



Brookhill Leys Primary and Nursery School Whole School Safe Guarding and Child Protection Policy

This Policy complies with:

(Chapter 15, Guide to Law for Governors, Jan 2005) Governing bodies are "accountable for ensuring their establishment has effective child protection policies and procedures in place that are in accordance with guidance issued by the Secretary of State, any LA guidance, and locally agreed inter-agency procedures"

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1. Introduction

Brookhill Leys Primary and Nursery 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 Safeguarding and Child Protection Policy:

- Prevention (e.g. 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.

2. 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 if 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 all staff and volunteers who will work with children, including Criminal Record Bureau and List 99 checks.

3. 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 Designated Person is a senior member of the school leadership team. This is currently the **Head teacher Mrs Jacquie Sainsbury**
Designated Person Training completed January 2009
Safer Recruitment Training completed January 2008

The role of the Designated Person for Child Protection includes:

3.1 Referrals

The designated safeguarding lead should assess all information available to the school/setting about a child and refer to Social Care Access Team if appropriate and confirm this referral in writing by completing Safeguarding Children in Childcare, Education and Recreation settings Referral Form (within 24 hours of disclosure). This form can be found on the LSCB website. In addition to these actions the designated safeguarding lead will

- Refer cases of suspected abuse or allegations to the relevant investigating agencies;
- 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 Headteacher (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.
- Ensure training for school staff takes place, is up to date and covers the Safeguarding requirements

3.2 Confidentiality

We recognise that all matters relating to child protection are confidential;

- The Headteacher, Designated Person for Safeguarding, Registered Person, Manager or person in charge will disclose any information about a child or young person 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 make a promise to a child to keep secrets
- Where safeguarding or child protection concerns are identified for a specific child, this information will be held in a Confidential Pupil/child Record, and securely within a locked cabinet.

Advice given suggests;

'Where concerns arise as a result of information given by a child it is important to reassure the child but not to promise confidentiality.'

What to do if you're worried a child is being abused 2006

'A shared responsibility and the need for effective joint working between agencies and professionals that have different roles and expertise are required if children are to be protected from harm and their welfare promoted. In order to achieve this joint working, there must be constructive relationships between individual practitioners, promoted and supported by:

- *the commitment of senior managers to safeguard and promote the welfare of children;*
- and*

- *clear lines of accountability.'*

Working Together to Safeguard Children 2006

'Record in writing all concerns, discussion about the child, decisions made and the reason for those decisions.'

What to do if you're worried a child is being abused 2006

Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. Any disclosure of personal information to others (including the social care departments) must always however have regard to both common and statute law.

The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be **justifiable** in each case, according to the particular facts of the case, and advice from the Schools and Education or Childcare Safeguarding Coordinator should be sought if in doubt.

3.3 Training and Support

It is required that the Designated Senior Person for Safeguarding and Child Protection undertakes training in inter-agency working and refresher training at 2 yearly intervals.

All other staff who work with children (paid and unpaid) should undertake training to equip them to carry out their responsibilities for Child Protection effectively and this should be updated at 3 yearly intervals. Staff are informed how to

- Recognise and how to identify signs of abuse and when it is appropriate to make a referral;
- Have a working knowledge of how LSCBs 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;

3.4 Raising Awareness

- Ensure the establishment's child protection policy is updated and reviewed annually, and work with the governing body/proprietor 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.
- Inform Local Authority of any child missing from role with no forwarding information.

3.5 The Role of the Headteacher

The Headteacher of schools will ensure that:

- The policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;
- All staff have read and understood the policies and are included in the policy review; about what to do if you are worried a child is being abused;
- All staff and volunteers working in school have read the guidance the government has produced
- 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.

3.6 The Role of the 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 LSCB, 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.
- 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 Penny Spenceley-Stevens

The LA Child Protection contact is Sandy Bailey

4. Procedure for Monitoring and Record Keeping

“Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult, or another child or children.”

Working Together to Safeguarding Children 2006

Childcare, Schools and Recreational settings can play a vital role in helping abused children and those who are suspected of being abused, by the effective monitoring and recording of certain aspects of the child's progress and behaviour.

This is particularly important when there has been no direct disclosure of abuse, or when a child has communication difficulties or is too young to give much information.

The school takes this monitoring responsibility very seriously as teachers and all staff at Brookhill Leys are in daily contact with children and are a vital tool in the observing of the children in our care. They are uniquely placed to observe the behaviour of large numbers of children and likely to know what is 'normal' or 'usual' for a particular child.

4.1 What should be recorded?

- Patterns of attendance
- Changes in mood
- Changes in classroom functioning
- Relationships (with peers, adults)
- Behaviour
- Statements, comments, stories, drawings
- General demeanour and appearance
- Parental interest and comments
- Home/family changes
- Medicals
- Response to PE/sport
- Injuries/marks, past and present

4.2 When is recording needed?

When there is a concern over:

- marks on a child's body
- unusual, significant changes in behaviour
- mood changes
- puzzling statements or stories from a child
- information from others
- If requested by another agency, for example, following an Initial Child Protection Conference

4.3 Who should record?

- Teachers, Teaching Assistants, Child Minders, Youth & Play Workers
- Other school, Children Centre, Nursery staff
- LA staff in regular contact with the child, such as EWO, Behaviour Support Worker, Education Psychologist (in line with their own Practice Guidance.)

