

# Safeguarding Policy and Child Protection Procedures



Welley Road  
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TW19 5DJ

Headteacher: Mrs A Fox

Produced by:  
Approved by the Governing Body:  
Review:

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## **Safeguarding**

**Designated person for Safeguarding :**

**Mrs A Fox - Headteacher**

**Deputy Designated person for Safeguarding:**

**Mr M Gresswell – Deputy Headteacher**

**Mrs R Lloyd- Child and Family Support Worker**

**Safeguarding Governor:**

**Mrs D Cranmer**

### **Contacts for safeguarding in RBWM:**

- Monday – Thursday: 8.45am – 5.15pm / Friday: 8.45am – 4.45pm 01628 683150
- Out of hours team (5.00pm – 9.00am and weekends) 01344 786543
- Berkshire child protection procedures <http://proceduresonline.co./berks> or [www.wamlsqb.org](http://www.wamlsqb.org)
- Local Safeguarding Children Board 01628 683234
- Local Authority Designated Officer (LADO): 01628 683194
- Email: [lscb@rbwm.gov.uk](mailto:lscb@rbwm.gov.uk)
- MASH Team: 01628 685991

## **SAFEGUARDING POLICY STATEMENT**

‘Wraysbury Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share in this commitment’

### **1. Introduction**

The following policy explains the procedures and practices of Wraysbury Primary School in relation to Safeguarding Children and Child Protection. There are many areas of overlap with other policies which are referenced in the relevant paragraphs.

The **Local Safeguarding Children Board (LSCB)** is the key statutory mechanism for agreeing how relevant organisations will co-operate to safeguard and promote the welfare of children and ensure the effectiveness of what they do.

This document is an overview of safeguarding at Wraysbury Primary school. In the case of any serious incident reference should be made to formal LSCB guidance.

### **2. Procedures**

#### **“Every Child Matters”**

When the government published “Every Child Matters” it raised 5 key issues that were deemed essential to the complete development of each and every child. These issues stated that every child must:

- be and stay safe
- be healthy
- be able to enjoy and achieve
- be able to achieve economic well-being
- make a positive contribution

There is still the need to embrace this document.

### **3. Awareness and Prevention**

The government has updated the policy Keeping Children Safe in Education 2016 and this school has used this in formulating its own safeguarding statement as well as “Working Together to safeguard Children” and “The Prevent Duty”

The definition of Safeguarding Children that the school works to is:

- Protecting children from maltreatment
- Preventing impairment of children’s health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- To undertake its role so as to enable children to have optimum life chances and enter adulthood successfully. (Reference Working Together to Safeguard Children 2010 and 2013)

This definition covers the full spectrum of safeguarding:

**Universal safeguarding** – Working to keep all children and young people safe and create safe environments for all children.

**Targeted safeguarding** – Some groups of children are more at risk than others, and it is important to target policies and services to these groups, to help keep them safe from harm i.e. children with additional needs or children in need.

**Responsive safeguarding** – Unfortunately, no matter what we do, there will always be some children and young people who suffer harm. We need to respond quickly and appropriately when this happens – supporting children and dealing with those who harm them i.e. children in need of protection (Reference Stay Safe Action Plan DCSF 2008).

The school also works within a child protection system. Child protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering or are likely to suffer significant harm.

### **Wraysbury Primary School Safeguarding Children Statement**

Wraysbury Primary School fully recognises its responsibilities for safeguarding and promoting the health and well-being of all the children in its care. Our Designated Safeguarding representative for the school is the Headteacher and the deputy designated representatives are the Deputy Headteacher, Myles Gresswell and Rebecca Lloyd the Child and Family Support Worker. Dianne Cranmer is the Governor representative for Safeguarding.

