

Child Protection Policy

Lakeside Primary School



“Believe, Aspire and Achieve”

**Reviewed November 2017
Review Date – November 2018
Child Protection Policy**

Vision Statement

At Lakeside Primary School we believe in the potential of our pupils and encourage and support them to aspire and achieve.

Rationale

Lakeside Primary School fully understands its responsibilities for child protection. Our policy recognizes that all staff, governors and volunteers working in the school have a full and active part to play in protecting our pupils from harm. There are five main elements to our policy:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and prevention by equipping children with the skills needed to keep them safe through teaching and pastoral support
- Developing then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who may have been neglected or abused in accordance with his/her child protection plan.
- Establishing a safe environment in which children can learn and develop.

Definition

Lakeside Primary School adopts the March 2015 “Working together to Safeguard Children” definition.

Lakeside defines safeguarding for the purposes of this policy as:-

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes

Aims

We recognize 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 that there are adults in the school whom they can approach if they are worried
- Include opportunities in the PSHE curriculum for children to develop the skill they need to recognize and stay safe from abuse.

Broad Guidelines

We will:

- Ensure that we have designated persons for child protection who has received appropriate DSCB training and support for this role, which is updated every 2 years (See Appendix A)
- Ensure we have members of staff who will act in the designated teacher's absence
- Ensure we have a nominated governor/s responsible for child protection and that all governors are aware of their safeguarding responsibilities. (See Appendix A and B)
- Ensure every member of staff and the governing body knows the name of the designated senior person responsible for child protection and their role.
- Ensure all staff working with children are provided with updated child protection training/awareness every two years with regular updates in the interim from the designated safeguarding officer.
- Ensure designated staff are trained in and follow CAF procedures
- Ensure all new members of staff are inducted on child protection procedures as part of their introduction to the school
- Ensure that all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection
- 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 prospectus.
- Notify social care services if there is an unexplained absence of more than two days of a pupil who is on the child protection register.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately. (See Appendix A)
- Ensure all records are kept securely, separate from the main pupil file, and in a locked location (See Appendix A)
- Follow DSCB Child Protection procedures when responding to the needs of vulnerable pupils and children at risk of significant harm.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer in line with HM Government "Working Together to Safeguard Children" (March 2015) and "Keeping Children Safe in Education" (Sept 2016) procedures.
- Ensure safe recruitment practices are always followed in line with national requirements in "Keeping Children Safe in Education" (Sept 2016).

We recognize 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 content of the curriculum
- Specific group and individual programmes and Learning Mentor/Thrive practitioner support
- The school ethos which promotes a positive, supportive and secure environment and gives the pupils a sense of being valued
- The school Behaviour and Anti-bullying policies
- Liaison with other agencies that support the pupil
- 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.

Roles and Responsibilities

The Designated Safeguarding Officer (DSO) responsible for issues of child protection is the Head Teacher. The Deputy Designated Safeguarding Officer is the Deputy Head. The Parent Support Officer carries out much of the ongoing activity linked to child protection and safeguarding and therefore accesses all training required by Designated Safeguarding Officers.

The head teacher is responsible for:

- Implementing the policies and procedures adopted by the governing body and ensuring they are followed by all staff.
- Ensuring that sufficient resources and time are allocated to enable the designated persons and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, case conferences and contributing to the assessment of children.
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.

The governing body is collectively responsible for those duties outlined in Appendix B

The school community will:

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Provide opportunities in Personal Social and Health Education (PSHE) and any other relevant curriculum areas, for children to develop the skills they need to recognise and stay safe from abuse and neglect. This includes developing awareness of E-safety

Guidance and definitions

Types of abuse and neglect (“Keeping Children Safe in Education” 2016)

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal

substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Specific safeguarding issues

All staff are made aware through the Safeguarding Policy, induction and training of the following specific safeguarding issues and of the contents of Keeping Children Safe in Education Sept 2016 Part 1.

