

# SAWSTON VILLAGE COLLEGE

## SAFEGUARDING AND CHILD PROTECTION POLICY November 2009

### INTRODUCTION

Sawston Village College fully recognises the responsibility it has under section 175 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

Through their day-to-day contact with pupils and direct work with families, staff at the school have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to Social Care via the Cambridgeshire Direct Contact Centre. (Designated Person for Child Protection to refer.)

This policy sets out how the school's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school.

### **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;

**SUPPORTING VULNERABLE CHILDREN** those who may have been abused or witnessed violence towards them.

### **PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN.**

Our policy applies to all staff, paid and unpaid, 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 trusted adults help to protect children.
- 1.2 The school will therefore:
  - 1.2.1 establish and maintain an ethos where children feel safe in both the real and virtual world and it is recognised that they can talk about their concerns and problems;
  - 1.2.2 ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty;
  - 1.2.3 include in the curriculum activities and opportunities for PSHEE which equip children with the skills they need to stay safe from abuse in both the real and virtual world and information about who to turn for help;
  - 1.2.4 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 the Cambridgeshire Local Safeguarding Children Board "Safe-guarding Inter-Agency Procedures" which should be used in conjunction with the Education Child Protection Procedures also known as the "Blue Book". A copy of these procedures can be found in the professional library in the staff room and alongside the cause for concern documents in the staff notice area. A further copy is available from the designated senior member of staff for child protection. Procedures can also be found on the LSCB website [www.cambslscb.org.uk](http://www.cambslscb.org.uk)

### **2.2 The Designated Senior Member of Staff for Child Protection**

The school will:

- 2.2.1 ensure it has a designated senior member of staff, who has undertaken as a minimum, the 2 day child protection training course, accredited by the Child Protection Service. Currently, The Designated Senior Member of Staff for Child Protection is Mrs Fiona Street;
- 2.2.2 ensure this training is updated every two years in accordance with government guidance;
- 2.2.3 recognise the importance of the role of the designated teacher and ensure she/he has the time and training to undertake her/his duties;
- 2.2.4 ensure there are contingency arrangements should the designated member of staff not be available; in the first instance this is the Principal. Should neither of the designated personnel be available, Year Manager will act on behalf of the designated person.
- 2.2.5 ensure that the designated member of staff will take advice from a child protection specialist when managing complex cases. The Designated Person has access to both Social Care and the Advice Line run by Education Child Protection for 'what if' conversations. The emergency duty team (out of hours) is also available.

### 2.3 **The Role of Governors and School Staff**

The school will:

- 2.3.1 ensure every member of staff and every governor knows:
  - the name of the designated person and her/his role;
  - how to pass on and record concerns about a pupil
  - that they have an individual responsibility for referring child protection concerns using the proper channels and within the timescales set out in the Inter-Agency procedures;
  - where the Inter-Agency procedures containing Education Child Protection Procedures is located.
- 2.3.2 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 local procedures;
- the need to be vigilant in identifying cases of abuse;
- how to support and to respond to a child who tells of abuse.

2.3.3 ensure that all staff, paid and unpaid, 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. the Sawston Village College whistle-blowing policy refers to passing concerns about unsafe practice to the Designated Person in 3.4, 5.1 and 6.4.5. This policy describes how any school employee can raise any concerns s/he may have about working practices and who should be informed about the concerns. It may be that issues raised via this policy will be addressed via other procedures, e.g. anti-fraud and corruption, grievance, disciplinary, harassment and **child protection procedures**.

## 2.4 **Liaison with Other Agencies**

The school will:

- 2.4.1 work to develop effective links with relevant services and agencies to promote the safety and health of all pupils.
- 2.4.2 co-operate as required with their enquiries regarding child protection matters including attendance and written reports at initial case conferences, core groups and child protection review conferences;
- 2.4.3 notify the local Social Care team if:
- it should have to exclude a pupil who is subject to a child protection plan (whether fixed term or permanently);
  - 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.

