



## Child Protection Policy for schools in Shropshire (Updated 2010)



### Church Preen Primary School

### Child Protection Policy

This policy was written and adopted on: February 10th, 2010

It is due for review in February 2012

Other policies that need to be taken into account are: anti-bullying and discrimination, special needs, health and safety and behaviour.

#### Context

All those who come into contact with children and families in their everyday work, including practitioners who do not have a specific role in relation to child protection have a duty to safeguard and promote the welfare of children.

*(Department of Health COS (C) CNI What to do if you're worried, p.4)*

- ◆ Everyone in the education service shares an objective to help keep children and young people safe by contributing to providing a safe environment for them to learn in and to identify those who are suffering or likely to suffer significant harm, and by taking appropriate action of making sure they are kept safe both at home and at school.
- ◆ Achieving these aims requires systems designed to prevent unsuitable people working with children and young people, promoting safe practice and challenging poor and unsafe practice, identifying instances in which there are grounds for concern about a child's welfare, and initiating appropriate action to keep them safe and contributing to effective partnership working between all those providing services for children and young people.
- ◆ Where there are concerns about a child's welfare, relevant agencies need to be involved at an early stage. If a member of staff or a volunteer has concerns about a child's welfare, or if a child discloses that s/he is suffering abuse or reveals information that gives grounds for concern, the member of staff should speak to their designated person with a view to passing on the information.

*(DfES/0027/2004 Safeguarding Children in Education, p.5)*

- ◆ The safety and protection of children is of paramount importance to all those involved in Education.
- ◆ Children can develop a special and close relationship with school staff, and view them as significant and trustworthy adults.
- ◆ It is not surprising therefore that children, if they have been abused, may confide or disclose to a teacher or other member of staff.
- ◆ School staff are also in a unique position to notice any change in demeanour or circumstances. There is the opportunity to notice injuries, marks or bruises when children are doing PE, games or swimming which might indicate a child has been abused.

*(Child Protection Procedures, Shropshire's Safeguarding Children Board)*

#### Introduction

**At Church Preen School**, the governors and staff fully recognise the contribution the school makes to safeguarding children. We recognise that the safety and protection of all pupils is of paramount importance and that all staff, including volunteers, have a full and active part to play in protecting pupils from harm.

We believe that the school should provide a caring, positive, safe and stimulating environment which promotes all pupils' social, physical, emotional and moral development of each pupil.

**The aims of this policy are to:**

- ◆ confirm that the pupils' development is supported in ways that will foster security, confidence and independence
- ◆ raise the awareness of teachers, non-teaching staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse<sup>1</sup>
- ◆ confirm the structured procedures to be followed by all members of the school community in cases of suspected harm or abuse
- ◆ emphasise the need for good levels of communication between all members of staff and those with designated responsibility for child protection
- ◆ emphasise appropriate safeguarding and child protection policies, procedures and arrangements of those service providers who use the school's premises through extended schools or provide any other before and after school activities
- ◆ emphasise the links with the school's policy for safe recruitment of staff and volunteers
- ◆ confirm the working relationship with Children's Services within the Children and Young People's Services Directorate of the Council, other agencies and, where appropriate with similar services in neighbouring authorities.

**Responsibilities**

**i. The governing body:**

- has trained link governors for:
  - child protection, (Rev. Judy Davies and Fran Beck) who will attend training/updates every three years<sup>1</sup>
  - looked after children, named: (Rev. Judy Davies and Fran Beck)
- will ensure that the school has a child protection policy and procedures in place, operates safe recruitment procedures and makes appropriate staff and volunteer checks and has procedures for dealing with allegations against staff and volunteers that all comply in accordance with Shropshire Council Children and Young People's Services and SSCB<sup>1</sup> procedures
- monitors adequacy of resources committed to child protection, and the staff and governor training profile
- recognises that neither it, nor individual governors, have a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against staff)
- will make sure that the child protection policy is available to parents on request
- will ensure this policy and practice complements other policies e.g. anti-bullying, health and safety, to ensure safeguarding.

**ii. The head teacher will ensure that:**

- the policies and procedures adopted by the Governing Body are followed by all staff
- designated staff review the six monthly updates of the SSCB procedures
- 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 multi-agency meetings, to contribute to the assessment of children and young people, and be appropriately trained
- all staff and volunteers feel able to raise their concerns about poor and unsafe practice in regard of pupils, and such concerns are addressed in a timely manner in accordance with agreed policies.

