

## Greenmount Community Primary and Pre-School

### SAFEGUARDING CHILDREN - CHILD PROTECTION POLICY

Autumn 2015

review Autumn 2016

#### Aims and Principles

Greenmount Community Primary and Pre School recognises that the welfare of the child is paramount and takes seriously its responsibility to safeguard and promote the welfare of the children and young people in its care. This includes the need to ensure that all adults who work with or on behalf of children and young people are competent, confident and safe to do so. This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004, the Education Act 2004 and in line with government publications – ‘Working together to safeguard children’ March 2015.

An agreed definition of safeguarding is: ‘All agencies take all reasonable measures to ensure that the risks of harm to children’s welfare are minimised. Where there are concerns, all agencies take action to address those concerns, working to agreed local policies and procedures in full partnership with other local agencies’ - Joint Chief Inspectors’ report 2002.

Safeguarding is everybody’s responsibility and this policy applies to all staff, governors, volunteers and any other adults working in or on the school premises. This policy applies to all children, young people and adults who work in the school regardless of their background, race, disability or sex. The main elements to the policy are:

- To ensure that the school building and working practices provide a safe and secure environment for all children and adults from both physical and emotional harm.
- Ensuring we practice a safe recruitment procedure, checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues with all staff, governors, volunteers and parents. Ensuring that ALL staff who have contact with the children and governors attend mandatory Basic Child Protection training every 3 years.
- Equipping children with the skills needed to keep them safe, through the PSHE/SMSC curriculum.
- Liaising with all other agencies and sharing information when appropriate to the protection of the children.

#### Procedure

##### Role of designated teacher (Child Protection Liaison Officer)

It is the responsibility of the head teacher to ensure that the school has a clear policy and procedures for responding to and dealing with cases of child protection. This responsibility may be delegated to a senior teacher designated as the school’s **child protection liaison officer** (CPLO). Arrangements should be made for another member of staff to take this responsibility if the CPLO is unavailable, and for appropriate training and support for the CPLO.

##### **The CPLO should:**

- Liaise with Social Services
- Co-ordinate information from Social Services regarding young persons on the school roll who are being ‘looked after’ or are subject to an order following child protection proceedings
- Keep records of any cases of suspected abuse reported to Social Services and any contemporaneous notes
- Ensure that all teaching and support staff, including those newly appointed, are aware of the Isle of Wight Council’s guidelines for child protection and the school’s policy and procedures and LSCB guidance. (See [LSCB@iow.gov.uk](mailto:LSCB@iow.gov.uk))
- Be available to advise staff on the interpretation of Council guidelines, school policy and procedures
- Share with other members of staff expertise or information gained from CPD activities
- Co-ordinate information from Social Services on pupils who have been placed on the Child Protection Register
- Support adults working in school, giving advice and clarification where appropriate
- Ensure that the contents of this policy are shared with parents/carers

The CPLO at Greenmount Primary School is **Richard May** (head teacher). When the CPLO is unavailable/off-site, staff should refer to either of the Deputy CPLOs - **Jane Wilford** (Deputy Head) or **Mandy Parry** (Assistant Business Manager)

##### What a member of staff should do in a case of suspected or alleged child abuse, including responding to allegations against staff.

Children who report abuse to a teacher (or other member of staff) **must** be listened to and **heard**; whatever form their attempts to communicate their worries may take. The following points give guidance on how to deal with a child who makes an allegation:

- The child should be listened to **but not interviewed or asked to repeat the account**. Avoid questions, particularly leading questions to ascertain facts using the **T.E.D** (Tell, Explain, Describe) method.
- The child should not be interrupted when recalling significant events.
- Staff involved must ensure that the child understands that they cannot keep the disclosure a secret and may need to tell the CPLO.
- All information should be noted carefully, including details such as timing, setting, who was present and what was said, in the child’s own words. The account obtained should be recorded verbatim or as near as possible.

