


GROVE

Child Protection Policy

Amended March 2011

Signed.....
Headteacher

Signed.....
Chair of Governing Body

Date.....*21/3/11*.....

Review Date: March 2012

GROVE

Child Protection Policy for schools in Shropshire (Updated 2011)

GROVE SCHOOL Child Protection Policy

This policy was written and adopted in November 2005. It was then updated in 2008 and again in 2011.

Other policies that need to be taken into account are: **Attendance, Special Educational Needs, Health and Safety, Good Citizens' Policy (incorporating Behaviour and Anti-Bullying) and Inclusion Policy**

All those who come into contact with children (young people) and families in their everyday work, including practitioners who do not have a specific role in relation to child protection have a duty to safeguard and promote the welfare of children (and young people).

(Department of Health COS (C) CNI What to do if you're worried, p.4)

- ◆ Everyone in the education service shares an objective to help keep children and young people safe by contributing to providing a safe environment for them to learn and to identify those who are suffering or likely to suffer significant harm, and by taking appropriate action of making sure they are kept safe both at home and at school.
- ◆ Achieving these aims requires systems designed to prevent unsuitable people working with children and young people, promoting safe practice and challenging poor and unsafe practice, identifying instances in which there are grounds for concern about a child's welfare, and initiating/taking appropriate action to keep them safe and contribute to effective partnership working between all those providing services for children and young people.
- ◆ Where there are concerns about a child's welfare relevant agencies need to be involved at an early stage. If a member of staff or a volunteer has concerns about a child's welfare, or if a child 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.5)

- ◆ The safety and protection of children is of paramount importance to all those involved in Education.
- ◆ Children can develop a special and close relationship with school staff, and view them as significant and trustworthy adults.
- ◆ It is not surprising therefore that children, if they have been abused, may confide or disclose to a teacher or other member of staff.
- ◆ School staff are also in a unique position to notice any change in demeanour or circumstances. There is the opportunity to notice injuries, marks or bruises when children are doing PE, or games which might indicate a child has been abused.

(Child Protection Procedures, Shropshire Local Safeguarding Children Board)

Introduction

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 the social, physical, emotional and moral development of each pupil.

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 abuse
- ◆ Confirm the structured procedure 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
- ◆ Emphasise the links with school's policy for management of off-site vocational learning
- ◆ Confirm the working relationship with Children's Services within the Children and Young People's Services Directorate of the County Council, other agencies and, where appropriate with similar services in neighbouring authorities.

Responsibilities

i. The governing body:

- ◆ 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 County Council Children and Young People's Services.
- ◆ 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
- ◆ 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 inter-agency meetings, and to contribute to the assessment of children and young people
- ◆ 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 are:
Jenny Horner and Jenny Harrison.**

They will:

- ◆ Attend child protection training and updates every two years
- ◆ Ensure the Area Child Protection Committee (ACPC) procedures are available for reference in the staffroom
- ◆ 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 leaders and the school's procedures for safeguarding children, for example, how to report their concerns, suspicions and how to receive, record and report disclosures:
 - during their first induction to the school
 - through a copy of this policy
 - through the handbook the staff/personnel through the induction/supply teachers' booklet
- ◆ Ensure involvement of other designated leaders
 - where there are concerns about a pupil who is 'a child in care'
 - in the off-site vocational learning provider institution, where there are concerns about a pupil who is on a work related learning placement
- ◆ Ensure all child protection records are kept securely locked
- ◆ Ensure that if there are concerns about attendance and a pupil's wellbeing and safety, the Education Welfare Officer is contacted
- ◆ Ensure records are monitored for patterns by Heads of House and EWO weekly and appropriate action is taken
- ◆ Ensure where a pupil on the child protection register transfers to another school,
 - appropriate information is forwarded under confidential cover and separate from the pupil's main file to the: designated leader 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 (e.g. no longer than 3 weeks)

Case conference notes, which are confidential to those attending, should not be transferred but the following case conference-related information should be forwarded to the next school: dates, times, name of chair, local authority and outcomes of the case conference e.g. "no action", "placed on/removed from child protection register"

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 duty 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 when they have concerns or when a pupil discloses to them and to remember that they should not promise the pupil confidentiality (see below).

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 anything 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 the Local Safeguarding Children Board (LSCB) procedures
 - encouraging self-esteem and self-assertiveness
 - challenging and not condoning aggression, bullying or discriminatory behaviour
 - promoting a caring, safe and positive environment.

Confidentiality

- ◆ 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)

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 Children's Services.

- ◆ Where there are any doubts, the designated lead should clarify with Children's Services, 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 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.

Professional development

- ◆ The governors recognise that all staff who work with pupils aged up to 18 years need to have basic child protection training that equips staff to recognise and respond to pupil welfare concerns.
- ◆ All staff need to be trained/updated every 3 years. New staff receive training at the earliest opportunity. Last whole staff training September 2010, update planned September 2013.
- ◆ The designated leads attended child protection training/training update led by Shropshire Children and Young People's Service/Education Advisory Service in 2007, 2008, 2009 & March 2011.
- ◆ Staff appointed since the last delivered in house 'Child Protection Training' will be required to sign to acknowledge that they have received and read a copy of the current Child Protection Policy

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 PSHEE 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 PSHEE, school/ council), pupil survey/questionnaires.
- peer mentoring scheme
- School counsellor
- Grove Connex mentoring Scheme
- Barnardos family Support worker
- Inclusions group
- Personalised learning group