



WEST JESMOND PRIMARY

CHILD PROTECTION POLICY

Revision Record of Published Versions			
Author	Creation Date	Version	Status
West Jesmond Primary	November 2009	1.0	Draft Policy for Staff and governor consultation
Changed by	Revision Date	Version	Status
West Jesmond Primary	November 2011	2.0	Reviewed by Staff & Governors
West Jesmond Primary	8 th January 2013	3.0	Annual Review by DHT
West Jesmond Primary	22 nd January 2014	4.0	Annual review and update by DHT
West Jesmond Primary	4 th February 2014	4.0	Annual review by Governing body
West Jesmond Primary	14 th April 2014	5.0	Updated and revised, with additions, following recent guidance.
West Jesmond Primary	28 th January 2016	6.0	Updated and revised, with additions, following recent guidance.
West Jesmond Primary	12 th September 2016	7.0	Updated with reference to Keeping Children Safe in Education (2016)
West Jesmond Primary	December 2016	7.0	Ratified by Governing Body

To be read in conjunction with the Safeguarding Policy and relevant (statutory / advisory guidance):

- Working Together to Safeguard Children (DfES 2006)
- Safeguarding Children & Safer Recruitment in Education (DfES 2007)
- Newcastle Safeguarding Children Board Procedures (2007)
- Children Act 1989 & Education Act 2002 s175
- Keeping Children Safe in Education (DfE 2014)
- Working Together to Safeguard Children (2015)

- What to do if you are worried a child is being abused (2015)
- Keeping Children Safe in Education (2016)

Designated Persons:

Gary Wallis-Clarke (EHT)

Dominic Martin (HS) Lead Designated Person

Rebecca McVittie (AHT) Deputy Lead Designated Person

Additional Designated Persons:

Kevin McVittie (AHT)

Tom Jones (AHT)

Jacqui Nicolson (Breakfast & After School Club Leader)

Named Governor: Henry Cave & Paul Simpson

Contact via the School Office – 0191 2810000

Our school is committed to safeguarding and promoting the welfare of all its pupils.

Governors recognize their statutory responsibility to make sure that adequate arrangements are in place to safeguard and promote the welfare of children. Section 175 of the Education Act 2002.

Our policy applies to all staff, governors and volunteers working in the school. There are five main elements to our policy:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- 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 recognize and stay safe from abuse.

We will follow the procedures set out by the Local Safeguarding Children Board and take account of guidance issued by the Department for Education and Skills to:

- Ensure we have a designated senior person for child protection who has received appropriate training and support for this role (**Dominic Martin Head of School DSL or Rebecca McVittie Assistant Head Deputy DSL**).
- Ensure we have nominated governors responsible for child protection (**Henry Cave / Paul Simpson**)
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person (**Dominic Martin / Rebecca McVittie**) responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person 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 its obligations in the school prospectus.
- Notify social services if there is an unexplained absence of more than two days of a pupil who is 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 case conferences.
- Keep written records of concerns about children (using a cause for concern form or via CPOMS) 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.
- Ensure safe recruitment practices are always followed.

We recognize 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. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as social services, Child and Adult Mental Health Service, education welfare service and educational psychology service.

RESPONDING:

- Any member of staff who has concerns¹ about a child must report their concerns to the Designated Member of Staff for Child Protection.²
- In accordance with the Local Safeguarding Children Board Procedures, the agreement of the family for a referral to Children's Services Duty Team should be sought where possible (Ref Chapter 3.1.1 Section 7.1). However, if it is felt that any such agreement seeking would increase the level of significant risk to the child, the matter should be discussed with the Duty Assessment and Referral Team and their advice sought and in any case should not contribute to a delay in making a referral.
- **Children's Services Duty, Assessment and Referral Team**

All referrals need to be confirmed in writing within 48 hours using the Children and Families inter agency Referral form.

- If the suspicions in any way involve another member of staff, the matter needs to be brought to the attention of the Headteacher who will act in accordance with procedures by discussing the allegation with the local Authority Designated Officer (LADO) as soon as possible. The LADO for Newcastle and can be contacted on 0191 2774 636
- Additionally designated persons can contact Ian Clennell (former LADO) and now independent safeguarding advisor 07816 579896
- The appropriate member(s) of staff nominated by the Headteacher will attend any child protection meetings called by Social Services in respect of a child attending the school and any strategy meetings relating to allegations against staff.

