

POLICY DECEMBER 2009

Crossdale Drive Primary School

WHOLE SCHOOL POLICY ON CHILD PROTECTION

Introduction

Crossdale Drive Primary school fully recognises the contribution it can make to protect children and support pupils in school. The aim of the 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.

There are four main elements to our Child Protection Policy:

- Prevention (eg 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);
- Working with parents (to ensure appropriate communications and actions are undertaken).

This policy applies to all staff, governors and visitors to the school.

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 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;
- 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 these responsibilities for the current year are listed on the cover sheet of this document. **The Designated Senior Person is Peter Cresswell. Gareth Mate takes in this role in Mr Cresswell's absence.**

The role of the Designated Senior Person for Child Protection includes:

Referrals

- Refer cases of suspected abuse or allegations to the relevant investigating agencies;

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- 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 Head Teacher/Principal (where role is not carried out by the head Teacher) to inform him/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;
- Have a working knowledge of how LSSBs (Local Safeguarding of Children Boards) operate, the conduct of a child protection case conference, and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the school's child protection policy especially new or part-time staff who may work with different educational establishments;
- Ensure all staff have induction training covering child protection and are able to recognise and report any concerns immediately they arise;
- Be able to keep detailed, accurate and secure written records of referrals/concerns;
- Obtain access to resources and attend any relevant or refresher training courses at least every two years.

Raising Awareness

- Ensure the establishment's child protection policy is updated and reviewed annually, and work with the governing body regarding this;
- Ensure parents see copies of 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;
- Where children leave the establishment, ensure their child protection file is copied for new establishment as soon as possible, but transferred separately from main pupil file.

Head Teacher

The Head Teachers of schools 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 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

- their establishment 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 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 training in inter-agency working that is provided by, or to standards agreed by, the ACPC, and refresher training at two-yearly intervals, to keep his/her knowledge and skills up-to-date, and provides advice and support to other staff;
- the Head teacher, and all other staff who work with children, undertake appropriate training which is kept up-to-date by refresher training at three-yearly intervals.

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- temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities.

The nominated Governor for child protection is Chris Neale, and in his absence Celia Brooks.

The LEA Child Protection contact is Brian Isham or Cheyrl Stollery. 01623 433322

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 Nottinghamshire Safeguarding Children Board procedures. (<http://www.nottinghamshire.gov.uk/nscb>)

Information for parents is contained within the school's brochure, on the school website and on the Nottinghamshire Safeguarding Children Board website.

Records and Monitoring

Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or children within our school. The Designated Senior 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 school file and 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 management policies;
- 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;
- 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 behaviour problems will be particularly sensitive to signs of abuse.

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

This policy complements and supports a range of other policies, including:

- Behaviour Management
- Bullying
- Physical Restraint

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- Special Educational Needs
- Health and Safety
- Sex Education
- E- safety
- Site Security

All school policies and procedures relating to safeguarding children will be reviewed annually.