

St Mary's Bryanston Square Safeguarding Children Policy 2011

1. Context

This policy has been developed in accordance with the principles established by the Children Act 1989; and in line with the following:

- Working Together to Safeguard Children: 1999
- 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
- Safeguarding Children in Education Guidance: 2004
- Westminster Area Child Protection Committee Multi-Agency Child Protection Code of Practice

The Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; 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 staff 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 believe that our school should provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child.

2. The aims of this policy are:

- To support the child's development in ways that will foster security, confidence and resilience.
- To provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.
- 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, the school, contribute to assessments of need and support plans for those children.
- To acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils.
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- To develop effective working relationships with all other agencies, involved in safeguarding children.

- viii. To ensure that all adults within our school who have access to children have been checked as to their suitability. This includes other community users of our facilities.

3. Recruitment Procedures

- i. Our school procedures for safeguarding children will be in line with the national and LSCB guidance. We will ensure that:
 - i. We operate safe recruitment procedures and newly appointed staff will have satisfactorily undergone a CRB check. If this process results in a delay in appointment, the staff member will only be appointed upon receipt of a satisfactory check against List 99 and will not be given unsupervised access to children until the CRB process has been completed.
 - ii. All newly appointed staff must provide proof of identity and original qualifications (if appropriate).
 - iii. References will be taken up prior to interview and most recent employer contacted if this is not a referee.
 - iv. If there is any break in service then staff must undergo a new CRB check.

4. The Designated Teacher

- i. The designated person for safeguarding/child protection is Peter Hadfield

The person to contact in his absence is the deputy Headteacher (Toni McSherry) or Alison Bowden (SENCO)

- ii. The designated person has received child protection training and will liaise in accordance with ACPC Child Protection Procedures and LDBS Personnel Procedures (Grievance and Disciplinary Procedures).
- iii. The designated teacher undertakes designated person refresher training at least every three years. See below for training log:
 - a. Designated Teacher training September 2005,
 - b. CAF Assessor training April 2007,
 - c. Safer Recruitment March 2008,
 - d. Headteacher Child Protection Refresher Training September 2008,
 - e. E-CAF training Nov 2008),
 - f. Child Protection Update for Headteacher (LA) Nov 2009,
 - g. Whole Staff CP INSET September 2010,
 - h. E-Safety Training December 2010,
 - i. Designated Teacher refresher training November 2011
- iv. Copies of the Westminster Child Protection Guidance and the London Child Protection Procedures are kept in the Headteacher's office and are available to all staff.

- v. The designated teacher is responsible for:
 - i. Adhering to the LSCB and school procedures with regard to referring a child if there are concerns about possible abuse
 - ii. Keeping written records of concerns about a child even if there is no need to make an immediate referral.
 - iii. Ensuring all such records are kept confidentially, securely and separate from pupil records.
 - iv. Ensuring that an indication of further record keeping is marked on the pupil records.
 - v. Ensuring that any child currently on the child protection register who is absent is referred/reported to social services.

5. The Staff

- i. All staff, including supply teachers and other visiting staff (e.g. school nurses) and those supporting school trips, are informed of the designated teachers' name(s) and the school's policy for the protection of children:
 - o During their first induction to the school
 - o Through the provision of a copy of this policy
 - o Through the staff handbook
 - o Whole staff training or briefing meetings
- ii. All staff need to be alert to the signs of harm and abuse. They should report any concerns if not immediately, as soon as possible, that day to the designated teacher or named deputy. If in any doubt they should consult with the designated teacher. See appendix for a list of signs that may indicate abuse.
- iii. LDBS Personnel Procedures (Grievance and Discipline) are located in the Headteacher's office and available to any member of staff who wants to consult them.