## 2.5 **Record Keeping**

The school will:

- 2.5.1 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 Social Care immediately;
- 2.5.2 ensure all records are kept secure and in locked locations;
- 2.5.3 ensure all relevant child protection records are sent to the receiving school or establishment when a pupil moves schools in accordance with Education Child Protection Procedures.
- 2.5.4 In the case of mid phase transfer, contact the child's previous school to request child protection records or confirmation of no records exist

## 2.6 **Confidentiality and information sharing**

- 2.6.1 Staff will ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from a senior manager or outside agency as required.
- 2.6.2 The Principal or Designated Teacher will only disclose any information about a pupil to other members of staff on a need to know basis only.
- 2.6.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 2.6.4 Ensure all staff are clear with children that they cannot promise a child to keep secrets.

## 2.7 **Communication with Parents**

The school will:

- 2.7.1 undertake appropriate discussion with parents prior to involvement of another agency

unless the circumstances preclude this. (Further guidance on this can be found in the Education Child Protection Procedures section and in the Safeguarding Inter-Agency procedures of the Local Safeguarding Children board)

- 2.7.2 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.

### **3 SUPPORTING THE PUPIL AT RISK**

- 3.1 We recognise that the impact on children who are abused or witness violence may last into adulthood without appropriate intervention and support. They 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 may be 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.
- 3.4 The school will support the pupil through:
- 3.4.1 cross-curricular opportunities to encourage self-esteem and self-motivation;
  - 3.4.2 the school ethos that actively promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
  - 3.4.3 a behaviour policy that 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 ensure that the pupil knows that some behaviour is unacceptable but she/he is valued and not to be blamed for any abuse which has occurred;

- 3.4.4 liaison with other agencies which support the pupil such as Social Care, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Services and the Education Welfare Service and other services available through the locality team;
- 3.4.5 a commitment to develop productive and supportive relationships with parents;
- 3.4.6 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;
- 3.4.7 vigilantly monitoring children's welfare, keeping records and notifying Social Care in accordance with the Cambridgeshire Local Safeguarding Children Board "Safeguarding Inter-Agency Protocols".
- 3.4.8 When a pupil on the child protection register leaves, information will be transferred to the new school immediately. The Child Protection Review Manager and Key Worker from Social Care will also be informed. We will follow the procedures for children under the 'Missing from Education' guidance.

### 3.6 **Drug Use and Child Protection**

- 3.6.1 The discovery that a young person is using illegal drugs or reported evidence of their drug use is not necessarily sufficient in itself to initiate child protection proceedings but the school will consider such action in the following situations:

where there is evidence or reasonable cause:

- to believe the young person's drug misuse may cause him or her to be vulnerable to other abuse such as sexual abuse;
- to believe the pupil's drug related behaviour is a result of abusing or endangering pressure or incentives from others, particularly adults;
- where the misuse is suspected of being prompted by serious parent/carer drug misuse.

- 3.6.2 Children of Drug-using parents

Further enquiries and or further action will be taken when the school receives reliable information about drug and child abuse by a child's parents/carers in the following circumstances:

- the parental misuse is regarded as problematic (i.e. multiple drug use including injection);
- a chaotic and unpredictable home environment exists which can be attributed to drug or alcohol misuse;
- children are not being provided with acceptable or consistent levels of social and health care;
- children are exposed to criminal behaviour.

### **3.7 Domestic Violence**

- 3.7.1 Where there is Domestic Violence in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which may carry with them into their adult life and relationships
- 3.7.2 The Principal is notified of Domestic Violence incidents involving children and young people on their roll and will take appropriate action in accordance to the Domestic Protocol for Schools.

