



Safeguarding and Child Protection Policy

Document History and Version Control Summary	
Version Number	2.0
Last Amendment	June 2014
Reviewed by	Community Governors Committee
Date Revised	June 2014
Review Date	June 2015

Introduction

- This policy has been developed in accordance with the principles established by the Children Act 1989; and in line with the following:
- “Working Together to Safeguard Children 2010”
- “Framework for the Assessment of Children in Need and their Families” 2000
- “What to do if you are worried a Child is being Abused” 2003 ¹
- Safeguarding Children and Safer Recruitment in Education 2006
- Oxfordshire Safeguarding Children Board

The Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard ² and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

We recognise that all staff³ and Governors have a full and active part to play in protecting our pupils from harm, and that the child’s welfare is our paramount concern.

Our school should provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child free from discrimination or bullying where children can learn and develop happily.

This policy applies to all staff, governors and volunteers working in our setting

The aims of this policy are:

- To support the child’s development in ways that will foster security, confidence and resilience
- To provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support plans for those children.
- To acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils.
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- To develop effective working relationships with all other agencies, involved in safeguarding children.

Footnotes

¹ What To Do If You Are Worried A Child is being Abused www.doh.gov.uk/safeguardingchildren/index.htm

² Safeguarding (as defined in the Joint Inspector’s Safeguarding report is taken to mean “All agencies working with children, young people and their families take all reasonable measures to ensure that the risk of harm to children’s welfare are minimised” and “where there are concerns about children and young people’s welfare, all agencies take all appropriate actions to address those concerns, working to agree local policies and procedures in full partnership with other agencies”

³ “Staff” covers ALL adult staff on site, including temporary, supply and ancillary staff, and volunteers working with children

- To ensure that all adults within our school who have access to children have been checked as to their suitability. This includes other community users of our facilities, following correct staff recruitment and selection procedures

Procedures

- Our school procedures for safeguarding children will be in line with Oxfordshire Local Authority (the LA) and Oxfordshire Safeguarding Children Board Child Protection Procedures, and “Working Together to Safeguard Children 2010”. We will ensure that:
 - The Governing Body understands and fulfils its safeguarding responsibilities.
 - We have a Designated Member of the Senior Leadership Team who has undertaken appropriate training for the role, as recommended by the LA, within the past two years. Our Designated Person will update their training with LA approved training every two years. (keep the safeguarding team administrator informed about who this is and when it changes, on 01865 810603). Our designated staff member is Mark Bonsell.
 - We have a member of staff who will act in the Designated Persons absence who has also received training for the role of Designated Person, and who will have been briefed in the role. This is Allison Service. In the absence of an appropriately trained member of staff, the Headteacher will assume this role.
 - All adults, (including supply teachers and volunteers) new to our school will be made aware of the school’s policy and procedures for child protection, the name and contact details of the Designated Person and the booklet “What to do if You’re Worried a Child is Being Abused”, and have these explained, as part of their induction into the school.
 - All members of staff are provided with opportunities at least every three years to receive training in order to develop their understanding of the signs and indicators of abuse, how to respond to a pupil who discloses abuse and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse.
 - All parents/carers are made aware of the school’s responsibilities in regard to child protection procedures through publication of the school’s Child Protection Policy, and reference to it in our prospectus/brochure and home school agreement.
 - Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.
 - Community users organising activities for children are aware of and understand the need for compliance with the school’s child protection guidelines and procedures.
 - The name of any member of staff considered not suitable to work with children will be notified to the DCSF Teachers’ Misconduct Team, with the advice and support of Human Resources and in accordance with the NEOST guidance and related regulations⁴
 - Our procedures will be annually reviewed and up-dated.
 - The name of the Designated Person will be clearly shown in the school, with a statement explaining the school’s role in referring and monitoring cases of suspected abuse.

Responsibilities Staff in Wood Green School will follow the Oxfordshire Safeguarding Children Board Procedures in all cases of abuse, or suspected abuse (these can be found at www.OSCB.org.uk).

We will therefore:

- Understand that our responsibility to safeguard children requires that we all appropriately share any concerns that we may have about children.
- Ensure we have a Designated Person who is responsible for referring a child if there are concerns about a child's welfare, possible abuse or neglect to Social Care. A written referral using the Common Referral Form will be faxed/posted/e-mailed to Social Care as soon as possible within the school day.
- Ensure that detailed and accurate written records of concerns about a child are kept even if there is no need to make an immediate referral. See guidance on record keeping http://portal.oxfordshire.gov.uk/content/public/CYPF/schools/behaviour_attendance/safe_guarding_child_protection/Keeping_Child_Protection_Records.doc
- Ensure that all such records are kept confidentially and securely and are separate from pupil records, with a front sheet listing dates and brief entry to provide a chronology.
- Ensure that an indication of further record-keeping is marked on the pupil records, acting as a focal point for staff concerns and liaising with other agencies and professionals.
- Ensure that the designated staff member, or another appropriate member of staff, attends case conferences, family support meetings, core groups, or other multi-agency planning meetings, contributes to the Framework for Assessments process, and provides a report which has been shared with the parents.
- Ensure that any absence of two days, without satisfactory explanation, of a pupil currently subject to a child protection plan is referred to the child's social worker or the local Assessment team.
- Establish and maintain links with relevant agencies and co-operate as required with enquiries of a child protection nature.
- Ensure that all school staff are aware of the school's CP policy and procedures, and understand their responsibilities in being alert to, and acting appropriately in cases of abuse, or suspected abuse, and know how to recognise and refer any concerns.
- Provide, with the Headteacher, an annual report for the Governing Body, detailing any changes to the policy and procedures; training undertaken by the Designated Person, and by all staff and Governors;
- Keep themselves up to date with knowledge to enable them to fulfil their role, including attending relevant training, at least every two years, provided by the Oxfordshire Safeguarding Children Board, or the Schools Safeguarding Team.
- Ensure that all staff, governors and volunteers understand that there is a procedure to be followed in dealing with child protection allegations made against teaching and non-teaching staff. This procedure must be followed on all occasions. All staff must be made aware of this process and how it differs from other concerns about children.
- Ensure that we have staff on all interview panels who are Safer Recruitment Trained.

- Ensure that all staff/volunteers are selected and recruited only after having gone through appropriate checks. Safer Recruitment Training can be accessed at: <http://www.cwdcouncil.org.uk/safeguarding/safer-recruitment>

- Follow the county guidance on reporting and tracking lost pupils.

See missing pupils procedure.

<http://intranet.oxfordshire.gov.uk/wps/wcm/connect/occ/insite/directorates/children%2C+young+people+ +families/our+services/social+inclusion+services/attendance+and+engagement/lc+-+si+-+children+missing+education>

Supporting Children

- We recognise that a child who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self-worth.

- We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our school will support all pupils by:

- Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum.

- Promoting a caring, safe and positive environment within the school.

- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.

- Notifying Social Care as soon as there is a significant concern.

- Ensuring that a named teacher is designated for Looked After Children (LAC) and that an up to date list of children who are subject to a Care Order or are accommodated by the Local Authority is regularly reviewed and updated. The Virtual School must be made aware of all LAC in the school.

- Notifying Social Care when a child attending the school is privately fostered.

- Providing continuing support to a pupil (about whom there have been concerns) who leaves the school by ensuring that such concerns and school medical records are forwarded under confidential cover to the Designated Person at the pupil's new school immediately. The original copy of significant documents will be retained at our school, and photocopies forwarded as above.

Confidentiality

- We recognise that all matters relating to child protection are confidential.

- The Headteacher or Designated Person will disclose personal information about a pupil to other members of staff on a need to know basis only.

- However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.
- We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Schools Safeguarding Team or Social Care on this point.
- We will take no names consultations with our local Assessment Teams to discuss concerns we may have, but we understand that if they then ask for a name we will disclose those details and it will become a referral.

Supporting Staff

- We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- We will support such staff by providing an opportunity to talk through their anxieties with the Designated Person and to seek further support. This could be provided by the Headteacher or another trusted colleague, Occupational Health, and/or a representative of a professional body or trade union, as appropriate.
- In consultation with all staff, we have adopted a code of conduct for staff at our school. This forms part of staff induction and is in the staff handbook. We understand that staff should have access to advice on the boundaries of appropriate behaviour.
- We recognise that our Designated Person(s) should have access to support and appropriate workshops, courses or meetings as organised by the LA.

Allegations against staff

- All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- All staff should be aware of the school's behaviour/discipline policy. This can be found in the Policy File outside the Headteachers office.
- We understand that a pupil may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher or the most senior teacher if the Headteacher is not present.
- The Headteacher/senior teacher on all such occasions will discuss the content of the allegation with the LADO (Local Authority Designated Officer) **before taking any action.** In our county contact should be made with Barry Armstrong LADO (01865 815956) or Alison Beasley, Safeguarding Coordinator (01865 323457)

- If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult with LADO, without notifying the Headteacher first.
- The school will follow the LA procedures for managing allegations against staff, a copy of which can be found in the Policy File outside the Headteachers Office, or on the Schools Safeguarding and Child Protection page on the intranet, http://portal.oxfordshire.gov.uk/content/public/CYPF/schools/behaviour_attendance/safeguarding_child_protection/Allegations_Procedure.pdf
- Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult with above named professionals in making this decision.
- Our lettings agreement for other users requires that the organiser will follow LA procedures for managing allegations against staff and, where necessary, the suspension of adults from school premises.

