

Redbridge High School

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Child Protection Policy

Revised Oct 2010

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This policy was adopted on - 4th July 2005
The policy is to be reviewed on - 4th July 2010

1.0 Introduction

1.1 This policy has been developed in accordance with the principles established by the Children Act 1989; 2004 and in line with the following:

“Working Together to Safeguard Children” 2010

“Framework for the Assessment of Children in Need and their Families” 2000

“What to do if you are worried a Child is being Abused” 2003 ¹

Safeguarding Children in Education Guidance 2004²

Safeguarding Disabled Children: Practice Guidance 2009

Safeguarding Children and Safer Recruitment in Education 2007

Liverpool Safeguarding Children’s Board Procedures Manual Oct. 2007

1.2 The Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard ³ and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to

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

² Safeguarding Children in Education DfES/0027/2004

³ 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”

identify, assess, and support those children who are suffering harm.

- 1.3 We recognise that all staff⁴ 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.
- 1.4 All staff believe that our school should provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child.
- 1.5 In addition we recognise that children with disabilities require an additional commitment to ensure processes and procedures are in place that take account of pupils communicative, physical and emotional needs.
- 1.5 The aims of this policy are:
 - 1.5.1 To support the child's development in ways that will foster security, confidence and resilience.
 - 1.5.2 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.
 - 1.5.3 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.
 - 1.5.4 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.
 - 1.5.5 To acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils.
 - 1.5.6 To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
 - 1.5.7 To develop effective working relationships with all other agencies, involved in safeguarding children.

⁴ "Staff" covers ALL adult staff on site, including temporary, supply and ancillary staff, and volunteers working with children

1.5.8 To ensure that all adults within our school who have access to children have been checked as to their suitability.

2.0 Procedures

2.1 Our school procedures for safeguarding children will be in line with Liverpool Safeguarding Children's Board, and "Working Together to Safeguard Children". We will ensure that:

2.1.1 The Governing Body understands and fulfils its safeguarding responsibilities.

2.1.2 We have a designated senior member of the leadership team (Headteacher) and deputy, (Deputy Headteacher), for child protection who has undertaken single agency Designated Senior Person training and 'Working Together' training delivered through the Liverpool LA and Liverpool Safeguarding Children's Board, and who undertakes other training as recommended by the LA every year.

2.1.3 We have a member of staff (Deputy Head) who will act in the Designated Senior Persons absence who has, also received basic multi-agency training, and who will have been briefed in the role.

2.1.4 All members of staff are provided with opportunities to receive training by the Designated Senior Person in order to develop their understanding of the signs and indicators of abuse every year.

2.1.5 All members of staff, volunteers, and Governors know 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.

2.1.6 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.

2.1.7 Our selection and recruitment policy includes all checks on staff suitability including Criminal Records Bureau checks as recommended by the LA and in accordance with current legislation. Staff and governors responsible for recruitment will have completed the statutory training.

2.1.8 The name of any member of staff considered not suitable to work with children will be notified to the appropriate authorities,

with the advice and support of Human Resources and in accordance with the NEOST guidance and related regulations⁵

- 2.1.9 Our procedures will be annually reviewed and up-dated as necessary.
- 2.1.10 The name of the Designated Senior Person will be clearly shown in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
- 2.1.11 All adults, (including supply teachers and volunteers) new to our school will be made aware of the school's policy and procedures, the name and contact details of the Designated Person through our screening document and have these explained, as part of their induction into the school.
- 2.1.12 All adults working in the school whether employed, on a placement or on a voluntary basis will sign the school's code of conduct.

3.0 Responsibilities

- 3.1 We understand that our responsibility to safeguard children requires that we all appropriately share any concerns that we may have about children.
 - 3.1.1 We have a Designated Senior Person who is responsible for:
 - 3.1.2 Referring a child if there are concerns about a child's welfare, possible abuse or neglect to Social Services, initially via Careline followed up by a written referral faxed to Social Services as soon as possible within the school day. In practice, because most of our pupils have a named social worker who works closely with the school the Headteacher will usually contact a social worker by telephone immediately the concern is raised.
 - 3.1.3 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. (Pastoral Books see guidance for staff)
 - 3.1.4 Ensuring that all such records are kept confidentially and securely and are separate from pupil records.
 - 3.1.5 Ensuring that an indication of further record-keeping is marked on the pupil records.

