



'Happy children aiming high!'



New Hartley First School

'A very caring and nurturing school in which the well-being of every child is paramount.'
'The quality of education continues to be good.'
Ofsted, June 2016

Child Protection/Safeguarding Policy

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| Status: | Statutory |
| Created/Reviewed | Summer 2012, 2014, 2015, 2016 |
| Next Review: | Summer 2017 |

Introduction

New Hartley fully recognises the responsibility it has to have arrangements about safeguarding and promoting the welfare of children. This policy should be read in conjunction with other documents linked to safeguarding children at New Hartley.

Rationale

New Hartley First School believes that pupils have a fundamental right to be protected from harm and that they cannot learn unless they feel secure. We also believe that all staff working in school have a right to personal support and guidance concerning the protection of pupils.

There are four main elements to our policy:

- **PREVENTION** through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos.
- **PROCEDURES** for identifying and reporting cases, or suspected cases, of abuse.
- **SUPPORT TO PUPILS** who may have been abused.
- **PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN**

Our policy applies to all staff and volunteers working in the school including community education staff and governors. Teaching assistants, mid-day supervisors, secretaries as well as teachers can be the first point of disclosure for a child. Concerned parents may also contact school Governors.

1. PREVENTION

1.1. We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps prevention. We will therefore raise awareness of child protection issues and equip children with the skills to keep them safe.

1.2. The school will therefore:

- establish and maintain an environment and positive ethos where children feel secure, supported and are encouraged to talk, are listened to, can learn, develop and feel valued
- 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, activities and opportunities for PSHE which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help
- include, in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills

2. PROCEDURES

- 2.1. We will follow the procedures set out in Interagency Procedures produced by the Northumberland Safeguarding Children Board, and in 'Working Together' 2010
- 2.2. The school will:
 - ensure it has a designated senior member of staff, who has undertaken appropriate training. The training should be updated every two years. There are contingency arrangements should the designated member of staff not be available.
 - recognise the importance of the role of the designated person and arrange support and training
 - ensure every member of staff (including temporary and supply staff and volunteers, and on-site contracted services) and every governor knows:
 - the name of the designated person and her/his role
 - that they have an individual responsibility for referring child
 - protection concerns using the proper channels and within the timescales set out in the NSCB procedures
 - where the school's Child Protection Procedures and the NSCB procedures are located
 - 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 brochure
 - provide training for all staff from the point of their induction, and updated every three years at a minimum, so that they know
 - their personal responsibility,
 - the NSCB procedures,
 - the need to be vigilant in identifying signs of abuse
 - how to support and to respond to a child who tells of abuse
 - undertake appropriate discussion with parents prior to involvement of another agency unless the circumstances preclude this.
 - notify the locality FACT Team if:
 - it should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently)
 -
 - if there is an unexplained absence of a pupil who is subject to a Child Protection Plan of more than two days duration from school (or one day following a weekend); (or as agreed as part of any child protection or core group plan)

- work to develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters including attendance and written reports at initial child protection conferences, core groups and child protection review conferences
- keep clear detailed written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to the locality team immediately
- ensure all records are kept secure and in locked locations
- ensure that all staff and volunteers recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.

3. SUPPORTING TO PUPILS

3.1. We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self-blame.

3.2. The school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour maybe challenging and defiant or they may be withdrawn.

3.3. We recognise that some children actually adopt abusive behaviours and that these children must be referred on for appropriate support and intervention and will need to support them in accordance with his/her agreed child protection plan.

3.4. The school will endeavour to support the pupil through:

- the content of the curriculum to encourage self esteem and self motivation (see section 2)
- the school ethos which (i) promotes a positive, supportive and secure environment (ii) gives pupils a sense of being valued (see section 2)
- the school's behaviour policy is aimed at supporting vulnerable pupils in the school. All staff will agree on a consistent approach, which focuses on the behaviour of the offence committed by the child but does not damage the pupil's sense of self worth. The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred
- liaison with other services which support the pupil such as the locality team, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Services and the Education Welfare Service
- a commitment to develop productive and supportive relationships with parents whenever it is in a pupil's best interest to do so
- recognition that children living in a home environment where there is domestic violence, drug or alcohol abuse are vulnerable and in need of support and protection
- vigilantly monitoring children's welfare, keeping records and notifying the locality team as soon as there is a recurrence of a concern
- 3.4.8. transferring information of a pupil subject to a Child Protection Plan
- to a new school immediately should that child leave the school.

4. PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN

4.1. Further implementation of the Vetting and Barring Scheme in 2009. From 12 October 2009, a new duty to share information and a set of increased safeguards have been introduced under the Vetting and Barring Scheme, as administered by the Independent Safeguarding Authority (ISA). For further information and guidance, visit the 'Vetting and Barring Scheme' section of the Every Child Matters website.

4.2. The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

4.3. The school will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents as advised by the County Council's Code of Conduct.

4.4. The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003

4.5. The school will promote responsible use of social networking sites by education staff. Please refer

OTHER RELEVANT POLICIES AND GUIDANCE

Physical Intervention

Our policy on physical intervention by staff is set out in a separate document and is reviewed annually by the governing body. We acknowledge 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 to another person. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

Anti-Bullying

Our policy on bullying is set out in a separate document and is reviewed annually by the governing body. We acknowledge that to allow or condone bullying may lead to consideration under child protection procedures.

Racist Incidents

Our policy on racist incidents is set out in a separate document and is reviewed annually by the governing body. We acknowledge that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

Health & Safety

Our Health & Safety policy, set out in a separate document, is reviewed annually by the governing body. It reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

Children with Statements of Special Educational Needs

We recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with profound and multiple disabilities, cerebral palsy, sensory impairment and or emotional and behaviour problems are particularly sensitive to signs of abuse.