It is noted that the provisions of the Education Act place a general duty on our school to provide for the welfare of children in our care and, as such, staff will adhere to other related school policies and guidance i.e. Whistleblowing, Behaviour policy, Restraint policy etc

Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. (see our school policy) and appropriate advice will be sought from the LADO or Schools Safeguarding Team

Physical Intervention/Positive Handling

Our policy on physical intervention/positive handling by staff is set out separately, as part of our Behaviour Policy. It complies with LA Guidance, 'The Use of Force to Control or Restraint Pupils' 2010.

Such events should be recorded and signed by a witness.

Staff who are likely to need to use physical intervention should be appropriately trained.

We understand that physical intervention of a nature, which causes injury or distress to a child, may be considered under child protection or disciplinary procedures.

Anti-Bullying

Our policy on the prevention and management of bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

Racist Incidents

Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

Prevention

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with effective lines of communication with trusted adults, supportive friends and an ethos of protection. Due to the day to day contact with children, staff in school are ideally placed to observe the outward signs of abuse. The school community will therefore:

Establish and maintain an ethos, which is understood by all staff, which enables children to feel secure and encourages them to talk knowing that they will be 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, across the curriculum, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

Report and inappropriate behaviour/activities or concerns they have about a child to the designated staff member

Health & Safety

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment and, for example, in relation to internet use, and when away from the school when undertaking school trips and visits.

Role of the Governing Body

The governors of Wood Green School undertake the regular review of safeguarding related policies and procedures that operate in our school.

Governors have a crucial role in monitoring and challenging school staff on the effectiveness of safeguarding arrangements and will report to the Local Authority Safeguarding Team annually on these arrangements. See schools annual safeguarding report:

All staff have a responsibility for action in cases of suspected child abuse. This document outlines the procedures which should be followed if any member of staff suspects a student is being abused, or if a disclosure is made.

Immediate action is required where there is suspicion of abuse,

written records must be made at each stage of the process.

All teachers are asked to be alert to possible physical or emotional problems being experienced by students in all Key Stages.

If a student asks to speak to you about a problem do not promise confidentiality but explain that it may be necessary to consult a senior colleague.

Categories of Abuse

The table below outlines the four main categories of abuse as defined by the Department of Health 'Working Together to Safeguard Children' document 2010. (Full definitions can be found in this document) Staff should be aware that the possible indicators are not definitive and that some children may present these behaviours for reasons other than abuse.

Type of Abuse

Neglect

The persistent failure to meet a child's basic physical and psychological needs, likely to result in the serious impairments 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 food, clothing and shelter;

protect a child from physical and emotional harm or danger;

ensure adequate supervision;

Possible Indicators

Obvious signs of lack of care including:

Problems with personal hygiene;

Constant hunger;

Inadequate clothing;

Emaciation;

Lateness or non-attendance at school;

Poor relationship with peers;

Untreated medical problems;

Compulsive stealing and scavenging;

Rocking, hair twisting, thumb sucking;

Running away;

Low self-esteem.

Physical Abuse

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

Physical signs that do not tally with the given account of occurrence

conflicting or unrealistic explanations of cause

repeated injuries

delay in reporting or seeking medical advice.

Sexual Abuse

Forcing or enticing a child 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, penetrative or non-penetrative acts and also includes involving children in watching pornographic material or watching sexual acts.

Sudden changes in behaviour

Displays of affection which are sexual and age inappropriate

Tendency to cling or need constant reassurance

Tendency to cry easily

Regression to younger behaviour – eg thumb sucking, acting like a baby

Unexplained gifts or money

Depression and withdrawal

Wetting/soiling day or night

Fear of undressing for PE

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

Rejection

Isolation

child being blamed for actions of adults

child being used as carer for younger siblings

affection and basic emotional care

giving/warmth persistently absent or withheld.

Dealing with Disclosures

Receive

Always stop and listen straight away to someone who wants to tell you about incidents or suspicions of abuse. Listen quietly and actively, giving your undivided attention. Allow silences when needed. Do not show shock or disbelief but take what is said seriously.

Reassure

Stay calm, no judgements, empathise. **Never make a promise that you can keep what a child has said a secret.** Giving reassurance that only those who need to know will be told. Reassure the young person that they were right to tell you.

React

React to the student only as far as is necessary for you to establish whether or not you need to refer this matter, but don't interrogate for full details.

Don't ask leading questions – keep the open questions eg 'is there anything else you want to say?'

Do not criticize the perpetrator; the student may have affection for him/her.

Explain what you will do next – inform designated teacher, keep in contact.

Record

If possible make brief notes about what they are actually telling you at the time. Keep these notes, however rough they are. If you are unable to make notes at the time write down what was said as soon as you can.

Try to record what was actually said by the student rather than your interpretation of what they are telling you.

Record the date, time, place and any noticeable nonverbal behaviour.

Report

Report the incident to the designated teacher and do not tell any other adults or students what you have been told.

Record Keeping

The designated teachers for child protection are responsible for ensuring that the necessary paperwork is completed and sent to the relevant people and stored in a safe and confidential place.

In line with OCC and the OSCB Wood Green School recognises its responsibility for Safeguarding and Child Protection.