

WOODHALL PRIMARY SCHOOL

SAFEGUARDING POLICY.

Introduction

Woodhall School fully recognises its responsibilities for safeguarding children.

Our policy applies to all staff, governors and volunteers working in the school.

There are five main elements to our policy:

- Ensuring we practice safer recruitment in checking the suitability of staff and volunteers to work with children;
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe;
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse;
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan;
- Establishing a safe environment in which children can learn and develop.

Procedures

We will follow the procedures set out by the Local Safeguarding Children Board (LSCB) and take account of guidance issued by the Department for Children, Schools and Families (DCSF).

The school will:

- Ensure it has a Designated Senior Member of Staff (DSMS) who will undertake regular, appropriate training for this role;
- Ensure it has a member of staff who will act in the absence of the DSMS;
- Ensure it has a nominated governor responsible for safeguarding children;
- Ensure every member of staff (including temporary and supply staff and volunteers) and the governing body knows the name of the DSMS and their role;
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSMS;
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus;
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding safeguarding matters including attendance at strategy meetings, initial case conferences, core group and child in need review meetings;
- Ensure that the duty of care towards its pupils and staff is promoted by raising awareness of illegal, unsafe and unwise behaviour and assist staff to monitor their own standards and practice;
- Be aware of and follow procedures set out by Children Schools and Families Services (CSFS) and the Local Safeguarding Children's Board (LSCB) (as the Area Child Protection Committee (ACPC) is now known) as where an allegation is made against a member of staff or volunteer;
- Ensure safer recruitment practices are always followed.

Our procedures will be reviewed annually and up-dated in accordance with current legislation.

When staff join our school they will be informed of the safeguarding children arrangements in place. They will be given a copy of this policy and told who the DSMS is and who acts in their absence.

The induction programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, when and how to record a concern about the welfare of a child.

All volunteers and regular visitors to our school will be told where our policy is kept and given the name of the DSMS.

Responsibilities

The Governing Body will nominate a member to be responsible for Safeguarding Children and liaise with the DSMS in matters relating to Safeguarding. It will ensure that Safeguarding Policies and procedures are in place, available to parents and reviewed annually.

The Headteacher will ensure that the Safeguarding Policies and procedures are fully implemented and followed by all staff and that sufficient resources are allocated to enable the DSMS and other staff to discharge their responsibilities with regard to Safeguarding.

The Designated Person(s)

In accordance with Circular 10/95, the school has designated a child protection liaison teacher, to be known as the Designated Person (DSMS), a person who acts in the absence of the DSMS and a governor responsible for safeguarding children. All staff have been made aware of these roles.

Lesley Spence (Headteacher) Designated Senior Member of Staff for Child Protection.

Michelle Lake Person who acts in the absence of the Designated Senior Member of Staff.

Roy Millard Governor responsible for safeguarding children.

Their responsibilities are:

1. To be responsible for ensuring that effective communication and liaison with social services and other agencies takes place as appropriate in the event of staff having child protection concerns about a pupil/student.
2. To ensure that staff (including the Headteacher, Teaching and Support staff) have an understanding of a **child in need** and child abuse and the main related indicators, and are aware of the school's responsibilities within the Area Child Protection Committee's (ACPC) procedures (ACPC is now known as the Local Safeguarding Children's Board (LSCB)).
3. To support and advise staff in their child protection work.
4. To provide specialist input into the planning of the content and delivery of the personal, social and health education curriculum (including the informal curriculum) with respect to child protection issues.
5. To maintain his/her own knowledge and awareness of the issues, policy and practice of child protection such as through regular attendance at appropriate training courses.
6. To be responsible for ensuring that effective communication and liaison with social services and other agencies takes place as appropriate in the event of staff having child protection concerns about a pupil/student.
7. To ensure that staff (including the headteacher, teaching and non-teaching staff) has an understanding of a **child in need** and child abuse and the main related indicators, and are aware of the school's responsibilities within the Area Child Protection Committee's (ACPC) procedures (ACPC is now known as the Local Safeguarding Children's Board (LSCB)).
8. To support and advise staff in their child protection work.
9. To provide specialist input into the planning of the content and delivery of the personal, social and health education curriculum (including the informal curriculum) with respect to child protection issues.
10. To maintain his/her own knowledge and awareness of the issues, policy and practice of child protection such as through regular attendance at appropriate training courses.

In the event of a member of staff (whether teaching or support) having a child protection concern about a pupil, he/she will immediately inform the designated person, and record accurately the events giving rise to the concern. The action to be taken subsequently is detailed in the Education Guidance Section of the ACPC Child Protection Procedures, and this guidance will be followed scrupulously.

