

BYRON WOOD PRIMARY SCHOOL



CHILD PROTECTION POLICY

Date	October 2014
Ratified by Governors	October 2014
Review Date	October 2015



CHILD PROTECTION POLICY

Introduction

This document is a statement of aims, principles and strategies for Child Protection at Byron Wood Primary School. It was developed, following a review of existing material, during Autumn 2014. The purpose of this policy is to ensure a consistent approach throughout the whole school. The policy was approved and ratified by the working group during the Autumn term 2014. The policy is based on The Children and Families Act 2014, Working Together to Safeguard Children 2013 and Keeping Children Safe in Education 2014. It is also based on the principles outlined in both the *SEN Code of Practice* and *Every Child Matters*.

Byron Wood Primary school fully recognises its responsibilities for child protection. We recognise that all adults in our school share responsibility for keeping our children safe as we are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. We as a school have to act on all concerns and do so:

- with the understanding that the welfare of the child is always paramount
- confidentiality should be respected as far as possible
- that all investigations should be carried out with the utmost sensitivity and that we trust that parents, who although naturally upset by an investigation, will accept that the school acted in the child's best interests
- to ensure that the child's voice is heard

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

There are five main elements to our policy:

- 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 in accordance with their agreed child protection plan
- establishing a safe environment in which children can learn and develop
- ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.

1. Aims

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse.

The school will therefore:

- establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to
- ensure children know that there are adults in the school whom they can approach if they are worried
- include opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from abuse.

2. Awareness of Child Protection issues

There are four main types of abuse;

- Physical
- Emotional
- Sexual
- Neglect

All members of staff have received training in child protection and safeguarding issues as it is important that they have an understanding of what constitutes abuse, the main categories of abuse, what is meant by significant harm, as well as an awareness of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Staff members are trained not to agree confidentiality and to always act in the interests of the child.

To ensure we will follow the procedures set out by the Safeguarding Sheffield Children Board and take account of guidance issued by the Department for Education we will:

- ensure we have a Designated Safeguarding Lead (DSL) and deputy who have received appropriate training and support for this role. **These are Lisa Whitehead and David Hall.**
- ensure we have a nominated governor responsible for child protection. **This is Jill Cornford.**
- ensure every member of staff (including temporary and supply staff as well as volunteers) and governing body knows the name of the designated senior person responsible for child protection 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 Designated Safeguarding Lead
- ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations on the school website
- develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences
- prior to a concern becoming a matter for Social Care, school should help identify along with other agencies those children and their families who would benefit from having a Family Common Assessment Framework (fCAF) opened on them as well as support the information gathering/sharing process and the initiation and attending of CAF meetings
- develop and then follow procedures where an allegation is made against a member of staff or volunteer
- keep written records of concerns about children, even where there is no need to refer the matter immediately
- ensure all records are kept securely; separate from the main pupil file, and in locked locations.

Support strategies

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 school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- the school's curriculum particularly that of PSHE which will focus on –
 - o developing confidence
 - o developing a healthy, safer lifestyle
 - o developing good relationships with others

- children's learning in these areas which will allow them to have an understanding and expectation of what it means to be 'safe'.
- 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 Social Care, Child and Adolescent Mental Health Service (CAMHs), Multi Agency Support Team (MAST) and Educational Psychology services. School will also use the Family Common Assessment Framework (fCAF) as a means of support both prior to Social Care involvement and after the child is no longer at risk if this is appropriate and is requested by the family.
- ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.
- accessing the school's Nurture Unit, Positive Play and Group Play provision to ensure that the child receives a nurturing experience.

Records and Monitoring

Child protection records are held separately from a child's school file and in secure storage within the Designated Safeguarding Lead's office. Records are kept regardless of the type of concern whether it involves a one-off incident, low level concern or significant concerns. The Designated Person is responsible for maintaining such records and for deciding at what point these records should be passed over to other agencies. All staff have access to the note of concern form and must complete this when a disclosure is made or they feel a child is at risk. This is then passed to the Designated Safeguarding Lead in a sealed envelope. The information is passed to the deputy officer if the DSL is not in school.

Roles and responsibilities

Role of Designated Safeguarding Lead/Deputy

Dealing with reports of abuse against children

- to make referrals to child protection agencies if appropriate
- to keep the head teacher fully informed of all child protection issues that may arise
- to ensure all staff /governors(employees of Byron Wood Primary School) receive training in safeguarding/child protection every 3 years
- to ensure that all new staff (employees of Byron Wood Primary School) are properly inducted in safeguarding issues
- to ensure that all volunteers are properly inducted in safeguarding issues
- to liaise with the school governor with special responsibility for child protection as appropriate

Role of school governor with special responsibility for child protection

- to liaise with the Designated Safeguarding Lead on matters relating to safeguarding/ child protection issues and to participate in the annual review of policy
- to be trained in Child Protection awareness and issues, including how the school follows them through

Role of the Class Teacher/ Learning Mentors

- to develop an atmosphere where children are valued and promote high self-esteem
- to report incidents, react and record appropriately
- to plan and deliver a PSHE curriculum that aids children's learning about protecting themselves and the expectations they can have of the way they should be treated.

Role of the Teaching Assistant

- to develop an atmosphere where children are valued and promote high self-esteem
- to report incidents, react and record appropriately

- to foster good relationships with children to allow them to voice concerns in a safe environment.

Role of the Head teacher and Governing Body

- to deal with complaints against staff (employees of Byron Wood Primary School)
- to ensure the school has nominated governors responsible for child protection. **This is Jill Cornford.**
- To ensure procedure is consistent throughout the school
- To ensure that the Child Protection policy is being implemented
- to allow for training of staff in Child Protection issues.

Role of the Parents/Guardians

- to support the school in the implementation of the Child Protection Policy
- to communicate with the school about any issues or concerns.

Recruitment

Recruitment of all staff and volunteers is in accordance with Government and Local Authority guidelines and the Equalities Act 2010.

Racial Equality & Equal Opportunities Statement

All children have equal access and inclusive rights to the curriculum regardless of their age, gender, race, religion, belief, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. Byron Wood Primary School is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential. A policy is available that expands on this further.

All staff have equal access and inclusive rights to their work regardless of their age, gender, sexual orientation, race, religion, belief, disability or ability. Byron Wood Primary School is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential. A policy is available that expands on this further.

Accessibility of policy documents

Parents and carers are welcome to ask for further information about any policy matter. Copies of all current school policies are available for parents and carers to read. A copy of a selection of policies is online via the school website. The school will try to arrange for the translation or summary of a document when this is requested by a parent or carer whose first language is not English.

Review

This policy has been ratified by the Governing body in Autumn term 2014.

This policy will be reviewed in Autumn term 2015.

This policy is based on The Children and Families Act 2014, Working Together to Safeguard Children 2013 and Keeping Children Safe in Education 2014. It is also based on the principles outlined in both the *SEN Code of Practice* and *Every Child Matters*.