We therefore strive to:

- Ensure we practise safer recruitment in compliance with the LSCB Standards for Safer Recruitment 2010
- Raise awareness of safeguarding issues and equip children with the skills needed to keep them safe
- Implement the Windsor and Maidenhead and LSCB procedures for identifying and reporting cases, or suspected cases, of abuse.
- Support children who have been abused in accordance with the Windsor and Maidenhead LSCB procedures
- Establish a safe environment in which children can learn and develop
- Ensure that all staff receive appropriate safeguarding training in compliance with the LSCB Training Strategy

We are aware that because of the day-to-day contact with the children, school staff are well placed to observe the outward signs of harm. We, therefore, work hard to:-

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to
- Ensure children know that there are adults in the school whom they can approach if they are worried

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

We are aware that children who are significantly harmed or at risk of significant harm or who 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 children through:

- The content of the curriculum
- Supporting the appropriate assessment of their needs
- The school ethos, which promotes a positive, supportive and secure environment and gives children a sense of being valued
- The school behaviour policy, which is aimed at supporting vulnerable children in the school. The school will ensure that the child knows that some behaviour is unacceptable but they are valued and not blamed for any harm, which has occurred
- The school Anti- Bullying Policy is also aimed at protecting vulnerable pupils who may have been victims of abuse
- Liaison with other agencies that support the child such as Children and Family Services, Child and Adolescent Mental Health Service, Education Welfare Service and Educational Psychology Service

#### **5. The Health and Safety Policy**

The school has a health and safety policy, which is monitored each year by the school governors. A copy of this policy can be viewed at the school office or on the website. In addition to the Health and Safety Policy there are policies regarding Food. This determines safe practices in school and the Kitchen/ Dining Room.

The school undertakes a monitoring sheet on a termly basis. The Head Teacher, the member of staff with responsibility for Health and Safety and the Governors with responsibility for Health and Safety oversee this.

Each term there is a fire drill that practises efficient evacuation from the buildings. The school conducts an annual Fire Risk Assessment. There is also a critical incident plan that details what staff and visitors should do in the case of emergencies. Lockdown procedures are also practised regularly.

Risk Assessments are undertaken for activities, visits and trips as well as to assess the areas of the site and activities that take place on the site.

#### **6. First Aid**

In school there are trained members of staff who oversee first aid. There is a detailed Welfare Policy with a protocol for staff to follow. For guidance around giving pupils medicine there is a Supporting Children with Medical Needs Policy.

For matters of an intimate nature, staff are informed to deal with a child with utmost sensitivity and always to seek guidance from the Head Teacher or Deputy. See the separate Intimate Care Policy.

## **7. Site security**

Wraysbury Primary School provides a secure site, which is controlled by precise management directives to which everyone on site must adhere. Laxity can cause potential problems to safeguarding. Therefore:

- Gates are kept locked except at the beginning and end of the school day
- Visitors, volunteers and students must only enter through the main entrance and after signing in at the office window. Visitors/contractors will be encouraged to make appointments, documented on the weekly planner/whiteboard.
- Children will only be allowed home with adults with parental responsibility or confirmed permission
- Children should never be allowed to leave school alone during school hours, and only Year 6 can leave unaccompanied at the end of the day if they have a gate pass.

## **8. Attendance**

Excellent attendance is expected of all children. When children are unwell parents are expected to confirm absence by telephone immediately. If there is no notification school has a policy of texting home and following up to ascertain each child's whereabouts. See absence flow chart.

The school works closely with the Local Authority's Education Welfare Officer whenever a child's attendance and punctuality causes concern. Attendance rates are collated each term and discussed termly with EWO. Positive measures are in place to encourage children to attend regularly and punctually and the school has a duty to report such issues to the LA and the LA has a duty to consider investigating the issues and in some cases to instigate legal action (see Attendance Policy and the Children Missing in Education Procedures). The school will report to the LA where a child has failed to attend school for 10 days or more without permission.

