

Audlem St. James' C.E. Primary School

Safeguarding Policy
for
Children and Young People

Original Policy Date **September 2009 based upon the model policy prepared by Cheshire East Council, July 2009**

This policy is reviewed annually and is to be evaluated annually during the autumn term by the Governing Body/I.E.B.

Date of this Policy **September 2011**

TO BE APPROVED BY IEB IN AUTUMN TERM 2011

“Education staff have a crucial role to play in helping identify welfare concerns and indications of possible abuse or neglect at an early stage.”

Working Together 2006

“Schools have a duty to ensure that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of the children who are its pupils.”

Education Act 2002 Section 175

“Children become the victims or beneficiaries of adult actions”
Hugh Cunningham 2006

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Introduction the National picture

There are.....

- **11 million children in England. Of these.....**
- 200,000 children live in households where there is known high risk case of domestic abuse and violence
- 235,000 are known to be children in need
- 37,000 children subject to Care Orders
- 60,000 Looked After by Local Authority
- 29,000 subject to a Child Protection Plan
- In 2007/8 55 children were killed by their parents or by someone known to the child.

DCSF stats 31st March 2008

Safeguarding and Promoting Welfare

“Safeguarding” is an umbrella term encompassing the whole wellbeing of a child and recognises the importance of the preventative agenda. Child Protection is an important component of “safeguarding”

Definition

All adults working in education have a duty to safeguard and promote the welfare of children which is defined in the Children Act as:-

- Protecting children from maltreatment
- Preventing impairment of children’s health and development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and
- Undertaking that role so as to have optimum life chances and to enter adulthood successfully.

Working Together 2006 P34

Audlem St James’ CE Primary School recognises that every member of its staff has a key role in the prevention of harm, early identification, intervention and support for pupils at risk of significant harm and endeavours to provide an environment where children are valued and know that their concerns will be taken seriously, where young people are safe and feel safe.

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 Provide and support child protection training regularly to school staff every three years and in particular to designated teachers every two years to ensure their skills and expertise are up to date, and ensure 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 the guidance for Governors on sex and relationship education in circular 5/94;

9 Provide clear policy statements for parents, staff and children and young people 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 - physical, verbal and indirect, 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 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;

12 Have a written whole school policy, which clearly outlines the school's position and positive action in respect of the aforementioned standards.

Leadership and Management

This school acknowledges that anxiety undermines good practice and has identified clear lines of accountability to ensure that staff dealing with child welfare concerns are supported and have access to appropriate training and advice. In this School any individual can contact the following if they have concerns about a young person:-

Safeguarding Lead is Mrs Nolan- Burnitt and Mr Pownall will deputise in her absence

The Safeguarding Governor is Mr Barnes (IEB).

Training

“Staff across frontline services need appropriate support and training to ensure that as far as possible they put themselves in the place of the child or young person and consider first and foremost how that situation must feel for them. “ Lord Laming 2009

All frontline staff in Education should be aware of the signs and symptoms of abuse and know how to respond appropriately to these concerns. Every one has a duty to make a

brief, accurate record of the concerns and to discuss these without delay with the safeguarding lead.

All staff need to attend safeguarding training accredited by the local Safeguarding Child Board every 3 years.

The safeguarding leads need updating every 2 years and must attend additional multi-agency training in order to ensure the school works well with partner agencies to safeguard children.

Listening to and responding to children

“Every child should be listened to, no matter how difficult they are to talk to” Laming Report 2009

This school acknowledges that empowering young people to talk to adults that they trust and ensuring that these individuals respond appropriately is the most effective way of keeping children safe from abuse. This School has developed strategies to ensure that its pupils have a range of adults with whom to share their concerns e.g. Circle Time, Post Box in the Rainbow Room, Nurturing sessions.

‘Record in writing all concerns, discussion about the child, decisions made and the reason for those decisions.