## **4 PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN**

- 4.1 The school will operate safe recruitment practices including ensuring appropriate CRB and reference checks are undertaken according to the DCSF document 'Safeguarding Children and Safer Recruitment in Education' (2007). The following members of staff have completed the Safer Recruitment training: Mrs June Cannie, Principal.
- 4.2 Any allegation of abuse made against a member of staff will be reported straight away to the Principal. In cases where the Principal is the subject of an allegation, it will be reported to the Chair of Governors. (See allegation flow chart)

- 4.3 The school will consult with the Named Senior Office in the event of an allegation being made against a member of staff and adhere to the relevant procedures set out in the Safeguarding Children and Safer Recruitment in Education, the Education Child Protection Procedures and the school's Personnel Manual from EPM Ltd.
- 4.4 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.
- 4.5 The school will ensure that all staff, paid and unpaid are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents as advised by the Local Authority's Code of Conduct. As part of their Induction process, all staff will receive guidance about how to create appropriate professional boundaries with children, especially those with a disability or deemed vulnerable. *All staff will have read and signed a copy of the Local Authorities Code of Conduct, Guidance for Safer Working Practice for Adults who work with Children and Young People.*
- 4.6 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 (Abuse of position trust). Staff will also be made aware as part of Induction how to report inappropriate sexualised behaviours to the Principal or Designated Person to follow up with Social Care teams. Staff who work within a school have a duty of care to model appropriate social behaviours and to ensure that the professional role of trust is not abused.

## **5 OTHER RELATED POLICIES**

### **5.1 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 minimum force necessary to prevent injury themselves, another person or property.

The following members of staff have received training in Use of Force to Control or

Restrain pupils: Mrs J Moore, Mrs J Judges, Mr D Taylor, Mrs L Simpson.

## 5.2 **Anti-Bullying**

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

## 5.3 **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. The school records racist incidents online as part of LA monitoring.

## 5.4 **Health and Safety**

Our Health and 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.

## 5.5 **E-Safety and Acceptable Use**

Our policies on e-safety and acceptable use, set out in separate documents, are reviewed annually by the governing body. They reflect the balance needed between the exciting opportunities offered by the internet and other technologies and the need for pupils and staff to keep themselves safe and deal sensibly with risk.

## 5.6 **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 behavioural problems are particularly sensitive to signs of abuse.

## **6 GOVERNING BODY CHILD PROTECTION RESPONSIBILITIES**

6.1 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 school's child protection policy and practice and champion child protection issues;
- ensure an annual report is made to the governing body, and copied to the Education Child Protection Service, 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 reviewed, updated and copied to the Education Child Protection Service.

### **6.2 Extended Schools and Before and After School Activities**

6.2.1 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.

6.2.2 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.

This policy was ratified by the Personnel Committee on 3 December 2009 and will be reviewed in December 2010 .

Signed by the Principal/Chair of Governors .....

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## **Appendix A**

### **Standards For Effective Safeguarding 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:

- 1 have an ethos in which children feel secure, their viewpoints are valued, and they are encouraged to talk and are listened to;
- 2 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;
- 3 work with parents/carers 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 other agencies as a constructive and helpful measure;
- 4 are vigilant in cases of suspected child abuse, recognising the signs and indicators, have clear procedures whereby all staff report such cases to the designated person and are aware of local procedures so that information is passed on to the relevant professionals;
- 5 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;
- 6 provide and support child protection training regularly to school staff every three years and 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;
- 7 contribute to an inter-agency approach to child protection by developing effective and

- supportive liaison with other agencies;
- 8 use the curriculum to raise pupils' awareness and build confidence so that pupils have a range of contacts and strategies to ensure their own safety and understand the importance of helping others to stay safe;
  - 9 provide clear policy statements for parents/carers, staff and children and young people on this and on both positive behaviour policies and the schools approach to bullying;
  - 10 have a clear understanding of the various types of bullying - physical, verbal, indirect, and cyber-bullying, - act promptly and firmly to combat it, making sure that pupils are aware of the school's position on this issue and who they can contact for support;
  - 11 take particular care that pupils with SEN in mainstream and special schools, who may be especially vulnerable to abuse, are supported effectively. Particular attention should be paid to ensuring that those with communication difficulties are enabled to express themselves to a member of staff with appropriate communicative skills, e.g. Makaton or PECS;
  - 12 have clear guidance 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 out in the DfES (now DCSF) document Safeguarding Children and Safer Recruitment in Education
  - 13 have a whole school Safeguarding and Child Protection policy, which is regularly reviewed and made available to all school staff
  - 14 ensure that specified information requested in the Annual Child Protection Monitoring Report to Governors is passed on to the LA for monitoring purposes.