Confidentiality and Information Sharing

Staff will ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubts about confidentiality, staff will seek advice from a senior manager or outside agency as required. The Head Teacher or designated person 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.

GOVERNING BODY CHILD PROTECTION RESPONSIBILITIES

The governing body fully recognises its responsibilities with regard to child protection and to safeguarding and promoting the welfare of children. It will:

- designate a governor for child protection who will oversee the schools child protection policy and practice and champion child protection issues
- ensure an annual report is made to the governing body, and copied to Children's Services, on child protection matters to include changes affecting CP policy and procedures, child protection training received, the number of incidents/cases (no names) and child protection in the curriculum
- ensure that this policy is annually updated and reviewed

If the governing body provides extended school facilities or before or after school activities directly under the supervision or management of school staff, the school's arrangements for child protection as written in this policy shall apply. Where services or activities are provided separately by another body the governing body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

Missing from Education

FINAL Revised 2009

Missing Out - (Children Missing from Education) 4.doc

Promoting E-safety in Northumberland Schools.

Safer Internet Day in February 2014 will build on previous initiatives/days that have been designed to assist Northumberland schools in developing into e-safe communities. Our approach has been to integrate the resources, support and guidance available to improve the knowledge and expertise of staff, children and parents.

Designated member of staff with responsibility for Child Protection issues is:

Mr. A. Wright Head Teacher

Training

- Role of Designated Person for Child Protection - March 2009
- Safeguarding Children in Education Level 1 – June 2009
- Child Protection Refresher training – January 2012

Designated member of staff with responsibility for Child Protection issues is:

Mrs. C. Nicholson Vice Chair of Governors

Safer Recruitment and Selection Completed

Mr. A. Wright (Head Teacher)

Mrs. J. Golightly (Chair of Governors)

Introduction to Safeguarding

New Hartley Staff: July 2009

New Hartley Staff: June 2012

Standards For Effective Child Protection Practice In Schools

Child protection matters are receiving an increased priority in Ofsted inspections. The following standards may assist schools in evaluating their practice

In best practice, schools:

- operate safe recruitment practices including ensuring appropriate CRB and reference checks are undertaken according to Circular DfES/0278/2002 Child Protection: Preventing Unsuitable People from Working with Children and Young People in the Education Service and Circular DfES/0027/2004 Safeguarding Children: Safer Recruitment and Selection in Education Settings.
- have an ethos in which children feel secure, their viewpoints are valued, and they are encouraged to talk and are listened to;
- provide suitable support and guidance so that pupils have a range of appropriate adults to whom they can turn if they are worried or in difficulties;
- work with parents to build an understanding of the school's responsibility to ensure the welfare of all children and a recognition that this may occasionally require children to be referred to investigative agencies as a constructive and helpful measure;
- are vigilant in cases of suspected child abuse, recognising the signs and symptoms, have clear procedures whereby teachers report such cases to senior staff and are aware of local procedures so that information is effectively passed on to the relevant professionals;
- monitor children who have been identified as at risk, keeping, *in a secure place*, clear records of pupils' progress, maintaining sound policies on confidentiality, providing information to other professionals, submitting reports to case conferences and attending case conferences;
- provide and support child protection training regularly to school staff every three years and in particular to designated teachers every two years to ensure their skills and expertise are up to date, and ensure that targeted funding for this work is used solely for this purpose;
- contribute to an inter-agency approach to child protection by developing effective and supportive liaison with other agencies;
- use the curriculum to raise pupils' awareness and build confidence so that pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others, taking into account of the guidance for Governors on sex and relationship education in circular 5/94;
- provide clear policy statements for parents, staff and children and young people on this and on both positive behaviour policies and the schools approach to bullying;
- have a clear understanding of the various types of bullying - physical, verbal and indirect, and act promptly and firmly to combat it, making sure that pupils are aware of the schools position on this issue and who they can contact for support;
- take particular care that pupils with SEN in mainstream and special schools, who may be especially vulnerable to abuse, are supported effectively with particular attention paid to

ensuring that those with communication difficulties are enabled to express themselves to a member of staff with appropriate communicative skills;

- have a clear policy about the handling of allegations of abuse by members of staff, ensuring that all staff are fully aware of the procedures and that they are followed correctly at all times, using the guidance set down in circular DFES/0027/2004 Safeguarding Children in Education
- have a written whole school policy, produced, owned and regularly reviewed by schools staff and which clearly outlines the school's position and positive action in respect of the aforementioned standards.
- the school will ensure that specified information is passed on in a timely manner to Children's Services for monitoring purposes

Frequently Asked Questions

What do I do if I hear or see something that worries me?

Tell the designated member of staff or Head Teacher.
If that is not possible, telephone Social Services as quickly as possible.

What are my responsibilities for child protection?

To know the name of your designated member of staff and to read, at least, the white pamphlet "The role for schools in implementing the Northumberland Child Protection Procedures".

To respond. You cannot ignore concerns.

Can I go to find someone else to listen?

No. You should never stop a child who is freely recalling significant events.

Can I promise to keep a secret?

No! Because you are not going to. Inform the child of any action you are preparing to take where appropriate.

Can I ask the child questions?

No! Nor can you make judgements or say anything about the alleged abuser; it may be construed as contriving responses.

You **can** ask a child to repeat a statement.

Do I need to write down what was said?

Yes, as soon as possible, exactly what was said