The leaflet “What to do if you’re worried a child is being abused” 2006 is available on the Staffroom Noticeboard. Staff and all adults are reminded that they should listen to children, reporting any disclosures (without commenting on them to the children) to the designated person and not promising confidentiality.

Record keeping procedure

- Any member of staff who has concerns about the welfare of a child must share this information , without delay with the Safeguarding Lead
- Staff must make a brief accurate record of these concerns using the agreed proforma, recording any allegations that the child makes in the child’s own words if possible.
- These records must be stored securely and the information shared with staff only on a “need to know basis”.
- The child protection record must be transferred to the Safeguarding Lead of the admitting school should the child change schools.

Confidentiality

- We recognise that all matters relating to child protection are confidential
- The Head teacher 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 make a promise to a child to keep secrets

Referral

The designated safeguarding lead should assess all information available to the school about a child and refer to Social Care Access Team if appropriate and confirm this referral in writing by completing Safeguarding Children in Education Referral Form (within 48 hours).

This form can be found on the LSCB website and also in the Record Keeping and Referral Document.

Contact Number for Access East Tel No: 01625 374700
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Support for Vulnerable pupils

This School believes that it has an important role in militating against the harm that children can experience because of exposure to forms of abuse by including activities such as Social Emotional Aspects of Learning (SEAL), or programmes which enable pupils to build their confidence and self worth with in the school curriculum.

We are committed to working with other agencies to support our most vulnerable students. We recognise we can contribute to this by contributing to the CAF process, attending Child Protection Conferences, Core Groups and Child Care meetings.

This school regularly reviews the emotional wellbeing of its pupils.

E-Safety

We acknowledge that new technologies while enhancing learning opportunities can provide ways of exposing young people to potentially harmful experiences. This School has an Acceptable User Policy and all staff must take such abuse seriously. Procedures are outlined in the E-Safety policy.

Domestic Abuse

“The effect of domestic violence on children is such that it must be considered as abuse”

Safeguarding Children and Safer Recruitment in Education 2007

- Statistic confirm the strong link between domestic abuse and Child Abuse

Our Staff must take any incidents of domestic abuse seriously and take a proactive role in ensuring the safety of those impacted including contributing to the MARAC process and referring pupils for additional support.

Bullying

“The damage inflicted by bullying can frequently be underestimated. It can cause considerable distress to children, to the extent it affects their health and development or, at the extreme, causes them significant harm (including self harm). All settings in which children are provided with services or are living away from home should have in place rigorously enforced anti bullying strategies.”

Working Together to Safeguard Children 2006

This policy must be read in conjunction with other pupil welfare policies. These are as follows:-

POLICIES ALL AVAILABLE IN SAFEGUARDING FILE

- Safeguarding Policy for Children for Children and Young People including Standards for Effective Child Protection Practice
- E Safety and Acceptable Use Policy
- Use of the Internet Policy
- Policy for Use of Photography and Video
- Positive Behaviour
- Anti-bullying
- Attendance

- Harassment
- Drugs Education
- PSHE & C
- Race Equality
- Gender Equality
- Equal opportunities
- Dealing Effectively with Children Requiring a Change of Clothing
- Sex and Relationships Education
- Swimming
- Whistleblowing Policy for Safeguarding Children
- Educational Visits
- Complaints

POLICIES AND RECORDS RELATING TO HEALTH AND SAFETY AND SECURITY

- Health and Safety Policy
- School Security Policy
- Boundary checks – sample record (completed kept in separate file)
- Administration of Medicines Policy, which includes the management of medical conditions and first aid
- Physical Intervention
- Risk Assessments - samples of building, classroom, subject, and others e.g. pregnancy, family rounders
- Extended Schools

RECRUITMENT AND SELECTION AND OTHER ADULTS IN SCHOOL

- Recruitment and selection
- Code of Conduct for Safeguarding Children
- Guidance on Conduct for Volunteers, Mentors and Other Adults who work with Pupils
- Helpers in School Policy

Making Children Aware

As part of developing a healthy lifestyle children should be taught:-

- to recognise and manage risks in different situations and then decide how to behave appropriately
- to judge what kind of physical contact is acceptable and unacceptable
- to recognise when pressure from others (including people they know) threatens their personal safety and develop effective ways of resisting pressure, including knowing where and when to get help
- to use assertiveness techniques to resist unhelpful pressure

Children should feel valued, respected and able to discuss any concerns they have. The Childline number is on display and children are informed that they are there to help and to provide assurance that it's okay to talk.