Managing a Disclosure

Teachers and other staff in schools are in a unique position to observe children's behaviour over time and often develop close and trusting relationships with pupils. If a child discloses directly to a member of staff, the following procedures will be followed:

- Listen carefully to what is said.
- Ask only open questions such as:
'How did that happen?'
'What was happening at the time?'
'Anything else you want to tell me?'
- Do not ask questions which may be considered to suggest what might have happened, or who has perpetrated the abuse, e.g. 'Did your Dad hit you?'
- Do not force the child to repeat what he/she said in front of another person.

Following a disclosure, the member of staff should talk immediately to the DSMS and complete a written record.

Information Sharing & Confidentiality

We recognise that all matters relating to Child Protection are confidential.

The Headteacher or DSMS 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.

Record Keeping

Any member of staff receiving a disclosure of abuse from a child or young person, or noticing signs or symptoms of possible abuse, will make notes as soon as possible (within the hour, if possible) writing down exactly what was said, using the child's own words as far as possible. All notes should be timed, dated and signed, with name printed alongside the signature. Concerns should be recorded using the school's safeguarding children recording system.

All records of a child protection nature should be passed to the DSMS including case conference minutes and written records of any concerns.

Supporting Children

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum;
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred;
- Liaison with other agencies that support the pupil such as CSFS, Child and Adult Mental Health Service (CAMHS), education welfare service and educational psychology service and those agencies involved in the safeguarding of children;
- Notifying CSFS immediately 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.

Supporting Staff

We recognise that staff working in the school 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 DSMS and to seek further support as appropriate.

Safer Recruitment and Selection of Staff

The school has a written recruitment and selection policy statement and procedures linking explicitly to this policy. The statement is included in all job advertisements, publicity material, recruitment websites, and candidate information packs.

The recruitment process is robust in seeking to establish the commitment of candidates to support the school's measures to safeguard children and to deter, reject or identify people who might abuse children or are otherwise unsuited to work with them.

Allegations against staff

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.

The Headteacher on all such occasions will discuss the content of the allegation with the LA's Senior Adviser for Safeguarding Children in Education.

If the allegation made to a member of staff concerns the Headteacher, the designated teacher will immediately inform the Chair of Governors who will consult with the LA's Senior Adviser for Safeguarding Children in Education.

The school will follow the LA procedures for managing allegations against staff, a copy of which will be readily available in the school.

Whistleblowing

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 attitude or actions of colleagues. (See Whistleblowing Policy)

Complaints or Concerns expressed by Pupils, Parents, Staff or Volunteers

We recognise that listening to children is an important and essential part of safeguarding them against abuse and neglect. To this end any expression of dissatisfaction or disquiet in relation to an individual child will be listened to and acted upon in order to safeguard his/her welfare.

We will also seek to ensure that the child or adult who makes a complaint is informed not only about the action the school will take but also the length of time that will be required to resolve the complaint. The school will also endeavour to keep the child or adult regularly informed as to the progress of his/her complaint.

Prevention

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

The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are always listened to;
- Ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty;
- Include in the curriculum opportunities that equip children with the skills they need to recognise and stay safe from abuse.

Physical Intervention

Our policy on positive handling is set out in a separate policy and acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury or damage to property.

We understand that physical intervention of a nature that causes injury or distress to a child may be considered under safeguarding children or disciplinary procedures.

Abuse of Trust

We recognise that as adults working in the school, we are in a relationship of trust with the pupils in our care and acknowledge that it is a criminal offence to abuse that trust.

We acknowledge that the principle of equality embedded in the legislation of the Sexual Offenders Act 2003 applies irrespective of sexual orientation: neither homosexual nor heterosexual relationships are acceptable within a position of trust.

We recognise that the legislation is intended to protect young people in education who are over the age of consent but under 18 years of age.

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 safeguarding children procedures. (See Policy on Racial Equality)

Bullying

Our policy on bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under safeguarding children procedures. (See Behaviour & Discipline Policy)

E-safety

Our Acceptable Use policy recognises that internet safety is a whole school responsibility (staff, pupils, parents). Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved in activities which are inappropriate or possibly illegal.

We therefore recognise our responsibility to educate our pupils, teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies. (See Internet Policy)

Health, Safety & Welfare

Our Health, Safety & Welfare policy, set out in a separate document, reflects the consideration we give to the safeguarding of our children both within the school environment and when away from the school when undertaking school trips and visits. (See Health, Safety & Welfare Policy and Educational Visits Policy)

Other Relevant Policies

The Governing Body's legal responsibility for safeguarding the welfare of children goes beyond basic child protection procedures.

The duty is now to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies.

External Contacts

Senior Adviser for Safeguarding Children in Education
Children Schools & Families Service (CSFS)
Out of Hours Emergency Duty Team
Police Family Protection Unit:
NSPCC Helpline

0808 800 5000

Approved by Governing Body:

For Annual Review.