



High Green Primary School

Child Protection

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1. Introduction

1.1. Safeguarding is a term which is broader than 'child protection' as it also includes prevention. Safeguarding has been defined as:

1.1.1. All agencies working with children, young people and their families taking all reasonable measures to ensure that the risks of harm to children's welfare are minimised; and Where there are concerns about children and young people's welfare, all agencies taking appropriate actions to address those concerns, working to agreed local policies and procedures in full partnership with other local agencies.

1.1.2. Safeguarding children is vital for our school as we have a duty of care towards the children who attend High Green primary School. Having safeguards in place not only protects and promotes the welfare of children but also it enhances the confidence of staff, volunteers, parents/carers and the general public.

2. Statement of Intent

2.1. This is a **statement of intent** that demonstrates a commitment to safeguard children from harm. The essential inclusions for a child protection policy are outlined below:

2.1.1. The welfare of the child is paramount.

2.1.2. All children without exception have the right to protection from abuse regardless of gender, ethnicity, disability, sexuality or beliefs.

2.1.3. The policy is approved and endorsed by the Governors.

2.1.4. Who the policy applies to (i.e. all trustees, staff and volunteers).

2.1.5. Children and parents are informed of the policy and procedures as appropriate.

2.1.6. All concerns, and allegations of abuse will be taken seriously by all staff, Governors and volunteers and responded to appropriately - this may require a referral to children's services and in emergencies, the Police.

2.1.7. A commitment to safe recruitment, selection and vetting.

2.1.8. Reference to principles, legislation and guidance that underpin the policy.

- 2.1.9. Arrangements for policy and procedures review.
- 2.1.10. Reference to all associated policies and procedures which promote children’s safety and welfare e.g. with regards to health and safety, anti-bullying, protection of children online, and photography.

3. Child Protection Procedures and Systems

- 3.1. Procedures and systems provide clear **step-by-step guidance on what to do in different circumstances** and they clarify roles and responsibilities. Systems for recording information and dealing with complaints are also needed to ensure implementation and compliance.
- 3.2. The procedures and systems should include:
 - 3.2.1. A named person (and deputy) with a clearly defined role and responsibilities in relation to child protection, appropriate to the level at which s/he operates.

4. Safeguarding Team 2018/2019

- 4.1. DSL – Diane Smales
- 4.2. Deputy DSL – Michele Jones
- 4.3. Teaching & Learning Governor (including SEND & LAC) – Margaret McKie
- 4.4. Safeguarding Governor: Emma Friend
- 4.5. A description of what child abuse is, and the procedures for how to respond to it where there are concerns about a child’s safety or welfare or concerns about the actions of a trustee, staff member or volunteer. Relevant contact details for children’s services, police, health and NSPCC help lines should be available.
- 4.6. A process for recording incidents, concerns and referrals and storing these securely in compliance with relevant legislation and kept for a time specified by the LA.
- 4.7. Guidance on confidentiality and information sharing, legislation compliant, and which clearly states that the protection of the child is the most important consideration.
- 4.8. A code of behaviour for Governors, staff and volunteers. The consequences of breaching the code are clear and linked to disciplinary and grievance procedures.

- 4.9. Safe recruitment, selection and vetting procedures that include checks into the eligibility and the suitability of all governors, staff and volunteers who have direct or indirect (e.g. helpline, email) contact with children.
- 4.10. A complaints procedure which is an open and well publicised way in which adults and children can voice concerns about unacceptable and/or abusive behaviour towards children.
- 4.11. Systems to ensure that all staff and volunteers working with children are monitored and supervised and that they have opportunities to learn about child protection in accordance with their roles and responsibilities.
- 4.12. Requirements for Governors, staff and volunteers to learn about child protection in accordance with and as appropriate to their roles and responsibilities.

5. Sources of Further Information, Support, Guidance and Legislation

- 5.1. Criminal Records Bureau (DBS): exists to help organisations identify people who are unsuitable for certain types of work, especially work involving access to or contact with children and other vulnerable members of society, by making "disclosures" of any criminal, police or similar records. Tel: 0870 90 90 811 Website: www.DBS.gov.uk
- 5.2. Churches Child Protection Advisory Service is an independent Christian based charity working with churches, other faiths and non-faith based organisations in order to help them implement safeguards for children. The organisation runs a helpline service providing advice and support and to assist with the preparation and maintenance of child protection policies. It has produced a range of books, training resources and guidance on writing child protection policy and procedures including: Guidance to Churches: (CCPAS, 2003); Safeguarding Children and Young People: a manual for child protection and safe practice (CCPAS, 2004).Tel: 0845 120 45 50 Website: www.ccpas.co.uk
- 5.3. NSPCC is a registered charity established to prevent cruelty to children. They provide a range of services for children and their families. They also provide a child protection helpline and there4me.com which is an online service for children. Childline, a helpline service for children is now also part of the NSPCC. <http://www.nspcc.org.uk/>
- 5.4. NSPCC Consultancy Services have a number of publications (also available in Welsh/English) to help organisations develop child protection policy and procedures, for example:

- 5.4.1. Firstcheck (2006): a step by step guide to help organisations prepare child protection policies and procedures.
- 5.4.2. Safetycheck(2006): a set of standards for safeguarding and protecting children in organisations.
- 5.4.3. Kidscheck (2005): a companion product for children and young people to assess their organisation themselves and contribute to making it safer.