Local Authority has produced projects and materials which can be used to assist schools in the delivery of an effective Keep Safe Curriculum

Safer Recruitment and Retention

- This school operates vetting and safe recruitment practices in accordance with Cheshire East Policy
- Mrs Nolan-Burnitt is accredited in Safer Recruitment. The new Chair of the IEB, appointed in Autumn 2011 and at least one member of the recruitment panel will have passed the required NCSL assessment. All staff will be given safeguarding and code of conduct information as part of their induction.

- Procedures are in place to support all staff that have concerns about the conduct of any adults working in school, either in a professional role or in a voluntary capacity. The school follows the Whistle blowing Policy and Cheshire's Complaints Policy.

Allegations Against Professional Carers

In the event of an allegation or disclosure about the behaviour of a teacher or other professional carers the Headteacher will contact Human Resources and the LA Safeguarding Unit and follow Local Authority procedures. In the event of an allegation or disclosure is made about the behaviour of the Headteacher then the person concerned should contact the Chair of the IEB/GB.

The following sectors of the school community, contributed to the formulation of this policy – Headteacher, SLT and governors.

Appendix 1

Safeguarding Children and Young People

Record Keeping and Referral

“Education staff have a crucial role to play in helping identify welfare concerns and indications of possible abuse or neglect at an early stage.”

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Education Act 2002 Section 175

Chris Greenwood
Senior Safeguarding Children in Education Adviser
Kingsley Centre
☎ 01244 977963
chris.greenwood@cheshire.gov.uk



