

School Policy on Child Protection

Name of school:	The Grange School
Date of Policy:	15 th March 2012
Member(s) of staff Responsible:	Mr C Cox, Mrs J Thomas
Review Date:	March 2015

Other policies that need to be taken into account are: ***anti bullying and discrimination, confidentiality, behaviour and attendance, special needs, health and safety, and personnel***, particularly *re safe recruitment and managing allegations*.

Context

Schools should give effect to their duty to safeguard and promote the welfare of their pupils under the Education Act 2002 and where appropriate under the Children Act 1989 by:

- Creating and maintaining a safe learning environment for children and young people; and,
- Identifying where there are child welfare concerns and taking action to address them, in partnership with other organisations where appropriate.

Schools also contribute through the curriculum by developing children's understanding, awareness, and resilience.

Creating a safe learning environment means having effective arrangements in place to address a range of issues. Some are subject to statutory requirements, including child protection arrangements, pupil health and safety, and bullying. Others include arrangements for meeting the health needs of children with medical conditions, providing first aid, school security, tackling drugs and substance misuse, and having arrangements in place to safeguard and promote the welfare of children on extended vocational placements.

Education staff have a crucial role to play in helping identify welfare concerns, and indicators of possible abuse or neglect, at an early stage: referring those concerns to the appropriate organisation, namely LA children's social care, contributing to the assessment of a child's needs and where appropriate ongoing action to meet those needs. When a child has special educational needs, or is disabled, the school will have important information about the child's level of understanding and the most effective means of communicating with the child. They will also be well placed to give

a view on the impact of treatment or intervention on the child's care or behaviour.

(Child Protection Procedures: 2.1.2., para 4.9, Shropshire's Safeguarding Children Board, 2009)

Safe recruitment is central to the safeguarding of children and young people. All organisations which employ staff or volunteers to work with children and young people have a duty to safeguard and promote their welfare. This includes ensuring that the organisation adopts safe recruitment and selection procedures which prevent unsuitable persons from gaining access to children.

Introduction

At the Grange School, the governors and staff fully recognise the contribution the school makes to safeguarding children. We recognise that the safety and protection of all pupils is of paramount importance and that all staff, including volunteers, have a full and active part to play in protecting pupils from harm.

We believe that the school should provide a caring, positive, safe and stimulating environment which promotes all pupils' social, physical, emotional and moral development of each pupil in line with the Every Child Matters outcomes.

The aims of this policy are to:

- ◆ confirm that the pupils' development is supported in ways that will foster security, confidence and independence
- ◆ raise the awareness of teachers, non-teaching staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse¹
- ◆ confirm the structured procedures to be followed by all members of the school community in cases of suspected harm or abuse
- ◆ emphasise the need for good levels of communication between all members of staff and those with designated responsibility for child protection, health and safety and other safeguarding responsibilities.
- ◆ emphasise the appropriate safeguarding and child protection policies, procedures and arrangements of those service providers who use the school's premises through extended schools or provide any other before and after school activities
- ◆ emphasise the links with school's policy for management of off-site vocational learning (needed for all pupils on more than just a short work experience - see 2005 guidance from Shropshire Learning Network)
- ◆ emphasise the links with the SSCB protocol for professionals working with sexually active young people under the age of 18 in Shropshire
- ◆ emphasise the links with the school's policy for safe recruitment of staff and volunteers, and for managing allegations.

¹DfES 04217-2006 Safeguarding Children and Safer Recruitment in Education)

- ◆ confirm the working relationship with Stay Safe within the Children and Young People's Services Directorate of the Council, other agencies and, where appropriate with similar services in neighbouring authorities.

