

# ST GEORGE'S



## JUNIOR SCHOOL

S H R E W S B U R Y

**CHILD PROTECTION & SAFEGUARDING POLICY**  
**SEPTEMBER 2015**  
(Keeping Children Safe in Education)

The policy reflects current legislation, accepted best practice and complies with the government guidance: Working Together to Safeguard Children March 2015 and Keeping Children Safe in Education April 2015

Other policies that need to be taken into account are:

- *anti-bullying and discrimination*
- *personal, social health and economic education*
- *Drugs*
- *Confidentiality*
- *Behaviour and Attendance*
- *Special Needs*
- *Health and Safety*
- *Safe Recruitment*
- *Physical Intervention*
- *E-safety*
- *Management of Allegations*
- *Intimate Care*
- *Policy for the use of Mobile Phones and Cameras*
- *Medical Needs*
- *Staff conduct policy (Code of Conduct)*
- *Whistle Blowing*
- *Looked After Children*

These policies are available on request via the School Office.

Schools (including independent schools, non-maintained special schools Academies and free schools) and Further Education (FE) institutions should give effect to their duty to safeguard and promote the welfare of their pupils under section 175/157 the Education Act 2002 and where appropriate under the Children Act 1989 by:

- creating and maintaining a safe learning environment for children and young people; and,
- identifying where there are child welfare concerns and taking action to address them, in partnership with other organisations where appropriate.

Governing bodies and proprietors should consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social health and economic education (PSHE), and/or – for maintained schools and colleges – through sex and relationship education (SRE).

## **Working Together To Safeguard Children 2015 & Keeping Children Safe in Education 2015**

### **Statutory duties that apply to schools**

Schools should have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children, including:

- ensuring that the school or college contributes to inter-agency working in line with statutory guidance *Working Together to Safeguard Children 2015*. This includes providing a co-ordinated offer of early help when additional needs of children are

identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans

- a clear line of accountability for the commissioning and/or provision of services designed to safeguard and promote the welfare of children;
- a senior member of staff to take leadership responsibility for the school's safeguarding arrangements;
- a culture of listening to children and taking account of their wishes and feelings and ensuring there are systems in place for children to express their views and give feedback;
- ensure that there are procedures in place to handle allegations against other children;
- arrangements which set out clearly the processes for sharing information, with other professionals and with the Local Safeguarding Children Board (LSCB);
- a designated professional lead for safeguarding. Their role is to support other members of staff, to recognise the needs of children, including rescue from possible abuse or neglect. Designated leads roles should always be explicitly defined in job descriptions. They should be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively;
- creating a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people that might abuse children (see Page 19 Keeping Children Safe in Education 2015);
- all staff members should also receive appropriate child protection training which is regularly updated and designated leads trained every two years;
- employers are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role;
- staff should be given a mandatory induction, which includes familiarisation with child protection responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare. Staff in schools and colleges should ensure that **all staff read at least part one of Keeping Children Safe in Education 2015**;
- ensure there is an effective child protection policy in place together with a staff behaviour policy (code of conduct). Both should be provided to all staff – including temporary staff and volunteers – on induction;
- all professionals should have regular reviews of their own practice to ensure they improve over time;
- all schools and colleges have to be compliant with the requirements of the Local Safeguarding Children Board (LSCB), In Shropshire this includes regular auditing of child protection procedures;

- clear policies in line with those from the Local Safeguarding Children Board (LSCB) for dealing with allegations against people who work with children. An allegation may relate to a person who works with children who has:
  - behaved in a way that has harmed a child, or may have harmed a child;
  - possibly committed a criminal offence against or related to a child; or
  - behaved towards a child or children in a way that indicates they may pose a risk of harm to children

In addition:

- The Local Authority Designated Officer (LADO) to be involved in the management and oversight of individual cases. The LADO should provide advice and guidance to schools, liaising with the police and other agencies and monitoring the progress of cases to ensure that they are dealt with as quickly as possible, consistent with a thorough and fair process;
- any allegation should be reported immediately to the Headteacher within the school. The LADO should also be informed within one working day of all allegations that come to an employer's attention or that are made directly to the police; and
- if an organisation removes an individual (paid worker or unpaid volunteer) from work such as looking after children (or would have, had the person not left first) because the person poses a risk of harm to children, the organisation must make a referral to the Disclosure and Barring Service. It is an offence to fail to make a referral without good reason.