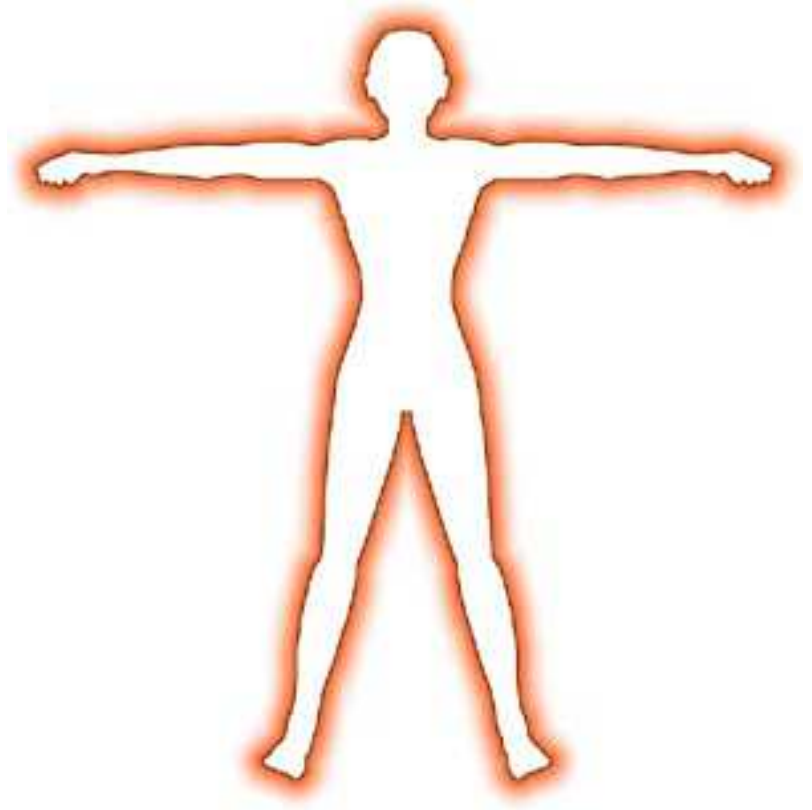
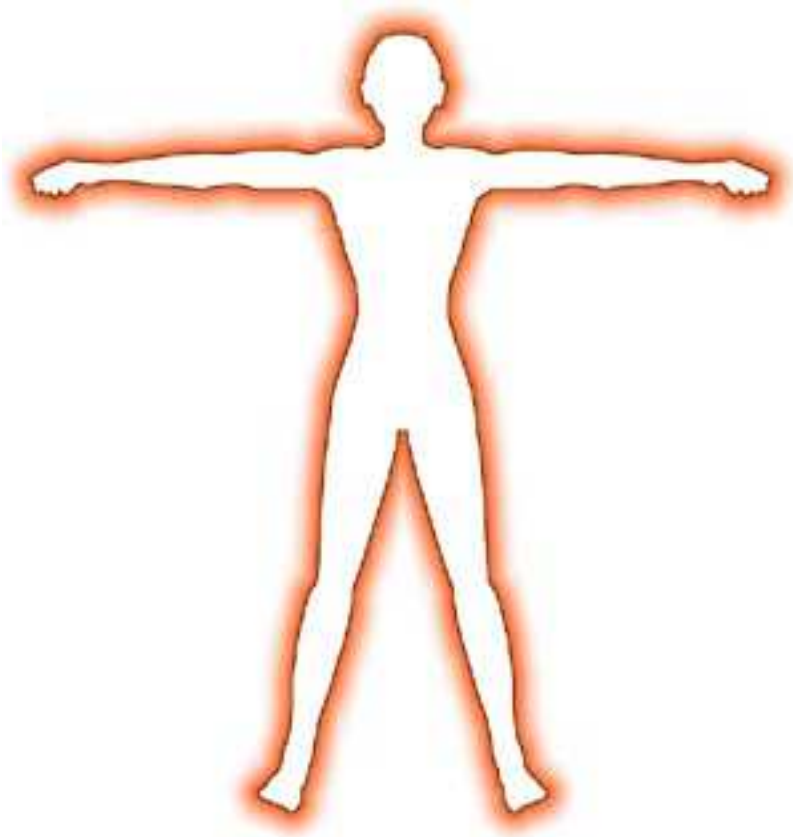
Safeguarding Children Record of Concerns

Casework Recording

Name:	_____	D.O.B.	_____
Address:	_____	<u>Siblings</u>	
	_____	Name	School
	_____	_____	_____

Name of staff:	_____	Date:	_____
Reason for Concerns	_____		

Sites of Injury



Safeguarding Children in Education Referral Confirmation Form



If you have concerns about Safeguarding a Child discuss concern with your Line Manager, Designated Teacher, Head Teacher, Safeguarding Children in Education Team tel: 01244 977963

If you decide to share your concern with Social Care it will be helpful if you can have gathered as much of the following information as possible.

This form provides written confirmation of a (telephone) referral to Social Care Access Team.

• Name of Child	dob	Age
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• Ethnic Origin	• School
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• Time, Date Contact with SSD

• Do you have Child Protection concerns? yes no

• Has this concern been discussed with carers? yes no

• Name of Referee	
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• **Allegation/Present Concern** *What child has actually said in the child's own words. Description of incident/injury, observation of child's behaviour. Time, date of alleged incident or changes in behaviour*

<ul style="list-style-type: none"> Referrers Perception <i>Idea of urgency/risk</i> <i>Why they feel level of urgency</i> 	
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<ul style="list-style-type: none"> Details of Child in Need <i>Sex, Special Needs, Address, who they live with</i>
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<ul style="list-style-type: none"> Basic Information <i>Family Content – siblings + previous concerns/ incidents – parent responsibility. Relevant family history. Any family members who would present risk to child or to worker. Other adults who have regular care of child.</i> 	
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Child's GP (if known)

Child's Social Worker (if known)

