



HEBBURN COMPREHENSIVE SCHOOL

CHILD PROTECTION POLICY

RATIFIED BY GOVERNORS: NOVEMBER 2009

REVIEW DATE: OCTOBER 2010

INTRODUCTION

In Hebburn Comprehensive School, we fully recognise our responsibility to have arrangements about safeguarding and promoting the welfare of children.

'Through their day-to-day contact with pupils and direct work with families, education staff have a crucial role to play in noticing indicators of possible abuse or neglect, and in referring concerns to the appropriate agency, normally the social services department'.

('Working Together to Safeguard Children 1999', Department of Health, Home Office, Department for Education and Employment, 1999)

"These requirements underpin and reinforce the common duty of care and sit alongside other statutory duties in this area, for example health and safety and dealing with bullying"

(Circular DFES/0027/2004)

Section 175 of the Education Act 2002 states:

- A local education authority shall make arrangements for ensuring that the functions conferred on them in their capacity as a local education authority are exercised with a view to safeguarding and promoting the welfare of children
- The Governing Body of a maintained school shall make arrangements for ensuring that functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school¹
- An authority or body ... shall have regard to any guidance given from time to time by the Secretary of State

Legislation makes Child Protection responsibilities clear and gives governors, as employers, the ability to dismiss or otherwise discipline Head Teachers and teachers who fail in this duty. In Hebburn Comprehensive School, it is fully accepted that **all** adults carry a duty of care and responsibility within the remit of safeguarding and protecting

¹ Definitions

- Child means a person under the age of eighteen
- Maintained school means a community, foundation or voluntary school, a community or foundation special school or a maintained nursery school
- Welfare is defined as health happiness prosperity and well being of a person.

children and that a failure in duty of care by any member of staff could result in disciplinary action.

There are four main elements to our policy:

PREVENTION: through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole-school protective ethos.

PROCEDURES: for identifying and reporting cases, or suspected cases, of abuse.

SUPPORT TO PUPILS: who may have been subjected to abuse.

RECRUITMENT: preventing unsuitable people working with children and young people.

Our policy applies to all staff (teaching and support) and to all volunteers working in the school, including community education staff and governors. Any member of staff, regardless of role, can be the first point of disclosure for a child. Concerned parents may also contact school governors.

1. PREVENTION:

1.1 We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult all help prevention.

1.2 The school will therefore:

- Establish and maintain an ethos where children feel secure, are encouraged to talk, and are listened to.
- Ensure that children know that there are adults in the school whom they can approach if they are worried or in difficulty.
- Include in the curriculum, activities and opportunities for PSHE which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help.
- Include, in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills.

2 PROCEDURES:

- 2.1 We will follow the procedures set out in 'Interagency Procedures' produced by South Tyneside Safeguarding Children Board, and in "What To Do If You're Worried A Child is Being Abused" (DfES 2006).

Copies can be downloaded from :www.stscb.org.uk/ for LSCB procedures and www.teachernet.gov.uk/publications for "What to do if....."

The school will:

- Ensure it has a designated senior member of staff and a deputy, who have both undertaken appropriate training, updated at least biennially.
 - Continue to recognise the importance of the role of the designated teacher and arrange support and training.
 - Ensure that there are contingency arrangements, should neither the designated member of staff nor the deputy be available.
 - Ensure that the designated member of staff will take advice from a Child Protection specialist when managing complex cases.
- 2.2 Ensure every member of staff and every governor knows:
- The name of the designated person (Mrs B Anderson) and deputy (Mrs S Hunter) and their role.
 - That they have an individual responsibility for referring Child Protection concerns using the proper channels and within the timescales set out in the South Tyneside Safeguarding Children Board procedures.
 - Where the School's Child Protection Procedures and the STSCB Procedures and any other related guidance are located. (Portal/School Office/Staff Handbook)
 - Ensure that parents have an understanding of the responsibility placed on the school and staff for Child Protection by setting out its obligations in the school prospectus, available on the web site and given to parents of all new admissions.
- 2.3 Provide training for all staff from the point of their induction, and updated every three years at a minimum, so that they know:
- Their personal responsibility;
 - The STSCB procedures;
 - The need to be vigilant in identifying cases of abuse;
 - How to support and to respond to a child who makes a disclosure, following the in-house pathway documentation.
- 2.4 Undertake appropriate discussion with parents/carers, prior to involvement of another agency, **unless the circumstances preclude this**. For example, if an alleged abuser is a parent or carer, to alerting him/her may place the child at further risk.
- 2.5 Notify the local Children's Services Duty team and the Education Welfare Service if:

- It should have to exclude a pupil made subject of a Child Protection plan (whether fixed-term or permanently).
- 2.6 Notify the Education Welfare Service immediately if:
- In the case of a pupil subject to a Child Protection Plan, there is an unexplained absence from school of more than two days' duration (or one day following a weekend); (or as agreed as part of any Child Protection or Core Group Plan)

The school will:

- 2.7 Work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding Child Protection matters, including prioritising attendance at, and providing written reports for, Initial Case Conferences, Core Groups and Child Protection Review Conferences.
- 2.8 Keep clear, detailed written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Services immediately.
- 2.9 Ensure all records are kept secure and in locked locations.
- 2.10 Ensure that all staff and volunteers recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner, in accordance with agreed Whistle-blowing policies.