In addition to these section 11 duties, which apply to schools, further safeguarding duties are also placed on them through other statutes. The key duties that fall on schools are set out below.

### **Schools and colleges**

*Section 175 of the Education Act 2002 places a duty on local authorities (in relation to their education functions and governing bodies of maintained schools and further education institutions, which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools (which include Academies and free schools) by virtue of regulations made under section 157 of the same Act.*

*In order to fulfil their duty under sections 157 and 175 of the Education Act 2002, all educational settings to whom the duty applies should have in place the arrangements as set out above. In addition schools should have regard to specific guidance given by the Secretary of State under sections 157 and 175 of the Education Act 2002 namely, Safeguarding Children and Safer Recruitment in Education and Dealing with allegations of abuse against teachers and other staff.*

## Introduction

At St George's Junior 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

*Ultimately, effective safeguarding of children can only be achieved by putting children at the centre of the system, and by every individual and agency playing their full part, working together to meet the needs of our most vulnerable children in line with Working Together 2015 and Keeping Children Safe in Education 2015*

### 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, health and safety and other safeguarding responsibilities
- emphasise the 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

## Responsibilities

### i. The governing body:

- has trained link governor(s) for:
  - child protection, named: Mrs Mary Stockton  
who will attend training/updates every three years<sup>1</sup>
  - looked after children, named: Mrs Mary Stockton
- should ensure a member of the governing body nominated to liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Headteacher, the principal of a college or proprietor or member of governing body of an independent school.
- will ensure that the school has a child protection policy and staff behaviour policy which should include amongst other things staff/pupil relationships and communications including the use of social media. 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 Schools CB procedures

- ensure that schools and colleges create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children (Part three: Safer Recruitment. Keeping Children Safe in Education 2015).
- at least one member of an appointing panel will have attended safer recruitment training
- appoint a member of staff of the school or college's leadership team to the role of designated safeguarding lead
- must ensure the school/college keeps an up to date single central record
- 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 including cyber bullying, health and safety, drug, to ensure safeguarding.

**ii. The Headteacher will ensure that:**

- the policies and procedures adopted by the Governing Body are followed by all staff
- the policy will be updated annually, and be available publicly either via the school or college website and by other means.
- designated staff review the six monthly updates of the Shropshire Safeguarding Childrens' Board (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 and support of children and young people, and be appropriately trained
- a list of all staff and volunteers, and their safeguarding training dates is maintained
- 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.
- he/she undergoes child protection training which is updated regularly, in line with advice from the Local Safeguarding Children Board (LSCB)

### **Allegations against the Headteacher**

Where an allegation is made against the Headteacher or principal this should be referred to the chair of governor, chair of the management committee or proprietor of an Independent school as appropriate as well as the Local Authority Designated Officer (LADO) 0345 6789021 or email [lado@shropshire.gov.uk](mailto:lado@shropshire.gov.uk).

The role of the chair of governors, chair of the management committee or proprietor of an Independent school for Child Protection shall include

- Monitoring of procedures relating to liaison with the LADO, Social Care and the Police in relation to any allegations of child abuse made against the Headteacher, including attendance at Initial Action Meetings.

### **iii. The trained designated leads (Headteacher/senior managers<sup>1</sup>) for child protection:**

- 1 Mrs Sharon Munro - Headteacher
- 2 Mr Paul Glover - Deputy Headteacher

#### **will:**

- have their roles explicitly defined in their job descriptions.
- are given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively.
- The designated safeguarding lead should undergo updated child protection training every two years.
- liaise in accordance with the Shropshire Safeguarding Children's Board (SSCB) procedures when referring a pupil where there are concerns about possible abuse or harm
- where there are concerns about a member of staff being involved contact the Local Authority Designated Officer (LADO)
- be able to access the contents of the SSCB procedures and Personnel procedures (*on Shropshire Learning Gateway*) updated and make these accessible to all staff
- ensure all staff, including supply teachers, visiting professionals working with pupils in the school and volunteers are informed of the names and contact details of the designated leads and the school's procedures for safeguarding children
- support staff who attend strategy meetings and/or case conferences
- 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 leads e.g. where there are concerns about a pupil who is 'looked after'

