

INTAKE PRIMARY SCHOOL



Child Protection Policy

(This policy should be read in conjunction with the detailed safeguarding policies of the Sheffield Safeguarding Children Board which are adopted by the school)

Lead Officer: Mrs L Reid

Deputy CPLO: Miss T. Hewitt (Deputy Head)

Mrs. S. Robinson (KS1 Leader)

Mr. B. Strong (Learning Mentor)

Safeguarding Governor: Mrs. T. Murton

Updated: January 2017

Review Date: November 2017

Next review: November 2018

CHILD PROTECTION POLICY

In line with the DfES document *Safeguarding Children: Safer Recruitment and Selection in Education Settings* this document should be in the information packs sent to all applicants for any position in the school.

A copy should be provided to all people working in a voluntary capacity in Intake Primary School.

Child Protection Policy Statement

Intake Primary School

The aim of this policy is to safeguard and promote our pupil's welfare, safety, health and guidance by fostering an honest, open, caring and supportive climate. The pupils' welfare is of paramount importance.

Our school fully recognises the contribution it can make to the protection of children and support for pupils in schools.

There are 3 main elements to our Child Protection Policy

Prevention

Through a positive school atmosphere, teaching and pastoral support to pupils, Safer Recruitment Practices, all stakeholders being informed and committed to safeguarding the children in our care.

Protection

By following agreed procedures particularly this policy, ensuring staff are appropriately recruited, trained and supported to respond appropriately and sensitively to Child Protection Concerns, having clear whistle-blowing policies and procedures, having strong induction procedures. By never ignoring an issue and by always taking appropriate action.

Support

To pupils and school staff who may have been abused through liaising with the appropriate bodies, ensuring inter-agency working is effective through taking the lead whenever necessary, ensuring appropriate support is in place and closely monitoring vulnerable children.

This policy applies to teaching staff, non-teaching, support and volunteer staff, and anyone else who is responsible for or is in contact with children in our school.

School Commitment

We recognise that high self esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps all children, and especially those at risk of, or suffering from, abuse

Our school will therefore

- a. Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to.
- b. Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty.
- c. Include in the curriculum activities and opportunities for PSHE/Citizenship which equip children with the skills they need to stay safe from abuse and which will help children

develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills

- d. Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

Framework

Schools do not operate in isolation. The welfare of children is a corporate responsibility of the entire local authority, working in partnership with other public agencies, the voluntary sector and service users and carers. All local authority services have an impact on the lives of children and families, and local authorities have a particular responsibility towards children and families most at risk of social exclusion.

Child protection is the responsibility of all adults especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the local Area Child Protection Committee.

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 under Child Protection procedures. The names of those carrying these responsibilities for the current year are listed on the cover sheet of this document.

One member of our senior leadership team is responsible for the implementation of appropriate procedures, this is the Deputy Head, known as the Child Protection Designated Person (CPLO). This person also has a deputy, in our school this is the Headteacher. The CPLO will be part of the network co-ordinated by the Education Directorate's Child Protection Service.

The role of the Governing Body is to ensure that all child protection and safeguarding policies and procedures are followed and that the school places the highest priority on protecting children.

It is not the responsibility of the Governing Body to know the details of individual pupils.

Procedures

Where it is believed that a child is suffering from, or is at risk of, significant harm, we will follow the procedures set out in the Area Child Protection Committees' Procedures and by the Sheffield Safeguarding Children Board.

All concerns about a child in our care should be referred to the CPLO.

Our school (Headteacher/ Governing Body) will ensure that these staff members have appropriate time and resources made available to them to enable them to fulfil their duties in this sensitive area.

A statement regarding child protection will be made in the School Prospectus and on the school website.

Training and Support

Our school will ensure that the Head Teacher, the senior designated person and the governing body attend training relevant to their role.

All staff will receive and be able to access Child Protection training relevant and appropriate to their role. This will include training in procedures to follow, signs to note and appropriate record keeping. All staff whether paid or unpaid have access to appropriate training in order that they are able to react appropriately should an incident occur.

All staff will be trained to recognise and respond to situations where a child may be considered to be at risk.

The demands and difficulties associated with working in this very sensitive area cannot be ignored, and staff must receive training and appropriate support to help them to safeguard and promote the welfare of the children and young people with whom they work.

Training will be refreshed every three years or sooner according to the latest guidance from DFE and Sheffield Safeguarding Children Board.

Professional Confidentiality

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child.

The discussion should cover such areas as:

- The school's "need to know" policy
- How do you ensure that parents, governors and every adult working in, or associated with, the school understands the need for confidentiality?
- Why must staff (including volunteers) never guarantee confidentiality to a child?
- What should they say to a child who asks the adult to keep a secret and how should the child be advised that the information may need to be shared with others?
- Who else needs to be given this information relating to a child about whom there are concerns?
- Who should not be given this information?
- Who should be contacted under ACPC (LSCB) procedures?

Records and Monitoring

Well kept records are essential to good child protection practice. Our school is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records should be passed over to other agencies.

All concerns about the protection of a child are recorded either by the CPLO or passed to her. These are filed and securely stored in a locked, metal cabinet.

Attendance at Child Protection Conferences

Reports will be produced for child protection conferences and provided to the timescale requested by the Chair of the meeting.

The CPLO or Deputy will attend all Child Protection Conferences on behalf of the school. If both are unavailable an appropriate member of staff, usually the Learning Mentor, will attend.