4.4 How should it be recorded?

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 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. A confidential file will be indicated by a red dot on the corner of the child's records file. Adults working with these children will be informed there is a confidential file.

5. Ensuring Suitable Staff Work with Children

This school operates vetting and safe recruitment practices, in line with Safeguarding Children and Safer Recruitment in Education, 2007.

The school maintains a Single Central Record, for all permanent and agency staff, volunteers (including the School Governors) and staff from 'bought in' services (e.g. catering, cleaning services)

5 Allegations against Professional Carers

Procedures are in place to support all staff who have concerns about the conduct of any adults working in school, childcare or recreational setting, either in a professional role or in a voluntary capacity.

In the event of an allegation about the behaviour of a teacher or other professional carers this school will contact the personnel safeguarding unit and follow Local Safeguarding Children Board Procedures, which are compliant with the requirements of Working Together to Safeguard Children, 2006.

6. Vulnerable Child/Children at Risk

6.1 Supporting Children at Risk

Our school recognises that children who are abused, including children who witness abuse or 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.

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 course of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting;
- Use of our social care nurture groups where appropriate;
- 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.

6.2 Domestic Abuse

'The effect of domestic violence on children is such that it must be considered as abuse. Either witnessing it or being the subject of it is not only traumatic in itself but is likely to adversely impact on a child and it should be treated as physical or emotional abuse as appropriate.'

Safeguarding Children and Safer Recruitment in Education 2007

- statistics confirm the links between domestic abuse and safeguarding children
- child abuse – 1 in 3 child protection cases show a history of domestic abuse. of domestic violence
- children in violent households are 3 to 9 times more likely to be injured and abused, either directly or while trying to protect their parent

We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. Adults 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, children may also be vulnerable and in need of support or protection.

6.3 Children and young people who sexually abuse

- Abuse is not just an adult domain children can pose a threat either physical or sexual to other children.
- If sexualised behaviour is identified, complete the risk assessment available on the LSCB website on the intranet or seek further advice, if activities observed are not age appropriate.
- This behaviour can be managed in school and needs to be approached on a whole school, classroom, curriculum and individual level.

6.4 Sexual exploitation of Children

- Children involved in prostitution and other forms of commercial sexual exploitation are victims of abuse and should be treated as such.
- Their needs will need careful assessment as this problem is hidden from view

6.5 Bullying

'The damage inflicted by bullying can frequently be underestimated. It can cause considerable distress to children, to the extent it affects their health and development or, at the extreme, causes them significant harm (including self harm). All settings in which children are provided with services or are living away from home should have in place rigorously enforced anti bullying strategies.'

Working Together to Safeguard Children 2006

Brookhill Leys has an Anti-Bullying Policy that details definitions, including 'cyber' bullying, and procedures for dealing with such incidents.

This policy should be considered alongside other related policies in school when considering the issue of Safe Guarding and Child Protection.

- Behaviour Management
- Anti Bullying
- Inclusion
- Health and Safety
- Looked After Children
- Whistle Blowing

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

6.6 Preventative Work: Educating Children about Issues (PSHE /SEAL Applications)

As part of developing a healthy, safer lifestyle, pupils, at all key stages, should be taught:

- to recognise and manage risks in different situations and then decide how to behave appropriately (including those within the digital world)
- to judge what kind of physical contact is acceptable and unacceptable
- to recognise when pressure from others (including people they know) threatens their personal safety and develop effective ways of resisting pressure, including knowing where and when to get help
- to use assertiveness techniques to resist unhelpful pressure
- Children should feel valued, respected and able to discuss any concerns they have. Displaying helpful information including Children's Helplines (NSPCC, ChildLine) could help to provide assurance that it's okay to talk. Assembly opportunities with support groups such as Child line should be taken.

'It is important to make children and young people aware of behaviour towards them that is not acceptable and how they can keep themselves safe.'

'.....PSHE provides opportunities for children and young people to learn about keeping safe; and who to ask for help if their safety is threatened.....'

Safeguarding Children and Safer Recruitment in Education 2007

This policy was reviewed and adopted by the Governing body -

SignedChair.....

Date:

Signed.....Head

Date:

The next revision date is: **September 2010**

Please note:

LSCB will be Nottinghamshire Safeguarding Children Board NSCB

Nottinghamshire Safeguarding Children Board
Nottinghamshire County Council
Children and Young People's Department
County Hall
West Bridgford
Nottingham
NG2 7QP

Tel: 0115 977 3935

Fax: 0115 977 4047

E-mail: info.nscb@nottscc.gov.uk

Safeguarding Children Board's (SCB) are the key statutory strategic mechanism for monitoring and co-ordinating the work of agencies in safeguarding children.

Please note:

The definition of "child" includes an unborn child.

J Sainsbury July 2009