- Care should be taken not to make assumptions about what the child is saying or to make interpretations.
- **‘Listened to’ means just that; on no account should suggestions be made to children as to alternative explanations for their worries.**
- The written record of the allegations should be signed and dated by the person who received them as soon as practicable. This should then be given to the CPLO who will take action if required and store documents securely.
- All actions subsequently taken should be **recorded with dates, times and signatures and stored securely**, as above. (see flow diagram attached)

### **Where the suspected abuse does *not* involve an allegation about a member of staff**

1. Whenever a member of staff has reason to suspect that a pupil has suffered abuse - or is at risk of suffering abuse - the head teacher (CPLO)/ Deputy CPLO must be informed. The head teacher (CPLO)/ Deputy CPLO should contact the Children’s Services Professionals Line – 0300 555 1381/ email: [lowcsprofessional@hants.gov.uk](mailto:lowcsprofessional@hants.gov.uk) and make a clear statement of
  - The known facts (see below)
  - Any suspicions or allegations
  - Whether or not there has been any contact with the child’s family (see ‘Informing and working with parents/carers’ below)

The duty social worker will inform the duty manager, who will discuss and advise on the next step(s) to be taken.

NB If the head teacher (CPLO)/ Deputy CPLO feels unsure about what a child has said, or whether what has been said may potentially raise child protection issues. Further advice may be sought informally from Social Services. This may not constitute a child protection referral, but may help to clarify the concerns. The best advice is to contact Social Services unless the referrer is absolutely sure that the issue is not about child protection.

2. The head teacher (CPLO)/ Deputy CPLO should inform the Education Welfare Service (EWS) as quickly as possible.
3. An accurate record of all that has happened must be made, stating the facts of any injury, times, explanation and action taken. Staff should note carefully what they have observed, and when they observed it. Signs of physical injury should be described in detail. Any comment by the child concerned, or by an adult who might be the abuser, about how an injury occurred should be recorded; preferably quoting the words actually used as soon as possible after the comment has been made.
4. School staff should not notify or make enquiries of parents when abuse is suspected, even if a pupil has been taken to hospital. Social Services, in accepting the referral, become responsible for determining what action is to be taken in relation to the child, including advising parents. Social Services will tell the head teacher (CPLO)/ Deputy CPLO what they are saying to parents and when, so that the school is able to respond to parents appropriately.
5. If abuse is suspected no attempt should be made to arrange or allow medical examination until discussions have taken place with Social Services. A responsible adult must be with the pupil, whether from school or social services.

### **Record Keeping**

It is vital that all information related to child protection issues is recorded.

- Allegations made by children should be recorded in writing, signed and dated as soon as practicable by the person receiving them.
- All subsequent actions should be recorded with dates, times and signatures.
- In cases of suspected abuse by children to other children, all decisions taken must be recorded, including the course of action to be put in place and the point - if reached - when no further action is deemed necessary.
- Concerns raised by staff should be written and kept as below with a note on the child’s electronic records directing staff to it. All concerns should be noted, with a signed copy being handed as soon as possible to the head teacher (CPLO)/ Deputy CPLO to place in the child’s class file.

All records are kept in a locked filing cabinet within a locked office (Deputy Head’s office), separate from the child’s school/pre-school records (see below).

### **Confidentiality**

The importance of confidentiality within school cannot be over stressed, particularly in circumstances that may influence the safety of children.

- All records kept regarding child protection issues, whether generated by the school or other agencies, must be kept securely in a separate filing cabinet, accessible only by appropriate personnel. These records are not available for parents/carers where they are under suspicion.
- All discussions regarding child protection issues are deemed as confidential, and information shared must not be repeated, except where sharing information is necessary to safeguard the child – this should be on a ‘need to know’ basis. The reasons for sharing information and information about who it has been shared with must be recorded.

- When asked to give information to other agencies, those involved must both ensure the validity of the request and clarify the reason for it (see below). If in any doubt, the EWS can offer advice.

(See also the policy for confidentiality)

### **Working with other agencies**

Adults working in school are often well placed to notice signs of neglect, behavioural change or failure to develop as expected, which *may* be indications of abuse. The school has an important role in sharing information on children where there are concerns about abuse and neglect, and should be willing to work with other agencies, particularly Social Services, to ensure children's safety and well-being. However, staff should always –

- clarify the purpose of the information sought
- establish why the information is important/what it is hoped to achieve
- staff should contact the head teacher (CPLO)/ Deputy CPLO *immediately*, who will call the person back to confirm identity

### **Child Protection conferences**

If deemed necessary by Social Services, a child protection conference will be called. This is an important meeting of all those involved in a child's care, including parents/carers and, where appropriate, the child – to discuss issues causing concern. Information about the nature of these conferences is available from the head teacher/CPLO who will attend the conference.

### **Informing and working with parents/carers**

As with all aspects of school, staff should work in partnership with parents whenever possible. Schools can play an important part in helping parents to understand their responsibility for children's well-being and safety, and this role can lead to mutual respect and understanding between home and school. The school/pre-school's approach to child protection is set out clearly in the prospectus and highlights the possible need to contact others without informing parents/carers first. Where an investigation is ongoing, parental enquiries should be dealt with by the head teacher or Deputy Head.