6. Response in school

- i. **Reporting to the designated teacher**
Any concern must be discussed with the designated teacher or their named deputy in their absence, as soon as possible and at least by the end of the teaching session.
- ii. **Immediate response to the child**
It is vital that our actions do not abuse the child further or prejudice further enquiries, for example:
 - i. Listen to the pupil; if you are shocked by what is being said, try not to show it
 - ii. It is OK to observe bruises but not to ask a child to remove or adjust their clothing to observe them
 - iii. If a disclosure is made the pace should be dictated by the pupil without them being pressed for detail by being asked such questions as "what did they do next?" or "where did they touch you?". 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?"
- iv. Accept what the pupil says. Be careful not to burden them with guilt by asking questions such as "why didn't you tell me before?"
 - v. Do acknowledge how hard it was for them to tell you this
 - vi. Don't criticise the perpetrator, this may be someone they love
 - vii. **Don't promise confidentiality**, reassure the pupil that they have done the right thing, explain whom you will have to tell (the designated teacher) and why. It is important that you don't make promises that you cannot keep such as "I'll stay with you all the time" or "it will be alright now".

7. Recording Information

- i. Make some brief notes at the time or immediately afterwards; record the date, time, place and context of the disclosure or concern, recording facts and not assumption and interpretation. Notes must be signed and dated.
- ii. Make a note of any observed injuries and together with location, approximate size, etc.
- iii. Note the non-verbal behaviour and the key words in the language used by the pupil (do not translate into "proper terms").
- iv. It is important to keep these original notes and pass them to the designated teacher.

8. Support

i. Pupils and families

Our school recognises that children who are abused or who witness 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.

This school will endeavour to support pupils through:

- i. The curriculum to encourage self-esteem and self-motivation
- ii. 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
- iii. The implementation of school behaviour management policies
- iv. A consistent approach, which recognises and separates the cause of the behaviour from that which the pupil displays.
- v. Regular liaison with other professionals and agencies who support pupils and their families
- vi. A commitment to develop productive, supportive relationships with parents, whenever it is in the pupil's interests to do so.
- vii. The development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations

- ii. **Staff**
 - i. Receiving a disclosure or observing signs of abuse can be very distressing; you should discuss your feelings with the designated teacher or other senior member of staff.
 - ii. Incidents of a child protection nature can affect staff not directly involved; meetings should be used to support staff in this situation. The LEA Lead Officer for Child Protection can facilitate such meetings if requested
 - iii. You may be asked to attend a Strategy Meeting. You will need to take your notes, any school proformas (eg - Child Protection Monitoring Form - see appendix), school attendance records and any other information the school may hold.
 - iv. You may be required to attend a child protection case conference for which you should provide a report.
 - v. The designated teacher will be available to support and advise you.

9. Confidentiality

Staff have the professional responsibility to share relevant information about the protection of children with other professionals, particularly investigating agencies. If a pupil confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tells the child sensitively that he/she has a responsibility to refer for the child's own sake. Within that context, the child should, however be reassured that the matter will be disclosed only to the people who need to know about it. Staff who receive the information about children and families in the course of their work should have the information only within professional context. Child protection records should be kept securely locked. (*Para: 26/7, P. 8; Protecting Children from Abuse, Circular 10/95*)

Personal information about all pupils and their families is regarded by those who work in this school as confidential. All staff will aim to maintain this confidentiality; all records relating to child protection incidents will be maintained by the designated teacher and only shared as is consistent with the protection of children.

10. Parents

- i. Parents play an important role in protecting their children from abuse. The school is required to consider the safety of the pupil and should a concern arise professional advice will be sought prior to contacting parents.
- ii. The school will work with parents to support the needs of their child
- iii. The school aims to help parents understand that the school, like all others, has a responsibility for the welfare of all pupils and has a duty to refer cases to the Social Services in the interests of the child.

11. When a pupil transfers to another school

- i. If the pupil is on the child protection register, their Social Worker will be contacted by the designated teacher and informed of the transfer.
- ii. When the child changes schools within the authority, child protection records will be passed on to the designated teacher at the receiving school.

- iii. When the child is moving to a different local authority information will be passed onto the next school's designated teacher. Case conference minutes are not transferred but the date, name of chair, local authority and outcome will be included on the records transferred.

