

Name of Policy: Child Protection	Version/Last Review Date: Sept 2017
Statutory Documents linked to this policy: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447596/KCSIE_Part_1_July_2015.pdf https://www.gov.uk/government/publications/keeping-children-safe-in-education--2 What to do if you are worried a Child is Being Abused 2003 "Safeguarding Children & Safer Recruiting in Education 2006 Working Together to Safeguard Children 2010	Previous review date: April 2013
Other Policies linked to this policy: All Safeguarding Policies Termly Audit and Annual Review	Next Review Date: Sept 2019
Governor Committee Responsible	People & Resource Management

WNA Vision: All children will achieve their full potential, with holistic support, whilst enjoying and driving their own learning, gaining self-respect, self-esteem and self-belief. Our classroom extends to rich, exciting environments within the forest, the beach, the city and the community as a whole.

Child Protection Policy

This policy has been developed in accordance with the principles established by the Children Act 1989; and Education Act 2002 and in line with government publications:

"Keeping Children Safe in Education" 2015

"Working Together to Safeguard Children" 2010

"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

DfES guidance "Safeguarding Children & Safer Recruiting in Education" 2006

The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of pupils; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

We recognise that all adults, including temporary staff¹, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

All staff members believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.

The aims of this policy are:

To support the child's development in ways that will foster security, confidence and independence.

To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to, approach adults if they are in difficulties believing they will be effectively listened to.

To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.

To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, at WNA, contribute to assessments of need and support packages for those children.

To emphasise the need for good levels of communication between all members of staff.

To develop a structured procedure within WNA which will be followed by all members of the school community in cases of suspected abuse.

To develop and promote effective working relationships with other agencies, especially the Police and Social Care.

To ensure that all adults within WNA who have substantial access to children have been checked as to their suitability.

Our school procedures for safeguarding children will be in line with LSCB Procedures.

We will ensure that:

All members of the governing body understand and fulfil their responsibilities

We have a nominated designated member of staff.

¹ Wherever the word "staff" is used, it covers ALL staff on site, including ancillary and supply staff, and volunteers working with children

Our designated member of staff has undertaken the initial designated member of staff training and subsequent refresher courses every two years delivered through the Safeguarding Unit.

We have a member of staff who will act in the designated member of staff's absence.

All members of staff are provided with Child Protection Training every three years.

All members of staff, volunteers, and governors know: The signs and symptoms of concern,
How to respond to a pupil who discloses abuse and what to do if they are concerned about a child.

All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the Child Protection Policy.

Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time, Community users organising activities for children are aware of Child Protection guidelines and procedures.

We will ensure that our selection and recruitment of staff meet the requirements as set down in Safer Recruitment guidance.

We will ensure that at least one member of each interview panel has completed the safer recruitment course.

Our procedures will be regularly reviewed and up-dated.

The names of the designated member of staff for Child Protection are Miss Susan Percy and Abdul Chowdhury in case of absence.

All new members of staff will be given a copy of our Child Protection Policy and Safeguarding Card.

Responsibilities:

The designated teacher is responsible for:

Referring a child if there are concerns about possible abuse, to the Social Care Assessment team, and acting as a focal point for staff to discuss concerns. A written record of the referral will be sent to the Assessment Team by the end of the working day the referral is made.

Keeping written records of concerns about a child even if there is no need to make an immediate referral

Ensuring that all such records are kept confidentially and securely and are separate from pupil records.

Ensuring that an indication of further record-keeping is marked on the Pupil's Record and central records.

Liaising with other agencies and professionals

Ensuring that either they or the class teacher attends Child Protection Conferences, core groups, or other multi-agency planning meetings, contributes to assessments, and provides a report which has been shared with the parents. Ensuring that any pupil that is subject to a Child Protection Plan who is absent without explanation for two days is referred to their key worker's Social Care Team

Organising child protection training for all school staff

Providing an annual report for the governing body, detailing any changes and reviews of relevant policy and procedures; training undertaken by the DMS, and by all staff and governors; number and type of incidents/cases, and number of children subject to a child protection plan (anonymized).

Supporting Children:

We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and 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.

WNA will support all pupils by:

Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.

Promoting a caring, safe and positive environment within the school.

Liaising and working together with all other support services and those agencies involved in the safeguarding of children.

Notifying the Assessment Team as soon as there is a significant concern

Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school and ensuring the school medical records are forwarded as a matter of priority.

Confidentiality:

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

The Headteacher will disclose any information about a pupil 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 which might compromise the child's safety or wellbeing.

We will always undertake to share our intention to refer a child to Children's Services 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 Duty Manager at the Assessment Team on this point.

Supporting Staff:

We recognise that staff working in WNA 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 such staff by providing an opportunity to talk through their anxieties with the DMS and to seek further support as appropriate.

Allegations against Staff:

All school 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.

We understand that a pupil may make an allegation against a member of staff.

If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher.

If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of governors without notifying the Headteacher first.

Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration.

In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors.

Whistleblowing (Confidential Reporting):

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 child protection, which may include the attitude or actions of colleagues.

Physical Intervention:

Our policy on physical intervention by staff is set out separately, and acknowledges that staff must only ever use physical intervention as a last resort, when a child is endangering him /herself or others, and that at all times it must be the minimal 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 physical intervention will be appropriately trained in the Team Teach technique.

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.

Bullying:

Our policy on Bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes homophobic and gender related bullying.

Racist Incidents:

Our policy on Racist Incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

Prevention:

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

The school community will therefore:

Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.

Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.

Include across the curriculum, including 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.

Health and Safety:

Our Health & Safety Policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and for example in relation to internet use, and when away from the school when undertaking school trips and visits.