<ul style="list-style-type: none"> Education Referrer (Name) <input type="text"/>
<p style="text-align: center;">(Status/Role) <input type="text"/></p>
<p>Signature.....</p>

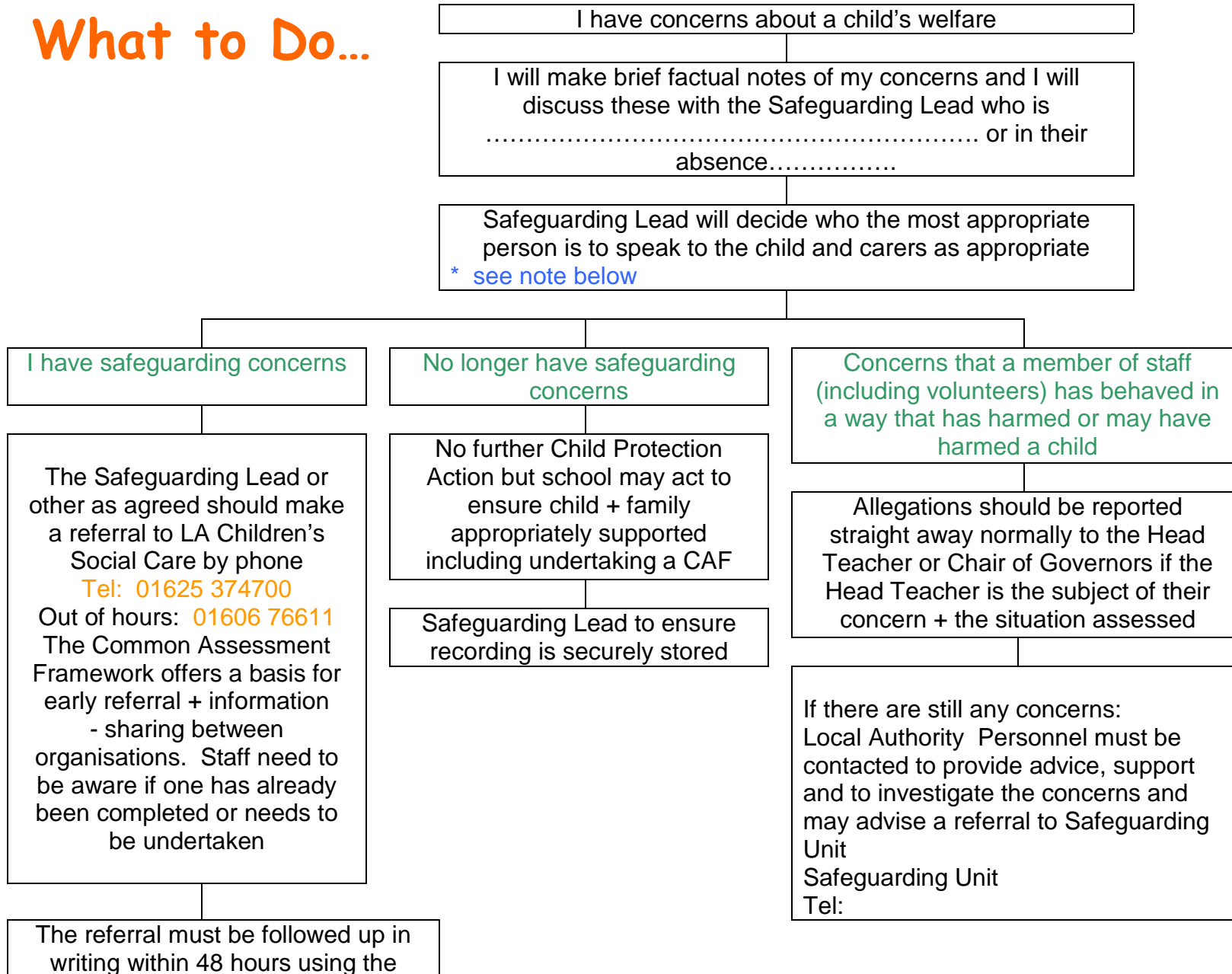
<ul style="list-style-type: none"> School Details: <p>Address:</p> <p>Tel No:</p>	<p>Other agencies involved:</p> <table> <thead> <tr> <th>Name</th> <th>Contact details</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	Name	Contact details		
Name	Contact details				

