



The Westbrook Trust

C/o Brompton-Westbrook Primary School, Kings Bastion, Brompton, Gillingham, Kent ME7 5DQ
Tel: 01634 844152

This policy is currently being updated to reflect changes in government guidelines. The Trust is awaiting publication of the Medway Council recommended policy so that Trust schools can operate to local guidelines. All schools within the Trust will adhere to all aspects of Keeping Children Safe in Education 2018, including guidelines for Early Years.

POLICY ON: Child Protection

Designated Safeguarding Lead: Mrs Susan Mason

Deputy Designated Safeguarding Leads: Mrs Karen Price, Mr Kevin Presneill

Cover Arrangements: In the absence of the DSL from site, one of the DDSL will take initial responsibility for receiving child protection paperwork. The DSL will be contactable by phone if not on site during working hours. If absent due to ill health, the role of the DSL will be assumed by one of the DDSL. Mrs Karen Liddle (FLO) is trained in the DSL role to offer advice and support.

NSPCC Whistleblowing: 0800 028 0285

Local Authority Designated Officer: Stephanie Pell
01634 331 065 child.protection@medway.gov.uk

Introduction

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: "Working Together to Safeguard Children" 2013, Statutory Guidance for School and Colleges "Keeping Children Safe in Education" 2016, Revised Safeguarding Statutory Guidance 2 "Framework for the Assessment of Children in Need and their Families" 2000, "What to do if You are Worried a Child is Being Abused" 2003. The guidance reflects "Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings" DCSF March 2009 and Medway's Safeguarding Children Board (MSCB) Safeguarding Children Procedures.

Members, Trustees and Governors take their responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children seriously and always act in the best interests of the child. They are committed to working together with other agencies to identify, assess, and support children suffering harm.

We recognise that abuse, neglect and safeguarding issues are complex and overlap. We also recognise that safeguarding is everyone's responsibility, including those in governance positions, staff, temporary staff, and volunteers. All have a full and active part to play in protecting our children from harm and child welfare is our paramount concern. The Trust has an overarching Safeguarding Policy and a number of other linked policies. The Child Protection Policy relates specifically to procedures we use for children at risk of harm or significant harm.

All staff believe that we must provide a caring, positive and safe environment that promotes the social, physical and moral development children. We do this by realising our Trust aim of:

'Achieve Together'

We try as hard as we can ... to be the best that we can ...in the best way that we can ...to get where we want to be ... with the help of and helping others.

This policy also applies to extended services that the school provides such as enrichment clubs on Friday afternoons and the breakfast and after school club.

The aims of this policy are to:

- support child development to foster security, confidence and independence by providing an environment in which children and young people feel safe, secure, valued, respected, and confident;
- ensure that children know how to approach adults if they are in difficulties, and know that they will be heard;
- ensure staff are aware of how to safeguard children and how to identify and report possible abuse;
- ensure that relevant staff systematically monitor children known or thought to be at risk of harm and contribute to assessments of need and support packages for those children;
- emphasise the need for good levels of communication between all members of staff;
- ensure that there are structured procedures that will be followed by all members of the community in cases of suspected abuse;
- ensure that staff develop and promote effective working relationships with other agencies, especially the Police and Social Care;
- everyone makes good use of and develops strong professional relationships with those who offer Early Help to our children and their families
- ensure that all staff and those in governance are suitably checked (see Keeping Children Safe in Education 2016 - KCSE)
- ensure that we maintain appropriate levels of training and keep up-to-date with and take action in respect of new and emerging issues.

Safe School and Safe Staff

We will ensure that:

- all staff who have substantial access to children, have been checked as to their suitability to work with children - verification of their identity, qualifications, Enhanced Disclosure and Barring Service check (DBS), European Economic Area check (EEA), National College for Teaching and Leadership (NCTL) Teaching Services System check (prohibition from teaching), Disqualification by Association declaration (see KCSE 2016 guidance);
- all Members, Trustees and governors have a satisfactory enhanced DBS check;
- all pre-checked agency staff are able to prove their identity;
- all peripatetic staff have produced verification of their identity, qualifications, enhanced DBS check and if they are teaching, EEA check, NCTL Teaching Services System check (according to KCSE 2016 guidance), Disqualification by Association declaration;
- an up-to-date single central record is kept for regular audit by the Chief Executive Officer (CEO) /Head Teacher (HT), / Trustees / Governors and external auditors;