¹ All staff and governors receive induction or safeguarding refresher training. All staff are aware that abuse and neglect may take many forms: physical, emotional, sexual (including child sexual exploitation (CSE) and female genital mutilation (FGM)) or neglect.

² Cause for concern forms will in most circumstances be completed by staff and referred onto the 'Designated Person(s)' who will decide if further action is necessary. However, where necessary, in line with guidance set out in 'Keeping children safe in education' (DfE 2014) any member of staff may make a referral to children's social care initial response team using guidance provided.

Use of physical intervention:

- Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do any of the following:
 - a) Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
 - b) Causing personal injury to, or damage to the property of, any person (including the pupil himself); or
 - c) Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during the teaching session or otherwise.
- Additional guidance on the use of restrictive physical interventions with children who display extreme behaviour is contained in DfES document LEA/0242/2002 and in the school's Care and Control Policy.
- It is important to allow children to do what they can for themselves, but depending on age and circumstances (ie a child who is hurt, child who needs instruction in the use of a particular instrument/piece of equipment, safety issues such as the need to prevent a child hurting themselves, running into the road) it may be necessary for some physical contact to take place.

E-Safety

- Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved in activities which are inappropriate, or possibly illegal.
- Schools therefore have a major responsibility to educate their pupils; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies (Becta).
- The school has clear guidance for pupils when using the internet (Ref: ICT and internet policy documents)

Record Keeping

- Any member of staff receiving a disclosure of abuse from a child or young person, or noticing signs or symptoms of possible abuse in a child or young person, will make notes as soon as possible (within the hour), writing down as exactly as possible using the child's own words, what was said or seen, putting the scene into context, and giving the time and location. Dates and times of events should be recorded as accurately as possible, together with a note of when the record was made. All records must be signed and dated clearly, using the cause for concern form (paper copy) and then electronically (CPOMS)
- All records of a child protection nature (hand written or typed) will be recorded on CPOMS or in paper form for those staff without CPOMS access. Paper documents will then be scanned and uploaded to CPOMS. This includes case conference minutes and written records of any concerns. Access to any records will be on a 'need to know' basis. All records must be securely held, separate from the main pupil file and in a secure cabinet.
- When a child who has a Child Protection Plan leaves the school and/or transfers to another school, the Headteacher will inform the child's new school immediately and discuss with the child's social worker the transfer of any confidential information the school may hold.
- When pupils who have been the subject of some concern in school transfer from primary to secondary school and/or move school part way through an academic year, any concerns that are being monitored need to be passed on to the designated member of staff of the receiving school in writing. Any other historic information that is not part of either an ongoing child protection case or an active monitoring situation should be shredded.

Supporting the Pupil:

- The school will support pupils in accordance with his/her agreed Child Protection Plan.
- The school will notify any concerns about a child who has a Child Protection Plan or is known to have an allocated social worker to the child's social worker or in her/his absence the manager or a duty officer in the team.

- We recognize that children who are abused or who witness violence may experience difficulties which impact on their 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 and the school ethos of valuing the pupil.

The Curriculum:

- Through various aspects of the curriculum, staff will raise pupils' awareness and build their confidence so that they have a range of contacts and strategies to ensure their own protection and that of others, recognizing that pupils need opportunities to develop the skills they need to recognize and stay safe from abuse.
- The principles embedded in this policy link into other policies relating to: Health, PSHE, RE, Sex Education, Bullying, Equal Opportunities, Special Educational Needs.

Training:

- This school is committed to supporting and training all staff in matters of child protection.
- The governors will ensure that all staff receive child protection awareness training (level 1) as part of their induction with subsequent three yearly updates as prescribed in government guidance (Section 175 of Education Act 2002).
- The governors will ensure that the Designated Member of Staff for Child Protection attends the appropriate child protection training organized on a 2 yearly basis in accordance with government guidance.

Recruitment of staff and volunteers:

- The school will ensure that safe recruitment practices are in place and followed in checking the suitability of all staff and volunteers to work with children.
- Policy for confidential reporting of concerns ("Whistleblowing") for staff employed in schools.

All staff are aware of the school's policy, the purpose of which is to promote and protect responsible "whistleblowing" where there are concerns about malpractice in the workplace.