- bullying including cyberbullying
- children missing education – and Annex A
- child missing from home or care
- child sexual exploitation (CSE) – and Annex A
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) – and Annex A
- forced marriage- and Annex A
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults
- private fostering
- preventing radicalisation
- relationship abuse
- sexting
- trafficking

Indicators of abuse are explored at whole staff safeguarding training bi-annually and at additional training events covering specific safeguarding issues.

CONFIDENTIALITY

We recognise that all matters relating to child protection are confidential. The head teacher or designated teacher 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 duty to co operate and a professional responsibility to share information with other agencies when it is necessary to safeguard and promote the welfare of a child.

All staff must be aware that they must keep the welfare of the child at the centre of all they do and this would include that they cannot promise a child to keep secrets. This policy should be read in conjunction with the Confidentiality Policy.

BULLYING

Our policy on anti bullying is set out in a separate policy. We acknowledge that to allow or condone all forms of bullying may leave adults open to investigations under the DSCB procedures and guidance.

DIVERSITY

Our policy on diversity is set out in a separate Equality Policy in line with the 2010 Equality Act. We acknowledge that repeated incidents or a single serious incident may leave adults open to investigations under the DSCB procedures and guidance.

SUPPORTING STAFF

We recognise that staff working in the school who have become involved with a child who has suffered abuse or neglect may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the designated teacher and to seek further support as appropriate.

SAFE RECRUITMENT

Lakeside Primary School fully adopts the safer recruitment procedures in the “Keeping Children Safe in Education” (2016) guidance. This is reflected in the revised Safer Recruitment and Selection Policy Sept 2016.

Governors make decisions about the suitability of prospective employees based on checks and evidence including: criminal record checks (DBS checks), barred list checks and prohibition checks together with references and interview information.

The school ensures that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare (Disqualification) Regulations 2009.

Employees will not start in posts until all checks are shown to be satisfactory. However, in rare exceptions where the continuity of learning for the children is in jeopardy, any employee taking up appointment without the full checks being made will be risk assessed and supervised at all times by a responsible person until the final checks have been made.

Reviewed :- November 2017

Approved by Governors:- Nov 2017

Review Date – November 2018

Appendix A

Lakeside Primary School Safeguarding Procedures – Key Information

Designated Officer

The designated safeguarding officer (DSO) is the Headteacher, Mrs Janet Witton

The deputy designated officer for child protection is the Deputy Headteacher, Mrs Karen McCrae.

The Attendance & Parent Support Advisor, Mrs Roz Stringer, carries out the functions of the designated officer on a day to day basis and accesses all associated training.

Nominated Governors

The nominated governors responsible for child protection are Mrs Cynthia Mann and Mrs E Reade.

Recording Procedures

All concerns are reported using the CPOMS on line reporting system. Paper copies of Welfare Concern forms are kept in the Staffroom and are included in the Safeguarding Policy.

Where these are used to record reported concerns they are passed to the Headteacher/DSO. CPOMS will be updated with paper based information.

Forms are filed and stored securely in the Inclusion Team Office.

CPOMS provides a comprehensive chronology and informs decisions on appropriate action.

Referral

Referral action will follow the Common Assessment Framework in line with Doncaster Safeguarding Children's Board Child Protection Referral Pathways and HM Government "Working Together to Safeguard Children" and "Keeping Children Safe in Education" procedures. Copies of these documents are kept in the Staffroom.

Guidance

The guidance document "Child Protection – What You Can Do" is shared with all staff and a copy is kept in the Staffroom.

All staff attended:-

Safeguarding Basic Awareness Training – 2.11.16/9.11.16

All new staff complete online Level 1 Safeguarding Training and PREVENT training as part of their induction programme.

Copies of the Child Protection Policy, Safeguarding Policy and KCSiE are displayed in the Staffroom and can be accessed on the school server. These are shared with all new staff and regular visitors to the school as part of the induction process.