3 SUPPORTING THE PUPIL AT RISK

- 3.1 We recognise that children who are abused, or who witness violence, may find it difficult to develop a sense of self worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self-blame.
- 3.2 This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant, or they may be withdrawn.
- 3.3 We recognise that some children actually adopt abusive behaviours and that these children must be referred for appropriate support and intervention.
- 3.4 The school will endeavour to support the pupil through:
- The content of the curriculum, to encourage self esteem and self motivation.
 - The school ethos, which (i) promotes a positive, supportive and secure environment and (ii) gives pupils a sense of being valued.
 - The school's behaviour policy is aimed at supporting all pupils in the school, including those deemed vulnerable. All staff will agree on a consistent approach, which focuses on the behaviour of the offence committed by the child, but does not damage the pupil's sense of self worth.

- The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred.
- Liaison with other pupil support agencies, such as Children's Services (embracing Social Care & Health), Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Services and the Education Welfare Service.
- A commitment to develop productive and supportive relationships with parents, whenever it is in a pupil's best interest to do so.
- Recognition that children living in a home environment where there is domestic violence, drug or alcohol abuse are vulnerable and in need of support and protection.
- Monitoring, with vigilance, children's welfare, keeping records and notifying Social Services as soon as there is a recurrence of a concern.
- When a pupil subject to a Child Protection Plan leaves the school, information will be transferred to the new school immediately, with the insistence on receipts confirming the transfer.

4 PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN

- 4.1 The school will operate Safe Recruitment practices, including ensuring appropriate CRB and reference checks are undertaken according to Circular DfES/0278/2002 Child Protection: Preventing Unsuitable People from Working with Children and Young People in the Education Service.
- 4.2 The school will consult with the Local Authority Designated Officer (LADO) for Child Protection in the event of an allegation being made against a member of staff and adhere to the relevant procedures set out in the Education Child Protection Procedures, STSCB procedures and the school's Procedures for Dealing with Allegations of Abuse made against Staff.
- 4.3 The school will ensure that any disciplinary proceedings against staff relating to Child Protection matters are concluded in full, even when the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.
- 4.4 The school will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents as advised by the Local Authority's Code of Conduct.
- 4.5 The school will ensure that staff and volunteers are aware that sexual relationships with pupils under the age of 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).

5 OTHER RELEVANT POLICIES

5.1 Physical Intervention

- Our policy on physical intervention by staff is set out in a separate document and is kept under review by the Governing Body. We acknowledge that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person.
- 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.

5.2 Bullying

- Our policy on bullying is set out in a separate document and is kept under review by the Governing Body. We acknowledge that to allow or condone bullying may lead to consideration under Child Protection procedures.

5.3 Racist Incidents

- Our policy on racist incidents is set out in a separate document and is kept under review by the Governing Body. We acknowledge that repeated racist incidents or a single serious incident may lead to consideration under Child Protection procedures.

5.4 Health & Safety

- Our Health & Safety policy is set out in a separate document and is kept under review by the Governing Body. It reflects the consideration we give to the protection of our children both within the school environment and away from the school when undertaking school trips and visits.

5.5 Children with Statements of Special Educational Needs

- We recognise that children with behavioural difficulties and disabilities are statistically most vulnerable to abuse. School staff who deal with children with profound and multiple disabilities, cerebral palsy, sensory impairment and / or emotional and behavioural problems are particularly sensitive to signs of abuse.

5.6 Confidentiality and Information Sharing

- Staff will ensure confidentiality protocols are adhered to and that information is shared appropriately. If in any doubts about confidentiality, staff will seek advice from a senior manager or outside agency, as required.

- The Head Teacher, Designated Teacher or deputy will disclose any information about a pupil to other members of staff on a 'need-to-know' basis only.
- 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 in the process of disclosing that they will be able to maintain confidentiality.

6 GOVERNING BODY CHILD PROTECTION RESPONSIBILITIES

- 6.1 The Governing Body is accountable for ensuring that the school has effective policies and procedures in place in accordance with DCSF 'Safeguarding Children in Education' guidance, and for monitoring the school's compliance with the guidance.