Responsibilities

i. The governing body:

- has trained link governor(s) for:
 - child protection, named **Mr I Jones** who will attend training/updates every three years¹
 - looked after children, named **Mr I Jones**
- will ensure that the school has a child protection policy and procedures in place, operates safe recruitment procedures and makes appropriate staff and volunteer checks and has procedures for dealing with allegations against staff and volunteers that all comply in accordance with Shropshire Council Children and Young People's Services and SSCB¹ procedures
- monitors adequacy of resources committed to child protection, and the staff and governor training profile
- recognises that neither it, 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 staff)
- will make sure that the child protection policy is available to parents on request
- will ensure this policy and practice complements other policies e.g. anti-bullying, health and safety, to ensure safeguarding.

ii. The head teacher will ensure that:

- the policies and procedures adopted by the Governing Body are followed by all staff
- designated staff review the six monthly updates of the SSCB procedures
- sufficient resources and time are allocated to enable the designated persons and other staff to discharge their responsibilities including taking part in strategy discussions and other multi-agency meetings, to contribute to the assessment and support of children and young people, and be appropriately trained
- a list of staff and volunteers, and their safeguarding training dates is maintained
- all staff and volunteers feel able to raise their concerns about poor and unsafe practice in regard of pupils, and such concerns are addressed in a timely manner in accordance with agreed policies.

iii. The trained designated leads for child protection:

1. Mrs J M Thomas
2. Mr C Cox
3. Miss L Goff
4. Mr T Dickenson

will:

- attend child protection training and updates every two years¹
- liaise in accordance with the SSCB procedures when referring a pupil where there are concerns about possible abuse or harm, and where there are concerns about a member of staff being involved, and Shropshire Children and Young People's Service (CYPS) Personnel policy and procedures,
- can access the contents of the SSCB procedures on the net and CYPS Personnel procedures (*on the intranet*) updated and make these accessible to all staff
 - the SSCB procedures on the Shropshire Learning Gateway
 - the Personnel procedures on the Shropshire Learning Gateway
- ensure all staff, including supply teachers, visiting professionals working with pupils in the school (*e.g. counsellor*), those who support Relationships and Sex Education (*e.g. school nurse*) and volunteers *e.g.* supporting school visits, are informed in writing of the names and contact details of the designated leads and the school's procedures for safeguarding children, for example, how to report their concerns, suspicions and how to receive, record and report disclosures:

(tick or delete as appropriate)

- | | |
|--|-------------------------------------|
| ▪ during their first induction to the school | <input checked="" type="checkbox"/> |
| ▪ through a copy of this policy | <input type="checkbox"/> |
| ▪ through the staff/personnel handbook | <input type="checkbox"/> |
| ▪ through the induction/supply teachers' booklet | <input checked="" type="checkbox"/> |
| ▪ through the relationships and sex education policy | <input type="checkbox"/> |
| ▪ information on relevant staff notice board(s) | <input type="checkbox"/> |
| ▪ whole staff training (every three years) | <input checked="" type="checkbox"/> |
| ▪ Shropshire Children and Young People's Schools Checklist | <input type="checkbox"/> |
-
- support staff who attend strategy meetings and/or case conferences
 - support staff and volunteers who may find safeguarding issues upsetting or stressful by enabling them to talk through their anxieties and to seek further support from the school leadership group or others as appropriate
 - ensure involvement of other designated leads
 - where there are concerns about a pupil who is 'looked after'
 - in the off-site vocational learning provider institution, where there are concerns about a pupil who is on a work related learning placement
 - where providers of services for children and young people using the school site
 - ensure that:
 - written records of concerns are kept, even if there is no immediate need for referral; and monitored using the Information Sharing and Assessment (ISA) common assessment framework (CAF).

- all child protection records are marked as such and kept securely locked, and if these are stored electronically, that they are differently password protected from the pupils' other files, and accessible only by the headteacher/designated leads
- pupil records are kept separately, and marked as appropriate to indicate other confidential records are being held elsewhere
- all absence letters are dated and clearly signed by a teacher/tutor, and that if:
 - there are concerns about attendance and a pupil's wellbeing and safety, the Education Welfare Officer is contacted
 - the pupil has a Child Protection Plan and is absent without explanation for two days, their key worker in Stay Safe is contacted.
- phone calls about absences are similarly logged and dated
- records are monitored for patterns by form tutors and/or key school workers on a weekly basis and appropriate action is taken
- Where there are existing concerns about a pupil, and they transfer to another school in this authority, information, e.g. a CAF is forwarded under confidential cover and separate from the pupil's main file to the designated lead for child protection of the pupil's new school in this authority as soon as possible (e.g. no longer than 3 weeks)
- where a pupil has a Child Protection Plan and transfers to another school,
 - the key worker in Stay Safe is informed immediately
 - appropriate information is forwarded under confidential cover and separate from the pupil's main file to the:
 - designated lead for child protection of the pupil's new school in this authority as soon as possible (e.g. no longer than 3 weeks)
 - **OR** to the Social/Children's Services within the authority if the pupil is transferring to a school in another authority as soon as possible (e.g. no longer than 3 weeks)