## **9. Confidentiality**

Appointments of staff and induction of newly appointed staff, Governors, volunteers and work experience placements:

All staff appointed to the school will be in compliance with the Safer Recruitment guidelines and will operate within the LSCB Standards for Safer Recruitment procedures (2010). People working and volunteering in school are required to have an enhanced Criminal Record Bureau (DBS) check. This will provide any information to the registered body on any convictions, cautions or other police information relevant to the work. The Local Authority will consider the relevance of information on the DBS clearance and may seek further information in line with the Safer Recruitment Policy if there is a cause for concern. Where there is a considered risk to working with Children a decision will be taken by the Local Authority in consultation with the Headteacher and/or Chair of Governors as to whether to progress the appointment or not.

At least one member of the recruitment panel will have completed the accredited safer recruitment training. This can be accredited through the Council's one-day training course or the National College for School Leadership (NCSL) accredited train the trainer two-day course. The Headteacher Deputy Head and Business Manager have completed this course within the last three years.

All new staff in the school will receive an induction programme including safeguarding children.

New school staff will undergo Child Protection Awareness training and current staff will renew it at least every 3 years but often yearly at the Induction Meetings each September. Every member of

staff will complete a “Disclosure by Association” form or “School Staff Disqualification Declaration” each year. See Safer Recruitment Policy.

#### **10. Volunteers/Visitors**

Visitors, who do not yet have clearance, will under no circumstance be left alone with a child or group of children.

##### **Welcoming visitors**

It is the responsibility of the employing statutory agency of the professional personnel visiting schools to ensure that their staff, have appropriate and up to date DBS checks in place. The school will assume that these appropriate DBS checks are in place but can request confirmation of staff identity and DBS clearance at any time should they deem it necessary. All professional personnel visiting schools will have appropriate identity, which they must produce upon visiting the school. The school will check identity of staff before admittance into the school and all visitors will be expected to sign in. People undertaking work on site who may not have a DBS check as it is not pertinent to their employment will not have unaccompanied access to children.

All other visitors to the school will be accompanied at all times by staff in the school.

#### **11. The Child Protection Policy**

The designated person for Child Protection is the Headteacher and the deputies are the Deputy Headteacher and Child and Family Support Worker. There is also the designated governor responsible for liaising with the local authority and/or partner agencies, as appropriate in the event of allegations being made against the Headteacher is the Chair. There is a detailed Child Protection Policy, which will be attached to this document. It is the Governing Body’s duty to ensure the policy is reviewed annually and any deficiencies within the policy addressed immediately. Certain governors and all staff have had appropriate Child Protection Training, which is updated at least every three years.

The school has a Physical Intervention and Handling policy which includes a statement on physical restraint. This school follows DCSF guidelines 2011 which asserts that reasonable force may be used if there is the possibility that a child may be about to cause harm to him/ herself or to another. On no occasion should such physical contact be used as a punishment.

All concerns regarding children at risk of significant harm will be dealt with following the LSCB Procedures via the schools Child Protection Coordinator – the Headteacher

#### **12. The Design of the Curriculum and the Extra Curriculum Agenda**

The curriculum deals with safeguarding in two ways. Firstly, the curriculum, in Personal, Social, Health and Citizenship Education, where relevant issues are discussed with the children. Topics include such themes as Drugs, Sex and Relationships and Stranger Danger. Children are encouraged to explore and reflect upon these issues.

Secondly, the curriculum is designed so that safety issues within the subject are discussed, and safe practices taught, such as using equipment properly in PE and Design and Technology. At all times there has to be appropriate staffing levels and when the curriculum is taken out of school, appropriate and agreed pupil/adult ratios are maintained. The lead adult always assesses visits as to the level of risk and all trips are finally authorised by the Head Teacher.

Visiting speakers, with correct clearance, are always welcome into school so that they can give specialist knowledge to the children.

Introduction and development of the use of the PSHE Jigsaw materials will help to develop resilience and reduce vulnerability. The resource helps to teach social, emotional and behavioural skills to all pupils helping to raise self-esteem. Children and young people with good self esteem value and seek to protect themselves and others.