The NSPCC charity offers a consultancy service which provides advice and guidance to organisations on the implementation of safeguards to prevent abuse; training services are also available. Tel: 0116 234 7227 Website: www.nspcc.org.uk/consultancy. To report or discuss concerns about a child's welfare: NSPCC Child Protection Helpline (24 hours): To report or discuss concerns about a child's welfare. Tel: 0808 800 5000 or textphone: 0800 056 0566 or email: help@nspcc.org.uk, NSPCC Cymru/Wales Child Protection Helpline Tel: 0808 100 2524 (Mon-Fri 10am-6pm), NSPCC Asian Child Protection Helpline Tel: 0800 096 7719, Childline Tel: 0800 1111

- 5.5. NSPCC Child Protection in Sport Unit is a joint NSPCC/Sport England initiative. It provides an accreditation scheme for national governing bodies and county sports partnerships; provides advice and training to a range of sport and leisure organisations and has produced a range of child protection resources for training and child protection policy development: including Sportscheck; Safe Sports Events (NSPCC and Sport England, 2003); Standards for Safeguarding and Protecting Children in Sport (NSPCC and Sport England, 2003), and Safe Sport Away(ASA and NSPCC 2001). Tel: 0116 234 7278 or Website: www.thecpsu.org.uk
- 5.6. Save The Children. A registered charity established to promote the welfare of children worldwide by the relief of their hardship and distress. Tel: 020 7012 6400 Freephone: 0800 814 8148. Website: www.savethechildren.org.uk/
- 5.7. The Keeping Children Safe Coalition Member Agencies revised and renamed the standards document as Keeping Children Safe: Standards for child protection. These standards form a part of Keeping Children Safe: A toolkit for children protection (Save The Children, 2006). The toolkit is a complete package for people working in child protection across the world. The toolkit comprises of the standards, a resource pack on how to implement the standards and flexible training exercises. See www.keepingchildrensafe.org.uk

6. Child Protection Policy

- 6.1. At High Green Primary we seek to support the child’s development so that security, confidence, well-being and independence are fostered. Our policy follows the Guidelines and procedures from the Sheffield Safeguarding Children Board’s Guidelines.
- 6.2. This policy aims to provide a framework which ensures that all staff and visitors working in High Green Primary School are familiar with, and consistently apply the Sheffield Safeguarding Children Board’s procedures and practices.
- 6.3. It also seeks to clarify to all staff and Governors their responsibilities to ensure that statutory and other duties are met in accordance with DfES and SSCB requirements and procedures.
- 6.4. Underpinning Values:
 - 6.4.1. All children have a right to freedom from abuse.
 - 6.4.2. Children have a right to be treated with respect and dignity.
 - 6.4.3. The welfare of the child is paramount.
 - 6.4.4. It is the responsibility of all adults in school, whether paid or unpaid, to protect children from harm.
 - 6.4.5. All work with children, must encompass equal opportunities and anti – oppressive practice and will reflect the diversity of need of the communities being served.
 - 6.4.6. All those working either with, or for children, must reflect and promote the value of working together with parents, colleagues, other agencies and the child to create safe environments and to protect children from harm.

7. Aims of the Policy

- 7.1. To protect children from harm.
- 7.2. To encourage open and effective communication between children, staff, other adults working with children and parents.
- 7.3. To inform the wider school community of our responsibilities, practices and procedures with regard to protecting children within the statutory framework

8. A Definition of Abuse

- 8.1.** An abused child is someone under the age of 18 who has suffered physical abuse, physical neglect, non-organic failure to thrive, emotional or sexual abuse, which the person or persons who had custody, charge or care of the child either caused (acts of commission) or knowingly failed to prevent (acts of omission).
- 8.2.** Some children will be deemed to be at particular risk where another child in the household has been harmed, or the household contains, or is regularly visited by a known abuser (Schedule 1 Offender). The definition has also been extended to include children who may suffer significant harm by being in the house when abuse of another takes place even though they are not present at the actual scene.