iv. The staff

- All staff, teaching and non-teaching, volunteers and others working in school need to:
 - be aware that to safeguard children, they have a duty¹ to share information with the designated leads, and through the designated lead, with other agencies
 - be alert to signs and symptoms of harm and abuse
 - know how to respond to their duty when they have concerns or when a pupil discloses to them and to act within the confidentiality policy, or where agreed with the school, the visitor's or providers own confidentiality policy
 - know what and how to record concerns.
- Reporting concerns to the designated leads
- Any concern must be discussed in the first instance with one of the designated leads or in their absence the head teacher, as soon as

possible, at least by the end of the morning or afternoon session of that day.

- Immediate response to the pupil
 - It is vital that our actions do not abuse the pupil further or prejudice further enquiries, for example:
 - listen to the pupil, if you are shocked by what is being said, try not to show it
 - it is OK to observe bruises but not to ask a pupil to remove their clothing to observe them
 - if a disclosure is made,
 - accept what the pupil says
 - stay calm, the pace should be dictated by the pupil without them being pressed for detail by asking leading questions such as “what did s/he do next?” **It is our role to listen - not to investigate**
 - use open questions such as “is there any thing else you want to tell me?” or “yes?” or “and?”
 - be careful not to burden the pupil with guilt by asking questions like “why didn’t you tell me before?”
 - acknowledge how hard it was for the pupil to tell you
 - do not criticise the perpetrator, the pupil might have a relationship with them
 - **do not promise confidentiality**, reassure the pupil that they have done the right thing, explain whom you will have to tell (the designated lead) and why; and, depending on the pupil’s age, what the next stage will be. It is important that you avoid making promises that you cannot keep such as “I’ll stay with you all the time” or “it will be all right now”.
- **Recording information**
 - Make some brief notes at the time or immediately afterwards; record the date, time, place and context of disclosure or concern, facts and not assumption or interpretation.
 - If it is observation of bruising or an injury try to record detail, e.g. “right arm above elbow”
 - Note the non-verbal behaviour and the key words in the language used by the pupil (try not to translate into “proper terms”).
 - It is important to keep these original notes and pass them on to the designated member of staff who may ask you to write a referral. A written referral is needed within 24 hours of the referral call.

Supporting pupils

- ◆ The staff and governors recognise that a child or young person who is abused or witnesses violence may find it difficult to develop and maintain a sense of self worth. We recognise that in these circumstances pupils might feel helpless and humiliated, and that they might feel self blame.
- ◆ We recognise that this school might provide the only stability in the lives of pupils who have been abused or who are at risk of harm.
- ◆ We accept that research shows that the behaviour of a pupil in these circumstances might range from that which is perceived to be normal to aggressive or withdrawn.

- ◆ The school will support all pupils by:
 - discussing child protection cases with due regard to safeguarding the pupil and his or her family
 - supporting individuals who are or thought to be in need or at risk in line with SSCB procedures
 - encouraging self-esteem and self-assertiveness
 - challenging and not condoning aggression, bullying or discriminatory behaviour
 - promoting a caring, safe and positive environment.

Confidentiality – for further detail, please see school’s confidentiality policy

- ◆ A pupil’s views will be considered by the designated lead in deciding whether to inform the pupil’s family, particularly where the pupil is sufficiently mature to make informed judgements about the issues, and about consenting to that.
- ◆ The personal information about all pupils’ families is regarded by those who work in this school as confidential. All staff and volunteers need to be aware of the confidential nature of personal information and will aim to maintain this confidentiality
- ◆ Staff understand that they need know only enough to prepare them to act with sensitivity to a pupil and to refer concerns appropriately. The designated leads and head teacher will disclose information about a pupil to other members of staff on a need to know basis only. It is inappropriate to provide all staff with detailed information about the pupil, the incident, the family and the consequent actions.