⁵ [The 'Barring Regulations' are the Procedures for Barring or Restricting People Working with Children in Education' DfES July 2003](#)

- 3.1.6 Acting as a focal point for staff concerns and liaising with other agencies and professionals.
- 3.1.7 Ensuring that either they or another appropriately informed member of staff attends case conferences, family support meetings, core groups, or other multi-agency planning meetings, contributes to the Framework for Assessments process, and provides a report which has been shared with the parents.
- 3.1.8 Ensuring that any absence, without satisfactory explanation, of a pupil currently on a child protection plan is referred to their Social Worker and Education Welfare Officer.
- 3.1.9 Ensuring that all school staff are aware of the school's CP policy and procedures, and know how to recognise and refer any concerns.
- 3.1.10 Providing, an annual report for the Governing Body, detailing any changes to the policy and procedures; training undertaken by the Designated Senior Person, and by all staff and Governors; relevant curricular issues, number and type of incidents/cases, and number of children referred to Social Services and on a child protection plan, (anonymised).
- 3.1.11 Keeping themselves up to date with knowledge to enable them to fulfil their role, including attending relevant training, at least every year, provided by Liverpool Safeguarding Board via the LA.

4.0 Supporting Children

- 4.1 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.
- 4.2 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.
- 4.3 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.
- 4.4 Our school will support all pupils by:

- 4.4.1 Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum.
- 4.4.2 Promoting a caring, safe and positive environment within the school.
- 4.4.3 Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- 4.4.4 Notifying Social Services as soon as there is a significant concern.
- 4.4.5 Ensuring that a named teacher is designated for Looked After Children (LAC) and that an up to date list of children is regularly reviewed and updated. The LACES team must be made aware of all LAC in the school.
- 4.4.6 Providing continuing support to a pupil (about whom there have been concerns) who leaves the school by ensuring that such concerns and school medical records are forwarded under confidential cover to the Headteacher at the pupil's new school as a matter of urgency, a photocopy of these records should be kept in a confidential file.

5.0 Confidentiality

- 5.1 We recognise that all matters relating to child protection are confidential.
- 5.2 The Headteacher will disclose personal information about a pupil to other members of staff on a need to know basis only.
- 5.3 However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 5.4 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.
- 5.5 We will always undertake to share our intention to refer a child to Social Services with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Education Welfare Service or Social Services on this point.

6.0 Supporting Staff

- 6.1 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.
- 6.2 We will support such staff by providing an opportunity to talk through their anxieties with the Headteacher and to seek further support. This could be provided for all staff by, for example, the Headteacher, by Occupational Health, and/or a teacher/trade union representative as appropriate.
- 6.3 We understand that staff should have access to advice on the boundaries of appropriate behaviour. The document "Guidance on Safe Working Practices for the Protection of Children and Staff in Education Settings" provides advice on this and the circumstances, which should be avoided in order to limit complaints against staff of abuse of trust, and/or allegations of physical or sexual abuse. These matters form part of staff induction.
- 6.4 We recognise that designated staff should have access to support (as in 6.2 above) and appropriate workshops, courses or meetings as organised by the LA.

7.0 Allegations against staff

- 7.1 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. (See also 6.3 above)
- 7.2 All staff should be aware of the school's behaviour management policy which can be found on the school network. (Teachers information / policies & schemes of work).
- 7.3 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 Deputy Headteacher if the Headteacher is not present.
- 7.3.1 The Headteacher/Deputy Head on all such occasions will discuss the content of the allegation with the Lead Officer for Child Protection in the LA and follow the procedures for managing

allegations against adults who work with children. (Liverpool Safeguarding Children Board March. 2009)

- 7.3.2 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 as in 7.3.1 above, without notifying the Headteacher first.
- 7.3.3 The school will follow the LA procedures for managing allegations against staff, a copy of which can be found in the Headteacher's Office.
- 7.3.4 Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult (as in 7.3.2. above) in making this decision.

8.0 Whistleblowing

- 8.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 8.2 All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. All staff receive a copy of the Council's Whistle Blowing Policy.

9.0 Physical Intervention/Positive Handling

- 9.1 Our policy on physical intervention/supportive handling by staff is set out separately, as part of our Behaviour Policy. It complies with DfE guidance on positive handling strategies (2001) and circular 10/98, 'The Use of Force to Control or Restrain Pupils'. This guidance 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.
- 9.2 In the main it is only pupils with a formal behaviour management plan agreed with parents that includes strategies for physical intervention that such approaches are required. In the event of a pupil without a plan requiring physical intervention such events will be recorded and signed by a witness.
- 9.3 All staff are appropriately trained in using supportive holding techniques.
Redbridge uses the 'Approach' method. (Bill Thorpe – trainer)

9.4 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.

10.0 **Anti-Bullying**

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

11.0 **Racist Incidents**

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

12.0 **Prevention**

12.1 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.

12.2 The school community will therefore:

12.2.1 Establish and maintain an ethos, which is understood by all staff, which enables children to feel secure and encourages them to talk knowing that they will be listened to.

12.2.2 Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.

12.2.3. 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.

14.0 **Health & Safety**

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

15.0 **Policy Review**

- 15.1 The Governing Body of Redbridge High School is responsible for ensuring the annual review of this policy, and for reporting back to the LA

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