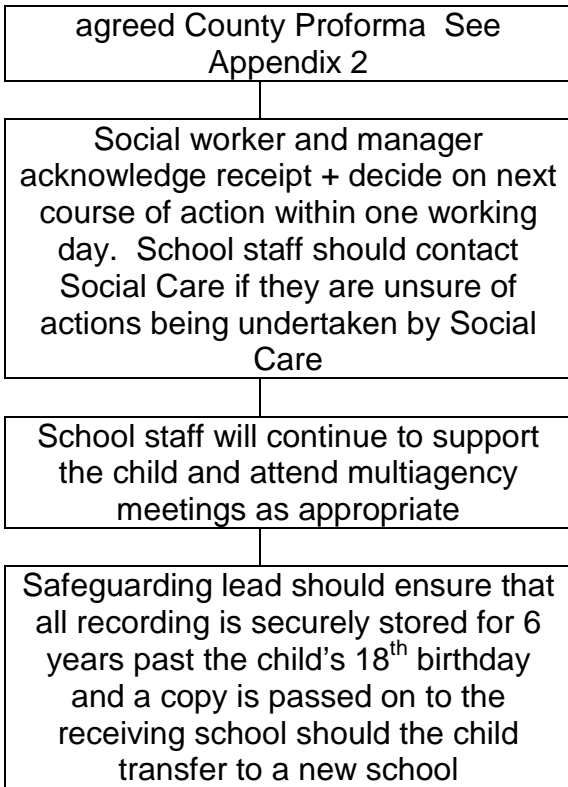
Send a copy of this form within 48 hours to Social Care Access (Duty) Team and Senior Education Welfare Officer in your location.

Date copy sent:.....

If you're worried a child is subject to any form of any abuse

What to Do...





* Professionals should seek to discuss any concerns with the family and where possible to seek their agreement to make referrals to LA Children's Social Care. **This should only be done where such discussion and agreement-seeking will not place a child at increased risk of significant harm e.g. not in cases where sexual abuse is suspected.** Working Together 2006 p104

Contacts

Social Care Access Team - East	01625 374700
Social Care Access Team – West	01244 973400
Safeguarding Children in Education Team	01244 977963
Domestic Abuse Family Safety Unit	01606 351375
Police Referral Unit	01244 614205
Childline	0800 1111
National Domestic Violence Helpline	0808 2000 247
NSPCC	0808 800 5000

We suggest that this and the previous page be photocopied, laminated and displayed in a prominent position in school

Useful Links

www.cheshire.gov.uk/socialcareandhealth/children/LSCB

www.nspcc.org.uk

www.everychildmatters.gov.uk

www.ceop.gov.uk

www.teachernet.gov.uk

www.kidscape.org.uk

The department for Children, School and Families – www.dcsf.gov.uk

Glossary

Commonly Used Acronyms	
ACPO	Association Chief Police Officers
MARAC	Multi Agency Risk Assessment Conference
MAPPA	Multi Agency Public Protection Arrangements
LSCB	Local Safeguarding Children Board
YOT	Youth Offending Team
SCiE	Safeguarding Children in Education
SCR	Serious Case Review

CAF	Common Assessment Framework
EWS	Education Welfare Service
ECM	Every Child Matters
DCSF	Dept of Children, Schools and Families
DV	Domiciliary Visit <u>or</u> Domestic Violence
RIP	Research in Practice
CAVA	Children and Vulnerable Adults (a Police Database)

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If I am worried I can talk to:

Safeguarding Lead

or

Safeguarding Governor

Safeguarding Children in Education Adviser 01244 977963

Peer mentors

care friend tell worry child