### **The school's ethos and curriculum**

The school's ethos and the delivery of a broad curriculum work together towards achieving the aims set out at the beginning of this policy, in particular to 'create an environment where children feel safe and happy, knowing that they can talk freely, be listened to and valued'. The ethos and statement of aims encapsulate the expectations and values of staff and governors in terms of behaviour, trust and respect, underpinning the atmosphere in each class. The school's behavioural, anti-bullying and equal opportunities/race equality policies aim to further ensure this ethos and the resilience of children.

The school's approach to the curriculum (content and delivery) plays an important part in protecting children from harm, particularly through the area of PSED/PSHE and Citizenship, in the way children begin to identify the responsibilities of adult life, how they can best communicate with others and issues of personal safety. Staff delivering these areas need to be sensitive to situations where children might be discussing personal or emotive issues.

### **Training and Development**

The area of Child Protection is both sensitive and emotive, and suitable training/development is made available to all staff at least every 3 years, but particularly to those with direct responsibility for children's welfare (CPLO and class teachers) to help them in carrying out their professional duties. The LA and Social Services provide help, advice and training where necessary. Staff fulfilling the role of CPLO should receive updated training whenever available, at least every 2 years.

### **The role of the governing body**

The Governing body is responsible for the child protection arrangements within the school;

"The Governing body shall make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a need to safeguarding and promoting the welfare of children who are pupils of the school."

*Education Act: Section 175*

These arrangements include

- ensuring that the school has an appropriate Child Protection policy, consistent with local procedures
- ensuring that recruitment and selection procedures are appropriate and adhere to the school's policy for safer recruitment, and that necessary checks on personnel are carried out.
- ensuring that procedures are followed if allegations are made against members of staff, seeking advice if necessary
- ensuring that both the CPLO and nominated governor are in place and have sufficient and appropriate training
- ensuring that school personnel are appropriately trained

- where deficiencies/weaknesses exist, working to remedy them as soon as possible

The nominated Governor is **Alison Lockey**

The nominated governor for Child Protection should:

- ensure that the above is carried out, and that a termly item is placed on the governors agenda report on current issues including training, procedures, an overview of incidents/cases (without details or names), and curriculum support.
- liaise with the CPLO
- be responsible for overseeing liaison with outside agencies in relation to allegations made against the head teacher
- attend relevant training sessions

### **Review and Monitoring of this policy**

This policy will be monitored by the Governing body, with the support of the CPLO and the senior management team, and will be reviewed annually.

### **Dissemination**

This policy will be made available to all whose work concerns children at Greenmount, and they will be made aware of its aim and contents. This will include all full and part time staff, including newly appointed staff, supply staff, peripatetic staff, staff from outside agencies working within school, students and their mentors, volunteers and governors.