12. Allegations against staff

- i. All adults working with children must have a current CRB check - this includes regular volunteers and club leaders.
- ii. 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.
- iii. All staff should be aware of the school's behaviour/discipline policy.
- iv. 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 or the most senior teacher if the Headteacher is not present.
- v. We also understand that a member of staff may make an allegation against a fellow member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher or the most senior teacher if the Headteacher is not present.
- vi. If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors, Len Clark. The school will follow the Westminster guidance: 'ARRANGEMENTS FOR MANAGING ALLEGATIONS OF ABUSE AGAINST PEOPLE WHO WORK WITH CHILDREN OR THOSE WHO ARE IN POSITIONS OF TRUST'

13. Training

- i. This school has a commitment to training, updates and attendance at inter-agency child protection meetings. Time will be given to enable this commitment to be met. However it is the responsibility of the individual to notify the appropriate senior member of staff to ensure cover.
- ii. The Designated Person will be expected to cascade learning to the wider staff group via meetings etc. (Child Protection Procedures are discussed at the first INSET session of every new school year and the Safeguarding Policy is re-issued to every member of staff, induction procedures for new staff include a discussion of Child Protection policy and procedures, information from training is disseminated at staff meetings when necessary, whole staff training is organised as appropriate - for example, September 2010: whole staff training on Safeguarding/Child Protection)

14. Case conferences and core group meetings

- i. It is generally a requirement for the teacher of a pupil to attend a Child Protection Case Conference. Where possible you will be accompanied by the designated teacher but this may not always be possible. You should prepare a report, presenting this to the chair at the start of the meeting. The chair will gather all information and assess the risks. You will be asked for your view in respect of registration.
- ii. If a child's name is placed on the Westminster Child Protection register a Core Group will be agreed. All core group members meet regularly, monitor, and

ensure the progress of, the Child Protection Plan and Core Assessment. Attendance at these meetings will be given priority.

- iii. The designated teacher will be available to advise and support you.
- iv. Where no registration has taken place schools maybe asked to monitor. It is your responsibility to ask for clarity about information required, timescales, and reporting methods.

15. Curriculum

This school has a commitment to safeguarding children and equipping them, for example, with the skills to understand their rights, appropriate forms of punishment and chastisement and the difference between good and bad touching. Activities such as PSHE lessons and Circle Time can and will be used to assist our young pupils in developing such skills.

16. Anti-Bullying

Our policy on the prevention and management of bullying is set out in a separate policy.

17. Racist Incidents

Our policy on racist incidents is set out in a separate policy.

Appendix 1

WARNING SIGNS AND SYMPTOMS OF CHILD ABUSE

(This is not a checklist of abuse. These are possible indicators that something may be amiss if there are a number of signs, or one persists).

- unexplained injuries, bruises or burns.
- injuries not consistent with the explanation or refusal to discuss injuries
- untreated injuries
- admission of punishments which appear excessive or inappropriate
- bald patches
- withdrawal from physical contact
- covering arms and legs in hot weather
- fear of returning home or going elsewhere
- fear of medical treatment
- self destructive tendencies, self mutilation
- aggression towards others, destructive tendencies
- developmental lags
- overreaction to mistakes
- continual self deprecation, low self esteem
- sudden speech disorders
- fear of new situations
- inappropriate response to painful situations
- neurotic behaviour (E.g. thumb sucking, rocking, hair twisting)
- fear of parents being contacted
- extreme passivity or aggression
- drug/solvent abuse
- compulsive stealing or scavenging
- constant hunger or compulsive eating
- poor personal hygiene
- constant tiredness or sleep disturbance
- poor state of clothing
- frequent lateness or non school attendance
- relationship/social interaction problems
- running away
- sexual play with toys and/or inappropriate sexual knowledge
- inappropriate touching of children or adults
- genital pain or infections
- any change in behaviour, particularly excessive clinging or insecurity

	<p><i>Significant Events Form: incidents, illness, injuries, accidents</i></p> <p>Child's Name: _____ Date of Birth: _____</p>		
People Present			
Date		Time	
<p>Area of Concern <i>(including record of conversation - What the child said, in their own words, and what the adult said in reply)</i></p> <p><i>Continue overleaf if necessary</i></p>			
Outcome/Action			
Signed			