safeguarding?

The DfE definition is as follows:

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring children are growing up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes.

Child Protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

'**Working Together to Safeguard Children 2013**' sets out how organisations and individuals should work together to safeguard and promote the welfare of children and how practitioners should conduct the assessment of children.

Child Protection is an integral part of the school's Safeguarding policy.

We at Foxmoor fully recognise our responsibilities for safeguarding and protecting all children, and for identifying the vulnerable, particularly in the category of child protection. Our policy applies to all staff, governors and volunteers working in the school. There are five main elements to our policy.

1. Ensuring that we practice safe recruitment in line with Government guidance by using at least one NCSL accredited recruiter on all interview panels, by checking the suitability of staff and volunteers to work with children and ensuring any unsuitable behaviour is reported and managed using the Allegations Management procedures.
2. Raising awareness of child protection issues with our whole community and equipping children with the skills needed to keep them safe.
3. Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse by logging welfare concerns and referring to the Children's Helpdesk.
4. Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
5. Establishing a safe environment in which children can learn and develop.

We recognise that because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to;
- ensure children know that there are adults in the school whom they can approach if they are worried;
- include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse and to talk about it;
- acknowledge that some children will be exploited for gain and that these victims may be in denial and secretive, or compliant with the abuse because they are gaining something from the situation; such cases may be reported by a concerned third party and will always be treated very seriously.

We will follow the procedures set out by the Gloucestershire Safeguarding Children Board (GSCB) and take account of guidance issued by the Department for Children, Schools and Families to:

- ensure we have a designated senior person for safeguarding (child protection -DSL) who has received appropriate training and support for this role (Mrs N. Maycock, Mrs C. Draper and Mr A., Halsey);
- ensure we have a nominated governor responsible for child protection who has received appropriate training (Mr S. Holden);
- ensure every member of staff (including temporary, supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role;
- ensure all staff and volunteers understand their responsibilities and are alert to the signs of abuse and know they are responsible for referring any concerns to the designated senior person who is responsible for child protection;
- ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out the school's obligations on the school website;
- notify the relevant social worker if there is an unexplained absence of more than two days of a pupil who has a Child Protection Plan (previously known as being on the child protection register) ;
- develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at child protection conferences and core groups;
- keep written records of concerns about children, even where there is no need to refer the matter immediately;
- ensure all records are kept securely; separate from the main pupil file, and in locked locations;
- develop, and then follow procedures where an allegation is made against a member of staff or volunteer including supply or agency workers, contractors or governors;
- ensure safe recruitment practices are always followed.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- the content of the curriculum;
- the school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
- the school behaviour policy, which is aimed at supporting vulnerable pupils in the school, will ensure that pupils know that some behaviour is unacceptable but they are valued and that they are not to blame for any abuse which has occurred;
- liaison with other agencies that support the pupil such as Social Care, Children and Young people Services (CYPS), Education Welfare Service and Educational Psychology Service;
- ensuring that, where a pupil who has a child protection plan leaves the school, their information is transferred to the new school immediately and that the child's social worker is informed.

This policy has been ratified by the full Governing Body and will be regularly monitored and reviewed.

Signed:

(Chair of Governors)