APPENDIX B Responsibilities of the Governing Body to ensure:-

- The school has a child protection policy and procedures in place that are in accordance with DSCB guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request.
- The school operates safe recruitment procedures in line with “Keeping Children Safe in Education” (Sept 2016) guidance. It makes sure that all appropriate checks are carried out on new staff and volunteers who will work with children, in line with Disclosure and Barring regulations. The school maintain personnel records with a safeguarding checklist on each file. Safe recruitment practice means highlighting safeguarding expectations in advertisements, scrutinising applicants, verifying identity and any academic or vocational qualifications, obtaining professional and character references, checking previous employment and prosecution history and that a candidate has the suitability and capacity for the job, at a face to face interview. Prior to appointment appropriate checks in line with Disclosure and Barring procedures will have been undertaken.
- The school has procedures for dealing with allegations of abuse and neglect against members of staff and volunteers that comply with guidance from the DSCB and locally agreed inter-agency procedures.
- The school has a senior member of the school’s leadership team who is designated to take lead responsibility for dealing with child protection issues, providing advice and support to other staff, liaising with the LA, and working with other agencies. The designated person need not be a teacher but must have the status and authority within the school management structure to carry out the duties of the post including committing resources to child protection matters, and where appropriate directing other staff. NB in many schools a single designated person will be sufficient, but a deputy should be available to act in the designated person’s absence.
- In addition to basic child protection training, the designated person and deputy designated person undertake training in interagency working that is provided by, or to standards agreed by, the DSCB, and refresher training at 2 yearly intervals to keep their knowledge and skills up to date.
- The head teacher, and all other staff who work with children undertake appropriate training to equip them to carry out their responsibilities for child protection effectively, that is kept up to date by refresher training at 2 yearly intervals and regular updates in the interim period. Temporary staff and volunteers who work with children are made aware of the school’s arrangements for child protection and their responsibilities.
- The governing body remedies any deficiencies or weaknesses in regard to child protection arrangements that are brought to its attention without delay. The Governing Body receives an Annual Safeguarding Report from the Headteacher.
- A member of the governing body (usually the chair) is nominated to be responsible for liaising with the Designated Senior Officer and /or the Local Authority Designated Officer (LADO) and/or partner agencies, as appropriate in the event of allegations of abuse being made against the head teacher. Child protection is a collective responsibility for the

governing body. The key role of a nominated governor is limited to acting for the school if an allegation is made against the head teacher. Ideally that person should be the chair of governors.

- The governing body reviews its policies and procedures annually (minuted) and provides information to the LA about them and about how the above duties have been discharged. It submits the Annual Safeguarding Report from the Headteacher to the LA.

Appendix C

LAKESIDE PRIMARY SCHOOL SAFEGUARDING CHILDREN : PROCEDURE

Action to be taken by School Staff when there is a Suspicion of Significant Harm.

1. Report suspicion to the Designated Safeguarding Officer, Mrs Witton or, in her absence, to Deputy Designated officer, Mrs Karen McCrae, or to PSA Mrs Roz Stringer and a member of the Senior Leadership Team IMMEDIATELY. If none of these are available, the concerned member of staff should contact Social Care directly and inform the Headteacher of the referral as soon as possible. Record the details of the disclosure on CPOMS and a Welfare Form.

N.B. THE CHILD MUST NOT BE QUESTIONED AND THE PARENTS MUST NOT BE INFORMED AT THIS STAGE

2 Headteacher/DSO. will contact Social Services Duty and Assessment Team (tel: 01302 737374 737777 737391) following DSCB Referral Pathways Protocol

3 Record time and date of referral. The telephone referral must be followed by a written referral and detailed information within 24 hours.

Allegation against member of staff

The Headteacher must follow DSCB “Dealing with allegations of abuse against all staff working with children in education policy” (2013). (Copy in Staffroom)

Allegation against Headteacher

The member of staff receiving the allegation must first contact the Chair of Governors, Ms P. Astbury or Safeguarding Governors, Mrs C Mann and Mrs E. Reade. They will then act in line with DSCB “Dealing with allegations of abuse against all staff working with children in education policy” (2013). (Copy in Staffroom)