**iii. The trained designated leads for child protection:**

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<sup>1</sup> DfES 0027/2004 Safeguarding Children in Education, September 2004

- 1 **Mrs Jude Duffy**
- 2 **Miss Victoria Waring**

- attend child protection training and updates every two years<sup>1</sup>
- liaise in accordance with the SSCB<sup>2</sup> procedures when referring a pupil where there are concerns about possible abuse or harm, and where there are concerns about a member of staff being involved, and Shropshire Children and Young People's Service (CYPS) Personnel policy and procedures,
- keep the contents of the SSCB procedures and CYPS Personnel procedures updated and make these accessible to all staff
  - the SSCB procedures (ref. Policies file in Headteacher's office and /or Shropshire Learning Gateway)
  - the Personnel procedures (ref. Policies file in Headteacher's office and /or Shropshire Learning Gateway)
- ensure all staff, including supply teachers, visiting professionals working with pupils in the school, those who support Relationships and Sex Education, and volunteers e.g. supporting school visits, are informed in writing of the names and contact details of the designated leaders and the school's procedures for safeguarding children, for example, how to report their concerns, suspicions and how to receive, record and report disclosures via one or more of the following:
  - during their first induction to the school where they are given a copy outlining the daily routine
  - or
  - through a copy of this policy
  - or
  - information on the staff notice board
  - Shropshire Children and Young People's Schools Checklist

**The head-teacher will support staff who attend strategy meetings and/or case conferences and also:-**

- support staff and volunteers who may find safeguarding issues upsetting or stressful by enabling them to talk through their anxieties and to seek further support from the school leadership group or others as appropriate
- ensure involvement of other designated leaders
  - where there are concerns about a pupil who is 'looked after'
  - including providers of services for children and young people using the school site for extended schools activities
- ensure that: written records of concerns are kept, even if there is no immediate need for referral; and monitored using the Information Sharing and Assessment (ISA) common assessment framework (CAF)
  - all child protection records are marked as such and kept securely locked
  - pupil records are kept separately, and marked as appropriate to indicate other confidential records are being held elsewhere
  - all absences are recorded by the administrator and entered daily on the SIMs database. Parents are requested in the prospectus to inform the school by phone or note of all absences.
  - where there are concerns about attendance and a pupil's wellbeing and safety, the Education Welfare Officer is contacted
  - The pupil is on the child protection register and is absent without explanation for two days, their key worker in Children's Services is contacted.

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<sup>2</sup> SSCB = Shropshire's Safeguarding Children Board procedures (2007)

- records are monitored for patterns by the administrator, Mrs Audrey Plant and Mrs Jude Duffy as they emerge and appropriate action is taken
- where a pupil transfers to another school in this authority, information is forwarded under confidential cover and separate from the pupil's main file to the designated leader for child protection of the pupil's new school in this authority as soon as possible (e.g. no longer than 3 weeks)
- where a pupil on the child protection register transfers to another school,
  - the key worker in Children's Services is informed
  - appropriate information is forwarded under confidential cover and separate from the pupil's main file to the:
    - designated leader for child protection of the pupil's new school in this authority as soon as possible (e.g. no longer than 3 weeks)
    - or to the Social/Children's Services within the authority if the pupil is transferring to a school in another authority (e.g. no longer than 3 weeks)

#### iv. The staff

- All staff, teaching and non-teaching, volunteers and others working in school need to:
  - be aware that to safeguard children, they have a duty<sup>1</sup> to share information with the designated leads, and through the designated lead, with other agencies
  - be alert to signs and symptoms of harm and abuse
  - know how to respond when they have concerns or when a pupil discloses to them and to act appropriately by reporting their concern to the designated lead(s) *(see below)*
  - know what and how to record concerns.
- **Reporting concerns to the designated leads**
  - Any concern must be discussed in the first instance with the designated lead(s), as soon as possible, at least by the end of the morning or afternoon session of that day.
- **Immediate response to the pupil**
  - It is vital that our actions do not abuse the pupil further or prejudice further enquiries, for example:
    - listen to the pupil, if you are shocked by what is being said, try not to show it
    - it is OK to observe bruises but not to ask a pupil to remove their clothing to observe them
    - if a disclosure is made,
      - accept what the pupil says
      - stay calm, the pace should be dictated by the pupil without them being pressed for detail by asking leading questions such as "what did s/he do next?" It is our role to listen - not to investigate
      - use open questions such as "is there any thing else you want to tell me?" or "yes?" or "and?"
      - be careful not to burden the pupil with guilt by asking questions like "why didn't you tell me before?"
      - acknowledge how hard it was for the pupil to tell you
      - do not criticise the perpetrator, the pupil might have a relationship with them
      - do not promise confidentiality, reassure the pupil that they have done the right thing, explain whom you will have to tell (the designated lead) and why; and, depending on the pupil's age, what the next stage will be. It is important that you avoid making promises that you cannot keep such as "I'll stay with you all the time" or "it will be all right now".
- **Recording information**
  - Make some brief notes at the time or immediately afterwards; record the date, time, place and context of disclosure or concern, facts and not assumption or interpretation.
  - If it is observation of bruising or an injury try to record detail, e.g. "right arm above elbow"

- Note the non-verbal behaviour and the key words in the language used by the pupil (try not to translate into “proper terms”).
- It is important to keep these original notes and pass them on to the designated member of staff who may ask you to write a referral. A written referral is needed within 24 hours of the referral call.