- we comply with the Prevent Duty to protect young people from radicalisation and issues such as female genital mutilation (mandatory reporting), peer-on-peer abuse, sexual exploitation and honor-based violence;
- we keep up-to-date with and take action in respect of new and emerging issues;
- all staff and those in governance positions have read Part 1 of KCSE 2016 and have signed the Trust / school register to confirm this;
- through training, discussion, monitoring and auditing, leaders are satisfied that staff understand Part 1 of KCSE 16 and their role and responsibilities so that they can discharge their duties effectively;
- children with Special Educational Needs and Disabilities (SEND) are monitored closely e.g. through internal review meetings /FLO involvement / social intervention strategies / ISR
- staff are aware of the increased vulnerability of children with SEND and where necessary, use Early Help to support them;
- children receiving Early Help are monitored closely e.g. through internal review meetings / FLO involvement / social intervention strategies / regular meetings;
- staff understand the difference between a safeguarding concern and a child at risk of significant harm and act upon both appropriately.

All trustees and governing bodies understand and fulfil their responsibilities and ensure that:

- there is a Child Protection Policy;
 - the schools operate Safer Recruitment procedures, including employment checks;
 - the schools have procedures for dealing with allegations of abuse against staff;
 - senior leaders have Designated Safeguarding Lead (DSL) responsibility;
 - the DSL undertakes interagency training and DSL training every 2 years and attends updates annually;
 - all other staff have Safeguarding training annually;
 - any weaknesses in CP arrangements are remedied immediately;
 - the Chair of Governors is the nominated governor for allegations against the HT;
 - CP policies and procedures are reviewed annually;
 - children are taught how to keep themselves and each other safe from harm;
 - they benefit from the expertise of school staff by carrying out joint safeguarding audits and receiving regular briefing papers and presentations;
- (see roles and responsibilities for governors appendix 17)*

Each school has a trained Designated Safeguarding Lead.

The DSL must be a member of the Senior Leadership Team. They cannot delegate their responsibility but must have in place cover arrangements in the form of those who are trained to deputise. The nominated deputies are listed at the top of this policy and are known to all staff. The DSL and those deputising have all undertaken the compulsory training delivered by an appropriate provider every two years and receive updates annually. The DSL, those who are involved in recruitment and at least one Trustee and governor must have completed Safer Recruitment Training (either via an appropriate provider or on-line on the DfE website).

All members of school staff and volunteers:

- are provided with CP awareness information at a special induction meeting and there is a brochure which explains what to do and who to talk to if they have concerns;
- read the organisation's safeguarding statement which is at the bottom of every email and on headed paper so that all are aware of our commitment to safeguarding;

- are trained in and receive regular updates in e-safety and how to report concerns. The school has a filtering system for the internet and on-line safety behavior is regularly monitored (see UK Safer Internet Centre website);
- and trustees and governors have child protection awareness training, updated by the DSL or another approved provider annually in order to maintain their understanding of the signs and indicators of abuse;
- through delivery of the whole school training, know how to respond to a child who discloses abuse;

“Visitor” procedures ensure that the suitability of adults working with children on school sites have been appropriately vetted and no visitor for whom an enhanced DBS check has not been seen is allowed to enter or move about the school unaccompanied.

Community users organising activities for children, especially during Friday Clubs are aware of the school’s child protection guidelines and procedures. Coaches and Tutors receive induction and the school carries out a full audit of this provision regularly (see policy and appendices for Friday Clubs)

The school has a breakfast and after school club, supervised and managed by school staff. All child protection procedures apply to this setting and there is a regular audit of the provision (see policy and procedures for Breakfast and After School Clubs)

Parents and carers are made aware of safeguarding and child protection and of the responsibilities of staff members through publication of this Child Protection Policy, and other information on the website and in the newsletter.

Concerns and allegations:

Child protection concerns or allegations against adults working or volunteering in the organisation are referred to the LADO for advice, and any person found not suitable to work with children will, following resignation, dismissal, or a termination of service, be notified to the Disclosure and Barring Service (DBS) for consideration for barring.