**ensure that:**

- written records of concerns are kept, even if there is no immediate need for referral; and monitored using the Early Help Assessment Framework (EHAF)
- all child protection records are marked as such and kept securely locked, and if these are stored electronically, that they are differently password protected from the pupils' other files, and accessible only by the headteacher/designated leads
- pupil records are kept separately, and marked as appropriate to indicate other confidential records are being held elsewhere
- all absence letters are dated and clearly signed by a teacher/tutor, and that if there are concerns about attendance and a pupil's wellbeing and safety, the Education Welfare Officer is contacted
- the pupil has a Child Protection Plan, and is absent without explanation for two days, their key worker in Safeguarding is contacted.
- phone calls about absences are similarly logged and dated
- records are monitored for patterns and appropriate action is taken
- where there are existing concerns about a pupil, and they transfer to another school in this authority, a copy of information held e.g. an **EHAF** is forwarded under confidential cover and separate from the pupil's main file to the designated lead for child protection in the receiving school
- where a pupil has a **child protection plan** and transfers to another school;
  - the designated lead in Safeguarding is informed immediately
  - ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file
  - or to the Social/Children's Services within the new authority if the pupil is transferring to a school in another authority as soon as possible

**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
  - If staff members are unsure they should always speak to the designated lead. In exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to children's social care.
  - be alert to signs and symptoms of harm and abuse



- know how to respond to their duty when they have concerns or when a pupil discloses to them and to act
- know what and how to record concerns.
- all staff members should undergo child protection training which is updated regularly, in line with advice from the Shropshire Safeguarding Children's Board SSCB. (*Whole staff training every three years*)
- maintain an attitude of 'it could happen here'

### **Immediate response when a pupil discloses**

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" Do not take photographs.

- 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.

### **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 SSCB procedures
  - encouraging self-esteem and self-assertiveness
  - challenging and not condoning aggression, bullying or discriminatory behaviour
  - promoting a caring, safe and positive environment.
  - gain access to an interpreter if required to ensure the voice of the child is heard

### **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.

**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 Initial Contact Team.
- Where there are any doubts, the designated lead should clarify with Initial Contact Team 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.

*“Children want to be respected, their views to be heard, to have stable relationships with professionals built on trust and for consistent support provided for their individual needs. This should guide the behaviour of professionals. Anyone working with children should see and speak to the child; listen to what they say; take their views seriously; and work with them collaboratively when deciding how to support their needs”. WT 2015*

- 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 the above paragraph (highlighted in grey) on the school website where parents can access links to all relevant policies

**Protecting children from radicalisation**

- Our school promotes tolerance and harmony between different cultural traditions; we teach a broad and balanced curriculum which promotes the spiritual, moral and cultural development of pupils and prepares them for the opportunities, responsibilities and experiences of life. The school promotes community cohesion and safeguards against biased or unbalanced teaching and the promotion of partisan political views and ensure that when political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views.
- Government guidance on radicalisation is followed; this is available for all staff in the Safeguarding section of Shropshire Learning Gateway

## Reporting Concerns

If you think a child or young person is being harmed or is at risk of being harmed then you must contact Children Services and tell them your concerns.

It might be you that is being harmed. Do not delay, please contact us straight away - we are here to help you.

You can report your concerns online via the '[Report child abuse online - NSPCC website](#)' or phone **the Initial Contact Team on 0345 678 9021**.

If you need to report concerns **out of office hours** then please contact **the Emergency Duty Team on 0345 6789040**.

You can also speak to:

Protecting Vulnerable People (West Mercia Police): 0300 333 3000

NSPCC: 0800 800 5000

Childline: 0800 1111

## Mobile Phones and Cameras in Early Years and Foundation Stage

At St George's Junior School we have a separate policy in respect of Mobile Phone and Camera use

### Professional development

#### ▪ The governors

- recognise that all staff and volunteers who work with pupils aged up to 18 years need to have appropriate child protection training that equips them to recognise and respond to pupil welfare concerns.
- ensure staff are given mandatory induction, which includes familiarisation with the child protection policy, staff behaviour policy, the Designated leads in the school their responsibilities and procedures to be followed.
- all staff read at least part one of Keeping Children Safe in Education 2015
- monitor training including multi-agency training in the last 3 years undertaken by staff and governors to ensure their knowledge and skills are up to date.

All of the above needs to be reported to governors by:

- a report of the school's training needs assessment presented to the governors annually so that they can ensure that training is appropriately provided for all staff.
- a training register kept to indicate when staff and governors have been trained including safer recruitment and this in turn informs the *annual* report to governors.

### 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 Personal, Social, Health & Economic (PSHE) programme *in each key stage* 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.
- Internet Safety

**Policy reviewed by :** .....

This policy was written and adopted on: .....

It is due for review in twelve months on: .....