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. The 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:

- (a) the curriculum, to encourage self-esteem and self-motivation.
- (b) 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.
- (c) the implementation of school behaviour management policies.
- (d) a consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting.
- (e) regular liaison with other professionals and agencies who support the pupils and their families.
- (f) a commitment to develop productive, supportive relationships with parents, whenever it is in the child's interests to do so.
- (g) the development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations.

This policy should be read in conjunction with other related policies in school.

These include

- Recruitment and Selection
- Behaviour Management Policy
- Bullying
- Restraint
- Special Education Needs
- Health and Safety
- Sex Education

We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse.

It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, mental health issues, children may also be vulnerable and in need of support or protection.

The Multi-Agency Assessment and Referral Form

This form should be used when we consider that a child has needs that cannot be met solely by the services or resources within the Children & Young People's Directorate, and where, following an assessment of the situation, we believe co-ordinated intervention is required to promote, safeguard or protect the welfare of the child.

In these circumstances, we will have records detailing what work has been undertaken by our school to support the child and family and why we believe that a more corporate and co-ordinated approach is needed. This information then provides the basis for the completion of the Multi-Agency Assessment and Referral form. The request for co-ordinated support services for a family should always be discussed with parents unless to do so would place the child or others at risk of harm.

Where, following an assessment of a situation, it is considered immediate protective action is required, a child protection referral must be made by the Child Protection Lead Officer or Deputy. **This referral will be by telephone to the relevant team of social services, followed up by fax for confirmation.** The multi-agency form should then be forwarded by the designated person to social services.

If in doubt we will phone the Safeguarding Board Help Line on 01142053535.

Procedures to follow if a member of staff is concerned about the welfare or safety of a child

- Any concern should be immediately reported to the CPLO
- If unavailable report the concern to the Deputy CPLO
- A factual account of any concern/disclosure should be made, dated and signed using the school form. This should be given to the CPLO.
- Children should be reassured that they have done the correct thing but no guarantee of confidentiality should be given. Children should understand that concerns will be passed on so that they can be protected.
- If no other person shares the concern then this should be taken further to appropriate body.

Procedures to follow when the Child Protection Lead Officer is notified of the concern about the welfare or safety of a child.

- The CPLO should follow the agreed procedures at all times and inform the Headteacher.

Procedures to follow if an allegation is made against a member of staff.

The school will follow the latest LA procedures entitled Model Procedure for the Management of Allegations of Abuse.

Procedures to follow if a child is considered to be missing from Education (CME)

- Keep travellers on role at their 'base school' (The Education (Pupil Registration) (England) Regulations 2006)
- Follow agreed procedures for exclusions
- Maintain consistent communication with the Local Authority about pupil absence, exclusion and taking pupils off role
- Have safeguarding policies and processes that give due weight to children and young people missing from education and their potential vulnerability
- **Are aware that advising students to stay at home without an official exclusion is unlawful and places the pupil at risk**

Whole-School Policy on Child Protection

Intake Primary School.

A. Named staff/personnel with designated responsibility for Child Protection

Academic Year	Designated person	Deputy Designated Person	Nominated Governor (if available)
2010-2011	Lisa Reid	Chris Jennings	Tracy Murton
2011-2012	Lisa Reid	Chris Jennings	Tracy Murton

2012-2013	Lisa Reid	Chris Jennings	Tracy Murton
2013-2014	Chris Jennings	Tia Hewitt Sam Robinson Ben Strong	Tracy Murton
2014-2015	Lisa Reid	Tia Hewitt Sam Robinson Ben Strong	Tracy Murton
2015-2016	Lisa Reid	Tia Hewitt Sam Robinson Ben Strong	Tracey Murton
2016-2017	Lisa Reid	Tia Hewitt Sam Robinson Ben Strong	Tracey Murton
2017-2018	Lisa Reid	Tia Hewitt Sam Robinson Ben Strong	Tracey Murton

B. Review dates for this policy

Review Date	Changes made	By whom
September 2012	Updated documents from the Safeguarding website	Lisa Reid
November 2013	Changed CPDP to CPLO. Included reference to Sheffield Children Safeguarding Board. Updated staff names to reflect advanced safeguarding training and maternity leave of Lisa Reid.	Chris Jennings
November 2014	Updated documents from Safeguarding Website. Updated staff names to reflect changes in staff.	Lisa Reid
September 2015	Updated documents from Safeguarding Website.	Lisa Reid
April 2016	Additional information regarding Children missing in Education.	Lisa Reid
September 2016	Updated documents from Safeguarding Website.	Lisa Reid

September
2017

Updated documents from Safeguarding
Website.

Lisa Reid

Relevant Papers and Publications (These are available in the safeguarding folders held in the CPLO's office)

Keeping children safe in education September 2016

Working Together to Safeguard Children March 2015

The Vetting and Barring Scheme March 2010 – Home Office

Safeguarding Children and Safer Recruitment – DCSF

Recruiting Safely – CWDC

What to do if you're worried a child is being abused – DCSF

Useful web addresses

<http://www.safeguardingsheffieldchildren.org.uk>

<http://www.education.gov.uk/childrenandyoungpeople/safeguardingchildren/>

All safeguarding policies are kept in files in the school office and both staff rooms.

All governors have received a copy of the Safeguarding Induction Document.

Key guidance and contacts for safeguarding are displayed in all classrooms, both staff rooms and the medical room.

Policy Agreements

This policy has been agreed by:

Headteacher

Name: _____

Date: _____

Governor:

Name: _____

Date: _____