Staff must be aware that:

- they cannot promise a pupil complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the pupil or other pupils safe
- Where there are concerns about a pupil’s welfare relevant agencies need to be involved at an early stage. If a member of staff or a volunteer has concerns about a pupil’s welfare, or if a pupil discloses that s/he is suffering abuse or reveals information that gives grounds for concern, the member of staff should speak to their designated person with a view to passing on the information.

(DfES/0027/2004 Safeguarding Children in Education, p.26)

Allegations against the Head Teacher

Where an allegation is made against the Head Teacher, the Designated Person for Child Protection must inform the Chair of the Governing Body, as well as the Local Authority Designated Officer (LADO).

The role of the Named Governor for Child Protection shall include:
Monitoring of procedures relating to liaison with the LADO, Social Care and the Police in relation to any allegations of child abuse made against the Headteacher, including attendance at Initial Action Meetings.

For Shropshire Schools the contact is Shropshire Council's Initial Contact Team Manager, Anna Mouldsdale on 03456 789008

After reporting the concern further advice can be obtained from Michele Leith on 01743 254402

Working with parents/carers

- ◆ Parents and carers play an important role in protecting their children from harm.
 - In most cases, the school will discuss concerns about a pupil with the family and, where appropriate, seek their agreement to making referrals to Stay Safe.
 - Where there are any doubts, the designated lead should clarify with Stay Safe, whether, and if so when and by whom, the parents should be told about the referral.
 - The pupil's views will be considered in deciding whether to inform the family, particularly where the pupil is sufficiently mature to make informed judgements about the issues, and about consenting to that.
 - The school aims to help parents understand that the school, like all others, has a duty to safeguard and promote the welfare of all pupils. The school may need to share information and work in partnership with other agencies when there are concerns about a pupil's welfare.
 - The governors will include the above paragraph in the school prospectus in its next publication.

Professional development

- ◆ The governors recognise that all staff who work with pupils aged up to 18 years need to have child protection training that equips staff to recognise and respond to pupil welfare concerns.
- ◆ The training in the last 3 years undertaken by staff and governors to ensure their knowledge and skills are up to date includes:
 - Significant change in staff, e.g. new headteacher, designated lead or significant staff turnover.
 - The designated leads attended Level 2 child protection **training/training update** in the last two years led by:
 - **Shropshire Children and Young People's Services**
 1. Mrs J M Thomas in 2011
 2. Mr C Cox in 2011
 3. Miss L Goff in 2011
 4. Mr T Dickenson in 2011

The link governor attended child protection training/training update led by Shropshire Children and Young People's Service January 2009.

- The majority of staff received Level 1 awareness training from:
 - **The Schools Child Protection Training Team in October 2008 (update March 2012)**

- Safer Recruitment training led by **Shropshire Children and Young People's Services HR Team in the last two years or NCSL in the last 3 years** has been attended by:
 1. **The Headteacher and SLT**
 2. **The Headteacher and/or the senior manager with responsibility for safer recruitment in January 2009**
 3. **The Chair of Governors or Vice Chair with responsibility for safer recruiting in January 2009.**

Prevention in the Curriculum

- ◆ The school recognises the importance of developing pupils' awareness of behaviour that is unacceptable towards them and others, and how they can help keep themselves and others safe.
- ◆ The PSHE programme in each key stage provides personal development opportunities for pupils to learn about keeping safe and who to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, pupils are taught to, for example:
 - safely explore their own and others' attitudes
 - recognise and manage risks in different situations and how to behave responsibly
 - judge what kind of physical contact is acceptable and unacceptable
 - recognise when pressure from others (including people they know) threatens their personal safety and well-being and develop effective ways of resisting pressure; including knowing when and where to get help
 - use assertiveness techniques to resist unhelpful pressure.
- ◆ The school demonstrates that it listens to and takes pupils' safety concerns seriously through a range of ways:
 - In PSHE
 - In PASS survey
 - Displaying information in school office windows
 - In school council
 - In counselling sessions (RISQ)
 - As a Healthy School in 2006
- **Policy review**

The designated lead was involved with the policy development/review and will lead the next policy review in March 2015

Signed...I Walshaw... on behalf of the Governing Body

Date.....15.3.12.....

Signed...J M Thomas on behalf of the School

Date.....16.3.12.....