Neither the Governing Body, nor individual governors, has 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 a member of staff).

The Governing Body has designated an individual member of the Governing Body (Mrs L Pinder) to champion Child Protection issues within the school, liaise with the Head teacher about them, and provide information and reports to the Governing Body at termly meetings

All members of the Governing Body undertake training about Child Protection to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities.

- 6.2 The Governing Body will ensure that the school:

- Has a Child Protection Policy and procedures in place which are in accordance with LA guidance and locally agreed inter-agency procedures; and that the policy is made available to parents on request.
- Operates safe recruitment procedures and makes sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including Criminal Record Bureau and List 99 checks.
- Follows the procedures as laid down by the STSCB and the LA for dealing with allegations of abuse by members of staff and volunteers.
- 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 training, the designated person undertakes training in inter-agency working that is provided by, or

- The Head teacher, and all other staff who work with children undertake appropriate training to equip them to carry out their responsibilities for Child Protection effectively; this training is kept up to date by refresher training at three-yearly intervals, and temporary staff and volunteers who work with children are made aware of the school's arrangements for Child Protection and their responsibilities.
- Remedies, without delay, any deficiencies or weaknesses in regard to Child Protection arrangements which are brought to its attention.
- A member of the Governing Body (usually the Chair) is nominated to be responsible for liaising with the LA and /or partner agencies, as appropriate, in the event of allegations of abuse being made against the Head Teacher.
- Reviews its policies and procedures annually and provides information to the LA about them and about how the above duties have been discharged.

6.3 Where services or activities are provided separately by another body, the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and Child Protection and that there are arrangements to liaise with the school on these matters, where appropriate.

RESPONSIBILITIES AND CONTACT

HEADTEACHER: Mr D N Anderson

DESIGNATED TEACHER: Mrs B Anderson

DEPUTY DESIGNATED STAFF
MEMBER: Mrs S Hunter

DESIGNATED GOVERNOR: Mrs L Pinder

Children and Young People's Directorate

SENIOR EDUCATION WELFARE OFFICER / CHILD PROTECTION:

RUSS SAUNDERS. **0191 4249927**

Children and Young People's Directorate

SOCIAL WORK DUTY TEAM: **0191 4245010**

Children and Young People's Directorate:

OUT OF OFFICE HOURS SOCIAL WORK TEAM **0191 4562093**

Children and Young People's Directorate Local Authority Designated Officer, Allegations Management

CHILDREN'S STANDARDS UNIT: **0191 4545021**

Appendix A

Standards For Effective Child Protection Practice In Schools

In best practice, schools:

1. Have an ethos in which children feel secure, their viewpoints are valued, and they are encouraged to talk and are listened to;
2. Provide suitable support and guidance so that pupils have a range of appropriate adults to whom they can turn if they are worried or in difficulties;
3. Work with parents to build an understanding of the school's responsibility to ensure the welfare of all children and a recognition that this may occasionally require children to be referred to investigative agencies as a constructive and helpful measure;
4. Are vigilant in cases of suspected child abuse, recognising the signs and symptoms, have clear procedures whereby teachers report such cases to senior staff and are aware of local procedures so that information is effectively passed on to the relevant professionals;
5. Monitor children who have been identified as at risk, keeping, in a secure place, clear records of pupils' progress, maintaining sound policies on confidentiality, providing information to other professionals, submitting reports to case conferences and attending case conferences;
6. Support Child Protection training and provide training to school staff every three years and to designated teachers every two years, to ensure their skills and expertise are up to date, through ensuring that targeted funding for this work is used solely for this purpose;
7. Contribute to an inter-agency approach to Child Protection by developing effective and supportive liaison with other agencies;
8. Use the curriculum to raise pupils' awareness and build confidence so that pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others, taking into account of the guidance for Governors on Sex and Relationships Education in circular 5/94;
9. Provide clear policy statements for parents, staff and children on this and on both positive behaviour policies and the school's approach to bullying;
10. Have a clear understanding of the various types of bullying, and act promptly and firmly to combat it, making sure that pupils are aware of the school's position on this issue and whom they can contact for support;
11. Take particular care that pupils with SEN, who may be especially vulnerable to abuse, are supported effectively with particular attention paid to ensuring that those with communication difficulties are enabled

12. Have a clear policy about the handling of Allegations of Abuse by Members of Staff, ensuring that all staff are fully aware of the procedures and that they are followed correctly at all times, using the guidance set down in circular DFES/0027/2004 Safeguarding Children in Education;
13. Have a written whole-school policy, produced, owned and regularly reviewed by school staff, and which clearly outlines the school's position and positive action in respect of the aforementioned standards;
14. Ensure that specified information is passed on in a timely manner to the LA for monitoring purposes.