9. Role of The Headteacher

- 9.1.** The Headteacher must ensure that:
 - 9.1.1.** Policies and procedures adopted by the Governing Body are fully implemented and followed by all staff.
 - 9.1.2.** Ensure up to date safer Recruitment training is carried out regularly for HT and at least one Governor.
 - 9.1.3.** Sufficient time and resources are allocated to the DSL and Deputy DSL to discharge their responsibilities including attending core groups and case conferences and by contributing to the assessment process.
 - 9.1.4.** All staff and volunteers should feel able to raise concerns and feel these concerns will be appropriately handled.
 - 9.1.5.** Up to date records of DBS checks, ID and qualification verification are kept for all who work in school (agency supply staff checks are verified with the agency and records of verifications are maintained in school).
 - 9.1.6.** Enhanced DBS's are completed for the DSL and the Deputy DSL.

10. The Role of the Designated Safeguarding Lead

- 10.1.** The DSL and deputy DSL should:
 - 10.1.1.** Refer cases and be a channel of communication between the school and other agencies.
 - 10.1.2.** Support and advise.

- 10.1.3.** Have knowledge of the system and liaise with other agencies.
- 10.1.4.** Ensure that all staff are aware of issues (including supply staff).
- 10.1.5.** Manage clear, accurate, secure records.
- 10.1.6.** Access resources.
- 10.1.7.** Undertake relevant training (minimum 2 yearly).
- 10.1.8.** Ensure that parents are aware of the DSLs in school and their role.
- 10.1.9.** Review the policy annually.
- 10.1.10.** Provide information to the relevant LEA officer.
- 10.1.11.** Keep the nominated Governor informed about changes in procedures and policies.

11. Role of The Governing Body

11.1. The Governing Body should:

- 11.1.1.** Have a nominated Child Protection Governor.
- 11.1.2.** Take advantage of training offered to them about Child Protection issues.
- 11.1.3.** Ensure that a policy and procedures are in place.
- 11.1.4.** Adopt safe recruitment procedures.
- 11.1.5.** Have procedures for dealing with allegations against staff in place.
- 11.1.6.** Provide support to DSL (Governors should support a DSL through difficult cases but without access to the details).
- 11.1.7.** Ensure that all staff receive regular (3 yearly) relevant training and DSLs receive 2 yearly training.
- 11.1.8.** Remedy any deficiencies in the procedures.
- 11.1.9.** Review policies annually (Child Protection, Anti-Bullying and Restraint).

- 11.1.10.** Review extended school activities and lettings in the light of statutory guidance (if other providers run clubs which children may attend, the providers must be DBS checked and have public liability insurance, and must have a copy of the Child Protection policy).

12. Role of All Staff

12.1. All staff should:

- 12.1.1.** Ensure that the welfare of the child is paramount at all times.
- 12.1.2.** To observe outward signs of abuse, changes in behaviour or failure to develop.
- 12.1.3.** To gently question children, where appropriate, about noted signs/disclosures in a non-leading, non-frightening way.
- 12.1.4.** To record any concerns/disclosures clearly and accurately on the appropriate forms.
- 12.1.5.** Pass records of any concerns/disclosures to the DSL, Deputy DSL or if unavailable a member of the Safeguarding Team as soon as they are noted.
- 12.1.6.** Follow procedures and practices in this policy.
- 12.1.7.** Attend relevant training; whole staff safeguarding every three years, DSL & Deputy DSL safeguarding training every two years.
- 12.1.8.** To be fully aware of all responsibilities of recording and monitoring.
- 12.1.9.** Maintain confidentiality at all times.

13. Records

- 13.1.** Accurate and relevant records must be kept in a secure locked place.
- 13.2.** DSL & Deputy DSL will meet termly to review each entry in the Safeguarding file to determine appropriate level of access and appropriate level of intervention. A record of these meetings and decisions will be maintained and kept securely with the safeguarding file.
- 13.3.** Only the Headteacher and the DSLs have access to these as Child Protection data is not subject to the Data Protection Act.

- 13.4. When a child moves schools, the DSL of the feeder school will inform the DSL of the receiving school of any child protection concerns

14. Recruitment

- 14.1. Everyone who works with children or who has substantial access to children's records, whether paid or unpaid has a DBS check every 5 years.
- 14.2. Safe recruitment procedures are in place so that:
 - 14.2.1. References are taken up and verified.
 - 14.2.2. Identity is confirmed through appropriate document checks.
 - 14.2.3. Qualifications are checked.
 - 14.2.4. Unexplained gaps in employment are investigated.
 - 14.2.5. A member of the selection panel is trained in safe recruitment procedures.

15. Training

- 15.1. All staff receive regular training in appropriate record keeping, procedures to follow and signs to note.
- 15.2. Governors are offered training.
- 15.3. DSL and deputies must update their training annually.
- 15.4. ECT (Early Careers Teachers) induction includes Child Protection training.