

NORTH LINCOLNSHIRE
Children & Young People's Service

**Child Protection Policy
for Schools**



Holme Valley Primary School

Child Protection Policy

Date adopted: October 2009

Review date: October 2011

1. Introduction

1.1 The governing body and staff of Holme Valley fully recognises its responsibilities for child protection and safeguarding children. We recognise that all staff, including volunteers, have a full and active part to play in protecting our pupils from harm.

1.2 There are five main elements to our policy:

- i. **Local Safeguarding Children's Board (LSCB) Procedures** for identifying and reporting cases or suspected cases of abuse.
- ii. Raising **awareness** of child protection issues and **prevention** through the teaching and pastoral support offered to pupils.
- iii. **Support** for pupils who may have been subject to abuse and neglect.
- iv. **Safe recruitment** practices.
- v. Establishing a **safe environment, including managing allegations.**

2. Procedures

2.1 At all times we will follow the procedures outlined in the North Lincolnshire Local Safeguarding Children's Board Procedures and Guidance www.northlincs.gov.uk/socialcare/childprotection and will take account of any guidance issued by the Department of children schools and families (DCSF).

2.2 The school will ensure that:

- ◆ There is a designated senior member of staff for child protection who has undertaken the LSCB foundation training course and who will receive updated training every two years.
- ◆ There is a member of staff who will act in the designated

teacher's absence.

- ◆ Every member of staff, volunteer and governor is aware of the name of the designated teacher responsible for child protection.
- ◆ All staff and volunteers understand their responsibilities in being alert to the signs of abuse and for referring any concerns to the designated teacher responsible for child protection.
- ◆ All parents have an understanding of the responsibilities placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- ◆ Certain governors and all staff working with children are provided with updated child protection training/awareness every three years with regular updates in the interim from the Child Protection (CP) designated teacher.
- ◆ Allegations against members of staff are promptly dealt with in accordance with the LSCB procedures.

2.3 The school will review procedures in the light of updated guidance from the LSCB or the DCSF.

2.4 All new members of staff will be inducted on child protection procedures as part of their introduction to school.

3. Awareness and Prevention

3.1 The designated teacher for child protection is responsible for:

- ◆ Adhering to LSCB, DCSF and school procedures with regard to referring a child if there are concerns about possible abuse and neglect.
- ◆ Keeping records of concerns about a child even if there is no need to make an immediate referral.
- ◆ Ensuring records are kept secure and are kept confidential.
- ◆ Ensuring that any child currently with a child protection plan who is absent without explanation for two days is referred to the Key Worker (the allocated, qualified social worker) assigned to the child.

3.2 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 person and other staff to discharge their responsibilities, including taking part in strategy discussions, case conferences, core group meetings, and in contributing to the assessment of the child's needs.
 - ◆ 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.
- 3.3 The governing body is collectively responsible for those duties outlined in the 'GB collective responsibilities for Child Protection' section.
- 3.4 We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good opportunities for communication with trusted adults, supportive friends and an ethos of protection and promoting the welfare of every pupil.
- 3.5 The school community will:
- i. Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
 - ii. Ensure that all children know and can name an adult in the school whom they can approach if they are worried or in difficulty. The child's named adult will be recorded annually in their Home School agreement.
 - iii. 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.

4. Support for Pupils who may have suffered abuse and neglect

- 4.1 We recognise that children who may have been subject to abuse or neglect or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. When at school their behaviour may be challenging and defiant or they may be withdrawn.

4.2 The school will support all pupils through:

- ◆ The content of the curriculum which will encourage self-esteem and self-motivation.
- ◆ The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- ◆ The school behaviour/ anti-bullying policy which also supports vulnerable pupils in the school. The school will ensure that pupils know that some behaviour is unacceptable but they are valued and not to be blamed for any abuse and neglect which has occurred.
- ◆ Liaising and working together with all other support services and those agencies involved in safeguarding children.
- ◆ Making a referral to the Children and Young People's Services Duty Team whenever abuse and neglect is known or suspected.
- ◆ Ensuring that when a pupil on a child protection plan leaves the school, their information is transferred to the new school immediately and that the child's named social worker is informed.

5. **Safe Recruitment**

5.1 Before staff are appointed, checks will be taken on identity, validity of qualifications, references, previous and employment history. Criminal Records Bureau checks are processed by Human Resources (HR) and from October 2009 all checks will be done through the Independent Safeguarding Authority (ISA). All records obtained during the selection process are copied to H.R. Service. The school maintain personnel records with a safeguarding checklist on each file.

5.2 Employees will not start in posts until all checks are shown to be satisfactory. The school copies to the HR team all documents relating to the recruitment of staff. The school keeps staff files with a safe recruitment checklist in each one. H.R. is responsible for holding detailed files on each employee.

6. **Establishing a Safe Environment**

6.1 The school will ensure that all reasonable steps are taken to provide and maintain an environment where children feel safe and secure.

In addition to the five main elements above, our policy includes the following features:

7. Confidentiality

- 7.1 We recognise that all matters relating to child protection are confidential.
- 7.2 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.
- 7.3 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.
- 7.4 All staff must be aware that they must keep the welfare of the child at the centre of all they do, this would include that they cannot promise a child to keep secrets.

8. Supporting Staff

- 8.1 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.
- 8.2 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.

9. Physical Intervention

- 9.1 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 themselves or another person. Physical restraint is in line with the training delivered as part of the LA's agreed restraint approach 'Team Teach'

10. Bullying

- 10.1 Our policy on anti bullying is set out in a separate policy and acknowledges that to allow or condone bullying may leave adults open to investigations under the LSCB procedures and guidance.

11. **Diversity**

- 11.1 Our policy on diversity is set out in a separate policy and acknowledges that repeated incidents or a single serious incident may leave adults open to investigations under the LSCB procedures and guidance.

This policy was adopted on and minuted at the Governing Body Meeting of 21 October 2009