### **13. Internet Safety**

Children should be encouraged to use the internet as much as is possible, but, at all times, in a safe way. If teachers know of misuse, either by a teacher or child, the issue should be reported to the Head Teacher without delay. Systems are in place to ensure that access to the internet is filtered through the borough scheme. The School has an Internet Safety Policy which is revisited regularly with the children and training sessions are held for parents.

### **14. Diversity and Equality**

*(To include duties for Race, Gender and Disability)*

At Wraysbury Primary school we try to ensure that everyone is treated fairly. All children are given equal access to the school and its curriculum and all at Wraysbury Primary School are considered equal in the learning partnership. When children have special needs we make arrangements to inform parents and design specific programmes.

Children with disabilities must be able to take a full and active part in every lesson and every measure must be taken to ensure this.

### **15. Behaviour policy**

Good behaviour is essential in any community and at Wraysbury Primary School we have high expectations for this. Our Behaviour Policy details the rewards and sanctions available to staff. Although the emphasis is always on the positive there are also times when children have to be disciplined in order to maintain the safety and security of all children.

### **16. Anti-Bullying Policy**

There is a detailed Anti-bullying Policy that is available from the school office or the school website.

### **17. Racial tolerance**

In line with the Racial Equality Policy the school asserts that pupils will be prepared for an ethnically diverse society. The school will work hard to promote racial equality and harmony by preventing and challenging racism.

Racism is tackled in both the RE and in the PSHE curriculum. There is a Handling Racial Incidents Policy.

### **18. Record Keeping**

We take account of guidance issued by the Department for Children, Schools and Families and the outcomes of 'Every Child Matters to:-

- Keep written records of concerns about children, even where there is no need to refer immediately
- Ensure all records are kept securely; separate from the main pupil file, and in locked locations.

- Ensure that, when a child on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

### **19. Photographing and videoing**

At Wraysbury Primary School we have taken a sensible, balanced approach to photographs and videoing in schools and school activities outside the school. The school will seek individual permission from parents/guardian to photograph the individual child; this will be done upon entry to the school and at the beginning of the school year. For group activities permission will be sought from all parents/guardians. If an individual parent does not agree to the photographing or videoing of their child in the group activity this may prohibit photographing or videoing the group activity or it will be done sensitively without including the specific child in the photographs or video.

The school will operate within the above guidelines, which allows parents to photograph or video at group events but the material must not be put on social networking sites or emailed to others.

### **20. Whistle-blowing or Allegations against a member of staff**

Any member of staff or visitor to the school who has concerns about people working with children and their suitability, whether they work in a paid or unpaid capacity has a responsibility to follow the LSCB Managing Allegations Against People who work with Children Procedures.

### **21. The Prevent Duty**

As from July 2015 all members of the school staff have a duty to have "due regard to the need to Prevent people from being drawn into terrorism". The school will assess the risk using the "Prevent Toolkit". The general safeguarding principles mentioned above apply to keeping children safe from the risk of radicalisation. All concerns will be passed to the Headteacher or Deputy Headteacher who have undergone "Prevent" training. They will assess whether a referral to "Channel" is appropriate.

As a school we will be aware of the signs and symptoms of a young person being at risk of becoming radicalised:-

- spending increasing time in the company of other suspected extremists;
- changing their style of dress or personal appearance to accord with the group;
- their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause;
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups);
- attempts to recruit others to the group/cause/ideology;
- communications with others that suggest identification with a group/cause/ideology.

The examples above are not exhaustive and vulnerability may manifest itself in other ways.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/118194/channel-guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/118194/channel-guidance.pdf)

### **22. FGM**

The school will activate safeguarding procedures with concerns regarding the potential for FGM to take place. The school will contact the police if they discover that an act of FGM appears to have been carried out on a girl under 18.