Concerns about looked after children (LAC) will be shared with the virtual school HT who is responsible for the education of LAC across their LA. The coordinator will also discuss with them the use of Pupil Premium Funding. The vulnerability of LAC children and how to protect and promote their welfare should be highlighted in staff training.

Our procedures will be regularly reviewed and up-dated.

The name of the designated members of staff for Child Protection (DSL), will be clearly advertised in schools. There will be regular communication, through the weekly briefing, to explain the DSL role as the person who refers and monitors cases of suspected abuse.

All new members of staff will be given a copy of our safeguarding statement, (which is on all emails and written communication) and a copy of the CP Policy with the DSL’s name clearly displayed. This will be followed up by interim training and later the full CP training. Where possible and/or necessary, this training will take place before the new member of staff takes up their post.

Parents/carers are made aware of this policy and given a summary of what it means in the school newsletter. There is a copy on the school websites.

Responsibilities

The designated DSLs are responsible for the following:

- referring a child, if there are concerns about possible abuse, to the Children's Social Care Team (by telephone) and acting as a focal point for staff to discuss concerns;
- discussing any concerns about a child with Medway Council's Children's Advice and Duty Service (If it is agreed that a referral is the right course of action, the DSL may follow this up in writing);
- keeping written records of concerns about children in their child protection file, even if there is no need to make an immediate referral;
- ensuring that all such records are kept confidentially and securely, are separate from pupil records, and passed onto next school when the child leaves;
- ensuring that, if the school holds a safeguarding file on a pupil, a marker is placed on the pupil's records to alert staff to the existence of the safeguarding file;
- liaising with other agencies and professionals;
- ensuring that either they or a staff member attend child protection conferences, core groups, or other multi-agency planning meetings, and contribute to assessments. A member of staff with decision making powers must attend child protection conferences. A report must be provided which has also been shared with the parents. There is good guidance on how to do this as an appendix to this policy;
- ensuring that if any pupil with a current child protection plan is absent from the setting without explanation, that this is reported to the child's social worker in Children's Social Care Team;
- organising child protection induction and update training every year, for the whole school staff;
- providing, with the head teacher, an annual report for the governing body detailing changes to policy and procedures, training undertaken by the DSL, staff and governors, number and type of incidents/cases and number of children who are subjects of a child protection plan (anonymised).

(see also DSL job description appendix 18)

Supporting Children

We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves and may find it difficult to develop and maintain a sense of self-worth.

We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn and these behaviours can put the child in danger.

Our organisation will support all children by:

- encouraging self-esteem and self-assertiveness through the curriculum as well as by establishing positive relationships;
- communicating that peer-on-peer abuse is never condoned or classified as 'banter' or 'part of growing up';
- promoting a caring, safe and positive environment;
- working together with support services and agencies involved in the safeguarding of children;
- notifying Children's Services as soon as there is a significant concern;
- providing continued support to a child about whom there have been concerns and who leaves the school, by ensuring that appropriate information is copied, under confidential cover, to the child's new setting and ensuring the school medical records are also forwarded;
- listening to a child's wishes and feelings.

Confidentiality

- We recognise that all matters relating to child protection are confidential.
- The HT and DSL will disclose any information about a child to other members of staff on a need-to-know basis only.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets that might compromise the child's safety or wellbeing.
- We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt we will consult with the Children's Advice and Duty Team at the Children's Social Care Services on this point.

Supporting Staff

Through the existing school system of appraisal and coaching, by holding child protection meetings every term, by issuing signs and symptoms jigsaws three times a year and by holding weekly team meetings, we will ensure that staff have routine opportunities to reflect upon the well-being of their pupils and to consider if there are any safeguarding concerns or suspicions.

All staff and volunteers who require supervision when working with or supervising children will be monitored (as set out in 'Keeping Children Safe in Education') by staff who are appropriately briefed about supervision responsibilities. We recognise that staff working in our organisation, who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.

We will support all staff involved in teaching or working with a vulnerable child by providing regular opportunities to meet and talk with the DSL. This might be daily or as required. They will be able to talk through their anxieties and share those of other staff. This does not prevent other staff from talking to school leaders or the DSL at any time when they have a concern. Decisions made in these meetings will be recorded if it might form part of evidence for child protection or school based support.

Allegations against staff

All Staff are aware of the Behaviour Management policy.

Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers is given in induction and is contained in the school's policies on E-Safety and Photographic Images.

We understand that a pupil may make an allegation against a member of staff. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the HT. The HT, on all such occasions, will discuss the content of the allegation with the LADO.

If the allegation made to a member of staff concerns the HT/CEO, the person receiving the allegation will immediately inform the Chair of Trustees / Governors who will consult with the LADO and HR services, without notifying the HT / CEO first.

Any member of staff who believes with reasonable cause, that allegations about staff are not being referred to the LADO or handled appropriately may refer the matter directly to the LADO.

The school will follow the Medway procedures for managing allegations against staff. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the LADO.

Suspension of the member of staff, excluding the HT/CEO, against whom an allegation has been made, needs careful consideration and the HT will seek the advice of the LADO and HR services in making this decision.

In the event of an allegation against the HT/CEO, the decision to suspend will be made by the Chair of Trustees/Governors with advice from the LADO/HR.

The organisation will suspend a contract with a community user in the event of an allegation arising in that context.

All staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

Record Keeping

A clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached must be written up. This record must be signed, dated and timed and a copy must be provided to the person concerned. Details of allegations that are found to have been malicious will not be kept in personnel records. The recording of all other allegations, will be kept on the confidential personnel file of the person about whom the allegation was made.

The record will ensure that accurate information can be given in any future references if appropriate. It will also provide clarification if future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time.

The record will be retained for at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.

If an allegation is proven to be false, unsubstantiated or malicious it must not be included in references. A history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious should also not be included in a reference.

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, where they exist, about the management of CP, which may include the attitude or actions of colleagues. This advice is contained in their child protection training. If it becomes necessary to consult outside the school, they should speak in the first instance to the LADO or the Education Safeguarding Co-coordinator, following the guidelines of the Whistleblowing Policy.

Restrictive Physical Intervention

We acknowledge that staff must only ever use physical intervention as a last resort and this is set out in the school's guidelines on Restrictive Physical Intervention (RPI) (Touch Policy). At all times RPI must be the minimum force necessary to prevent injury to another person. Such events should be recorded and signed by a witness. Staff who are likely to need to use RPI will be appropriately trained in Team Teach or SKIP for RPI techniques and this will usually be the leadership team. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

We recognise that touch is appropriate in the context of working with children, and guidance on this is also set out in the Touch Policy. This guidance ensures that staff are clear about their professional boundaries.

Anti-Bullying (Peer-on-peer abuse)

Our school policy on anti-bullying is set out in a separate document and acknowledges that peer-on-peer abuse is never condoned. Bullying may be considered under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that some children perceived as being different are more susceptible to being bullied or victims of child abuse.

The anti-bullying policy must be implemented effectively to protect and prevent peer-on-peer abuse including through e.g. the work of UNICEF Rights Respecting Schools, PSHCE lessons, collective worship, mentoring, counselling, questionnaires, management evaluations, and staff training. All staff must be aware of signs and symptoms of abuse, including peer-on-peer abuse, as shared during training and outlined in an appendix to this policy.

Peer-on-peer abuse can be:

- Direct - physical, verbal (including name calling)
- Indirect - exclusion from groups or spreading rumours

- Racist - this includes wearing racist insignia, distributing leaflets, graffiti, refusing to co-operate with children of different race.
- Sexual (including gender, trans-gender and homophobic)- comments, innuendoes, touching, inappropriate materials

Discrimination

The organisation has an Equality Scheme and acknowledges that repeated incidents that are racist or refer negatively to gender, sexuality, disability or other equalities issues, whether a single serious incident or a series of incidents, may lead to consideration under CP procedures. We keep a log of such incidents.

Prevention

We recognise that this organisation plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

This community will therefore:

- work to establish and maintain an ethos where children feel secure, are encouraged to talk and are always listened to;
- include regular consultation with children e.g. through questionnaires, school council, and PSHE lessons (circle-time) and participation in anti-bullying week
- ensure that all children know there is an adult in the school who they can approach if they are worried or in difficulty;
- include across the curriculum, including in PSHCE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, e-safety, road, rail and river safety, pedestrian and cycle training, understanding about safe and unsafe secrets and safe and unsafe touches. There is also focused teaching about staying safe at each stage of transition to prepare children for the next stage in their education.