### **Where a member of staff is alleged to be involved in the suspected abuse**

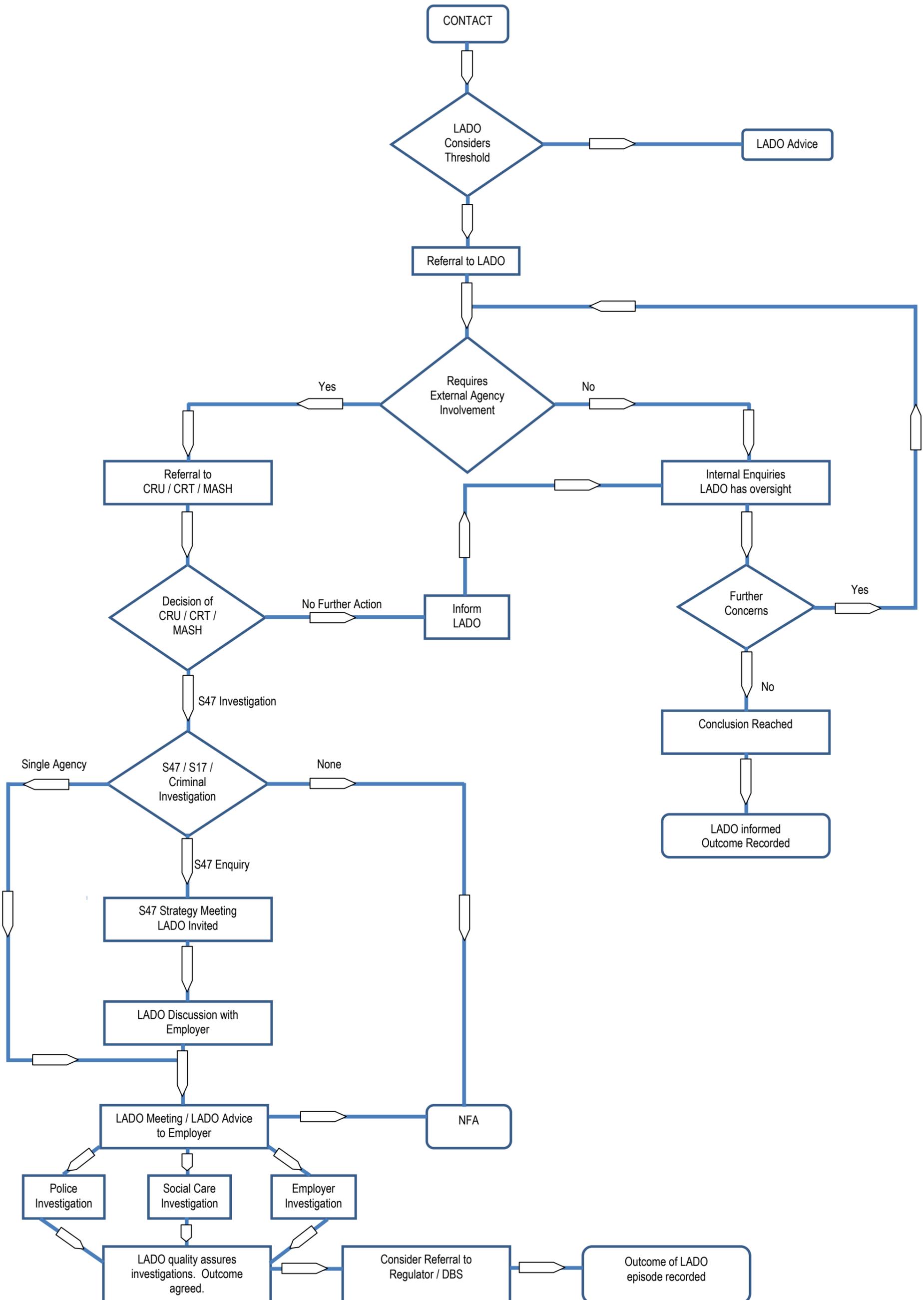
Key procedural steps

On receiving an allegation of child abuse, the head teacher\* (Deputy Head in Head's absence) should:

1. Make an accurate record of the details initially provided, (including dates, times, location(s), incident(s) and people allegedly involved).
2. Enlist the support and advice of the LADO at the earliest opportunity.
3. Notify the Referral and Assessment Team in Social Services of the details (and confirm them subsequently in writing, with copies to the LADO, within 48 hours (2 working days).
4. In liaison with Social Services and LADO (or other appropriate line manager), determine whether the allegation:
  - a) Is to be dealt with as a child protection investigation (if so, act under the guidance of Social Services/Police), in which case the child protection procedure will have priority over other procedures.
  - b) Should be dealt with as a disciplinary investigation (if so, act in consultation with the LADO)
  - c) Constitutes inappropriate conduct which does not necessitate further formal investigation, but yet warrants managerial action (if so, act in consultation with the LADO)
  - d) Is unfounded (if so, act in consultation with the LADO).

\* The reference to head teacher above should be replaced by Chair of Governors where the alleged abuser is a head teacher.

**ISLE OF WIGHT LADO PROCESS FLOWCHART**  
 (Where a member of staff is alleged to be involved in suspected abuse)  
 PB/JEC/LADO/2013-14/LADO PROCESS CHART – V2 – JAN 2015



Disclosure procedure –

Staff member, volunteer or visitor receives a disclosure of abuse, allegation or suspects that abuse may have occurred.



The child may be asked non leading questions about their disclosure to ascertain the facts, using the T.E.D (Tell, Explain, Describe) method.  
Please do not discuss with any other member of staff.



Report immediately to the CPLO – Richard May (Head teacher)  
or Deputy CPLOs - Jane Wilford (Deputy Head Teacher) or Mandy Parry (Assistant School Business Manager)



Mr May/Mrs Wilford/Mandy Parry will telephone the first response team at Isle of Wight Professional unit to seek guidance, and ascertain as to whether the a