# Child Protection Policy

## Introduction

The Governing Body of our school is responsible for ensuring the annual review of this policy, and for reporting back to the Local Authority. The Governing Body understands, takes seriously and fulfils its safeguarding responsibilities under section 175 of the Education Act 2002 to safeguard and promote the welfare of children;

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"

We recognise that all staff 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. We believe that our school should provide safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child.

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' 2013

'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

'Safeguarding Children in Education 2016

Berkshire LCSB

'<http://proceduresonline.com/berks>'

"Safeguarding in schools: best practice", released 02 Sept 2011 Ofsted

The aims of this policy are:

- 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 develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse
- 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.

## **Procedures**

We have a Designated Person for Child Protection who is a member of the Senior Leadership Team and two deputies who have undertaken appropriate training for the role, as recommended by the LA, within the past two years.

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 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 arranged or delivered by the Designated Person 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 Volunteers policy will 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.

Our Single Central Record includes all checks on staff and regular volunteers' suitability including DBS checks as recommended by the LA and in accordance with current legislation.

The name of any member of staff considered not suitable to work with children will be notified to the DFE Teachers' Misconduct Team, with the advice and support of Human Resources and in accordance with the NEOST guidance and related regulations

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.

## **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 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.

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:

- Maintaining 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
- 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 (including the LSCB) and those agencies involved in the safeguarding of children
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty and promote safeguarding agencies to the children.
- 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.

## **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. Care will be taken not to discuss children in shared areas. Sensitive phone calls will not be made from the main office.

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.

## **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 and Positive Handling Policy. We understand that staff should have access to advice on the boundaries of appropriate behaviour.

## **Allegations against staff**

All school staff should take care not to place themselves in a vulnerable position with a child.

All staff should be aware of the school's behaviour/discipline policy.

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 Local Authority Designated Officer (LADO).

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 the 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 on First Class.

Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult (with the LADO) 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.

### **Allegations against Pupils**

We also have an Allegations against Pupils Policy which details procedures that should be followed if there is an allegation against a pupil/ another child (see policy).

### **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. RBWM 'Raising Concerns at Work (Whistle-blowing Policy) for Schools' is available on FirstClass and sets out actions to be taken.

### **Physical Intervention**

Our policy on physical intervention by staff is set out separately, as part of our Behaviour Policy. It complies with LA Guidance, 'The Use of Force to Control or Restrain Pupils' November 2007. This policy states that staff must only ever use physical intervention as a last resort, eg. when a child is endangering him/herself or others and that, at all times it must be the minimal force necessary to prevent injury to another person.

## **APPENDIX 1**

### **Role of the Designated Person for Child Protection**

1. Making referrals to Social Care if there are concerns about a child's welfare, possible abuse or neglect.
2. Ensuring that detailed and accurate written records of concerns about a child are kept even if there is no need to make an immediate referral.
3. Ensuring 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. An indication of further record-keeping should be marked on the pupil's general record.
4. Acting as a focal point for staff concerns and liaising with other agencies and professionals.
5. Ensuring that either they or another appropriately informed member of staff attends case conferences or other planning meetings, contributes to the assessment process, and provides a report which has been shared with the parents.
6. Ensuring that any absence, without satisfactory explanation, of a pupil currently subject to a child protection plan is referred to their Education Welfare Officer and the key worker for the child protection plan immediately.
7. Ensuring that all school staff are aware of the school's CP policy and procedures, and know how to recognise and refer any concerns.
8. Keeping themselves up to date with knowledge to enable them to fulfil their role, including attending relevant training, at least every two years.
9. Ensuring that all staff receive basic Child Protection awareness training at least every three years.
10. Providing an annual report for the Governing Body, detailing any training undertaken by staff and Governors, number and type of incidents/cases, referrals to Children's Social Care and children subject to Child Protection Plans (anonymised).
11. Notifying Social Care when a child attending the school is privately fostered.
12. Ensuring that any concerns about a pupil who leaves the school are forwarded under confidential cover to the Designated Person at the pupil's new school as a matter of urgency. The original copy of significant documents will be retained at our school, and photocopies forwarded as above.