### Supporting pupils

- ◆ The staff and governors recognise that a child or young person who is abused or witnesses violence may find it difficult to develop and maintain a sense of self worth. We recognise that in these circumstances pupils might feel helpless and humiliated, and that they might feel self blame.
- ◆ We recognise that this school might provide the only stability in the lives of pupils who have been abused or who are at risk of harm.
- ◆ We accept that research shows that the behaviour of a pupil in these circumstances might range from that which is perceived to be normal to aggressive or withdrawn.
- ◆ The school will support all pupils by:
  - discussing child protection cases with due regard to safeguarding the pupil and his or her family
  - supporting individuals who are or thought to be in need or at risk in line with SCB procedures
  - encouraging self-esteem and self-assertiveness
  - challenging and not condoning aggression, bullying or discriminatory behaviour
  - promoting a caring, safe and positive environment.

### Confidentiality

- ◆ A pupil's views will be considered by the designated lead in deciding whether to inform the pupil's family, particularly where the pupil is sufficiently mature to make informed judgements about the issues, and about consenting to that.
- ◆ The personal information about all pupils' families is regarded by those who work in this school as confidential. All staff and volunteers need to be aware of the confidential nature of personal information and will aim to maintain this confidentiality
- ◆ Staff understand that they need know only enough to prepare them to act with sensitivity to a pupil and to refer concerns appropriately. The designated leads and head teacher will disclose information about a pupil to other members of staff on a need to know basis only. It is inappropriate to provide all staff with detailed information about the pupil, the incident, the family and the consequent actions.

Staff must be aware that:

- they cannot promise a pupil complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the pupil or other pupils safe
- Where there are concerns about a pupil's welfare relevant agencies need to be involved at an early stage. If a member of staff or a volunteer has concerns about a pupil's welfare, or if a pupil discloses that s/he is suffering abuse or reveals information that gives grounds for concern, the member of staff should speak to their designated person with a view to passing on the information.

*(DfES/0027/2004 Safeguarding Children in Education, p.26)*

### Working with parents/carers

- ◆ Parents and carers play an important role in protecting their children from harm.
  - In most cases, the school will discuss concerns about a pupil with the family and, where appropriate, seek their agreement to making referrals to Children's Services.
  - Where there are any doubts, the designated lead should clarify with Children's Services, whether, and if so when and by whom, the parents should be told about the referral.

- The pupil's views will be considered in deciding whether to inform the family, particularly where the pupil is sufficiently mature to make informed judgements about the issues, and about consenting to that.
- ◆ The school aims to help parents understand that the school, like all others, has a duty to safeguard and promote the welfare of all pupils. The school may need to share information and work in partnership with other agencies when there are concerns about a pupil's welfare.
- ◆ The governors included this paragraph in the school prospectus in November 2009

### Professional development

- ◆ The governors recognise that all staff who work with pupils aged up to 18 years need to have child protection training that equips staff to recognise and respond to pupil welfare concerns.
- ◆ The training in the last 3 years undertaken by staff and governors to ensure their knowledge and skills are up to date includes:
  - The designated leads attended child protection training/training update led by:
    - Shropshire Children and Young People's Service
      1. Frances Phelps in March 2009 (J. Duffy)
      2. Francis Phelps in September 2009 (V.Waring)
  - The link governors attended child protection training/training update led by Shropshire Children and Young People's Service  
Rev Judy Davies: 20<sup>th</sup> October 2009  
Fran Beck: Director of Services. CYPS, Telford and Wrekin , attends annual Child Protection and Safeguarding Conferences
  - The following staff received child protection awareness training led by:
    - Mansel Davies (CYPS) June 2009

Lynne Rees-Warren, Natasha Wallace, Eleanor Evans, Audrey Plant, Edna Hampson, Alan Perkins

Sarah Lloyd received training from Pam Edwards (CYPS), March 2010

### Prevention in the Curriculum

- ◆ The school recognises the importance of developing pupils' awareness of behaviour that is unacceptable towards them and others, and how they can help keep themselves and others safe.
- ◆ The PSHE programme in each class provides personal development opportunities for pupils to learn about keeping safe and who to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, pupils are taught to, for example:
  - safely explore their own and others' attitudes
  - recognise and manage risks in different situations and how to behave responsibly
  - judge what kind of physical contact is acceptable and unacceptable
  - recognise when pressure from others (including people they know) threatens their personal safety and well-being and develop effective ways of resisting pressure; including knowing when and where to get help
  - use assertiveness techniques to resist unhelpful pressure.
- ◆ The school demonstrates that it listens to and takes pupils' safety concerns seriously through a range of ways:
  - in PSHE/circle time/ school council, pupil survey/questionnaires

- by displaying helpline information for all pupils  
for example, from Childline, NSPCC on the hall door.

◆ **Policy review**

- head teacher
- link governors

◆ **Note**

The school has been validated as meeting the (DCSF/DoH) National Healthy School Programme's criteria for child protection as a Healthy School in 2007

◆ **Review**

This policy will be reviewed in 2012

▪ **Approval**

The policy was approved by the Governance Committee on 10<sup>th</sup> February, 2010