Health & Safety

School has a duty to ensure the safety of children whilst on site and hence a responsibility for making the site secure. All staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. We operate within a whole-community ethos and welcome comments from children, parents and others about areas that may need improvement as well as what we are doing well. The School Council has an important role to play in this.

Appropriate checks will be undertaken in respect of visitors and volunteers as outlined in our policy on Safer Recruitment. Visitors will be expected to sign in and out in the visitors' log and to wear a visitors badge whilst on the school site. Children are trained to challenge those who do not wear a badge. Schools have responsibility for identifying approved adults who are collecting children from school and parents and carers will be encouraged to use a password when a different person comes to collect their child.

The school will not accept behaviour from any parent/carer or visitor that threatens school security or makes people (child or adult) feel unsafe. Such behaviour will be treated as a serious concern and may result in the decision to refuse that individual access to the site.

Our Health & Safety policy, set out in a separate document, emphasises the consideration we give to the protection of our children. This applies to caring about the safety of the school environment, use of the Internet and off site learning.

Monitoring and Evaluation

Our CP Policy and Procedures will be monitored and evaluated on behalf of the Trust by:

- the governing body
 - review of policy annually
 - review of other related policies according to the Trust review schedule
 - visits to the school to speak to the head teacher, the DSL, staff, parents and pupils
 - carrying out a full safeguarding audit annually
 - checking the SCR, training log, personnel files, KCSE Part A log, Disqualification by Association log
 - scrutiny of data relating to e.g. behavior, health and safety, racist incidents, attendance, CP, RPI, exclusions, bullying, accidents, complaints
 - attendance at school council meetings
 - site inspections at least twice a year
 - other as agreed at full meetings
- senior leaders
 - review of policy annually
 - review of other related policies according to the Trust review schedule
 - speak to staff, parents and pupils
 - carrying out a full safeguarding audit annually
 - checking the SCR, training log, personnel files, KCSE Part A log, Disqualification by Association log
 - scrutiny of data relating to e.g. behavior, health and safety, racist incidents, attendance, CP, RPI, exclusions, bullying, accidents
 - attendance at school council meetings
 - site inspections at least six times a year
 - pupil surveys and questionnaires
 - other as required
- scrutiny of risk assessments
- review of parental concerns, questionnaires and complaints
- review of outside school activities – e.g. breakfast, after school and Friday clubs

Related Policies

Behaviour

Whistleblowing

Anti-bullying

Health & Safety

Allegations against staff

Attendance

Curriculum
 Teaching and Learning
 Managing Medical Needs in School
 Drug Education
 PSHE
 E-Safety
 Use of Mobile Phones in School
 Safer Recruitment and Retention
 Intimate Care

Appendices

- (i) Body Map
- (ii) Internal information sharing for CP reports
- (iii) CP Report Format
- (iv) Chronology
- (v) DCPC Record of Single Action
- (vi) Internal CP review meeting format
- (vii) DCPC Record of Action
- (viii) Initial Concern Form
- (ix) Jigsaw of signs and symptoms
- (x) Pupil Information Sheet
- (xi) Baby body map
- (xii) Annual Report to School Governors
- (xiii) KCSE Flow Chart
- (xiv) Wall of Bricks
- (xv) CP Policy annual CLA Report
- (xvi) Role and responsibilities – governors
- (xvii) Job Description DSL/DDSL

For Safeguarding Audit, see Safeguarding Policy

An initial impact assessment under the school’s Single Equality Scheme has been carried out for this policy	
A	Positive impact is explicitly intended and very likely
B	An adverse impact is unlikely, and on the contrary the policy has the clear potential to have a positive impact by reducing and removing barriers and inequalities that currently exist
C	An adverse impact is unlikely. On the contrary there is potential to reduce barriers and inequalities that currently exist. There is insufficient evidence, however, for this assessment to be made with as much confidence as is desirable
D	Adverse impact is probable or certain, since certain groups will be disadvantaged, either proportionately or absolutely, or both. Remedial action is therefore necessary
E	Adverse impact is probable or certain for certain groups but the policy as a whole can nevertheless be justified. PLEASE NOTE: Selecting this assessments will necessitate the need for legal advice

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Author	Jane Heyes CEO
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