### **Governing Body collective responsibilities for Child Protection**

- The school has a child protection policy and procedures in place that are in accordance with LSCB guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request.
- The school operates safe recruitment procedures and makes sure that all appropriate checks are carried out prior to appointment on new staff and volunteers who will work with children, including Disclosure and Barring (DBS) checks. The school maintains personnel records with a safeguarding checklist on each file. Safe recruitment practice means scrutinising applicants, verifying identity and any academic or vocational qualifications, obtaining professional and character references, checking previous employment history and that a candidate has the health and physical capacity for the job, through an online assessment.
- The school has procedures for dealing with allegations of abuse and neglect against members of staff and volunteers that comply with guidance from the LSCB 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.
- In addition to basic child protection awareness training, the designated person undertakes training in inter-agency working that is provided by, or to standards agreed by, the LSCB, and refresher training at 2 yearly intervals to keep his/her knowledge and skills up to date.
- The Headteacher 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 3 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.
- 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 headteacher. Child protection is a collective responsibility for the governing body.
- The governing body reviews its safeguarding policies and procedures annually.

### **APPENDIX 3 – Reporting a disclosure**

#### **REMEMBER YOU HAVE A STATUTORY DUTY UNDER THE EDUCATION ACT 2002 TO PASS ON ANY CHILD PROTECTION CONCERNS ABOUT A CHILD**

**Receive      Reassure      React      Record      Refer      Reflect**

##### **RECEIVE**

- If a child wants to talk to you, never ask them to come back later. Ask them what they want to talk to you about and, if you are concerned about their welfare, give them the time to speak to you.
- Never promise confidentiality, inform the child that you are happy to talk to them but if they tell you anything that you believe may be putting them at harm that you will have to talk to someone.
- Listen carefully to the child. Do not stop a child who is freely recalling information.
- Where a child is visibly upset or has an obvious injury, it is good practice to ask a child why they are upset or how an injury was caused, or respond to a child wanting to talk to you to help clarify vague concerns and result in the right action being taken.

##### **REASSURE**

- Ensure that the child is aware that they have done the right thing in talking to you and that they have not done anything wrong.
- If you have any concerns that the child has been, or is at risk of harm, you must tell them that you will speak to someone to get help.

##### **REACT**

- If you need to clarify information ask open-ended questions e.g. *"Is there anything you'd like to tell me?"*, *"Can you explain to me..."*, *"Can you describe to me...."*
- **Never** ask leading or suggestive questions e.g. *'Did he/she do anything that they shouldn't have done?'*
- **Never** ask 'accusing' questions e.g. *"Why didn't you tell someone earlier?"*
- **Never** criticise the alleged perpetrator, it may be someone that they will continue to live with.
- **Never** ask the pupil to repeat their disclosure for any other member of staff, it is your responsibility to share the information

These four factors may compromise enquiries that need to be made later by children's social care or Police.

##### **RECORD**

- Make notes as soon as possible afterwards using the words that the child has used.
- Do not record your assumptions and interpretations, just what you heard and saw.
- Do not destroy original notes even if you later write things up more neatly and fully.
- Record the date, time and place of the disclosure.
- Sign any written records and identify your position in the school setting.

##### **REFER**

Immediately inform the Designated Senior Person for child protection or in their absence the Deputy Designated Senior Person for child protection who will be responsible for making a decision on the next step.

##### **REFLECT**

Ask yourself if you have done everything you can within your role. Refer any remaining concerns to the designated teacher, e.g. any knowledge of siblings in the school, or previous contact with parents. Dealing with disclosures can be difficult and disturbing; you should seek support for yourself via the support within your school or an alternative source but be aware of principles of confidentiality

## The child protection process

