

School Child Protection Policy and Guidance

The Designated Safeguarding Lead is: P Cronin

The Deputy Designated Safeguarding Lead is: B Riley

The Nominated School Governor for Child Protection is: M Kelly

This policy will be reviewed annually by the full governing body (Nov. 2014)

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Aims

- To ensure that all staff, governors and volunteers are aware of signs and symptoms of abuse and are able to respond to them appropriately following LSCB and LA child protection guidelines.
- To ensure the school's practice meets local and national recommendations and promotes the safeguarding of all children. The appendices provide key advice and guidance.

Definition of Safeguarding

Safeguarding and promoting the welfare of children

- 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; and
- taking action to enable all children to have the best life chances.

Definition of Child Protection

'Child protection is part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer significant harm.

The Safeguarding Framework

This child protection policy is part of the school's safeguarding framework which includes as examples the following policies/guidance:

Associated Policies

Staff Code of Conduct
E Safety Policy
Volunteers and Visitors Protocols
Procedures for DBS checks
Pastoral Book Guidelines
Recruitment Policy
Behaviour Support Policy And Procedures

Intimate Care Policy
Managing Allegations against Staff
Anti-Bullying
Health and Safety Policies
School Admissions Form
Whistle Blowing Policy
PSHE Policies
Information sharing and data protection
Public Sector Equality Duty Policy

Underpinning values

At Redbridge High School our values are:

- Holding a holistic view of pupils' needs including academic, health, social and emotional. **(Being healthy, safe, enjoying and achieving, economic wellbeing)**
- Maintaining an inclusive environment that promotes equal opportunities and puts pupils at the centre. **(Enjoy and Achieve)**
- Treating all with dignity and respect. **(Being Safe)**
- Working in partnership with parents and links with other agencies. **(Being Healthy and safe)**
- Emphasizing the importance of relationships and rapport with pupils, and recognizing behaviour as communication. **(Being Safe & Enjoying and Achieving)**
- Empowering pupils, by providing skills for life and opportunities for pupil voice thereby developing confidence. **(Economic Wellbeing)**
- Being an outstanding school offering a broad curriculum which encompasses creativity, and a multi-sensory approach to learning. **(Enjoying and Achieving)**
- Celebrating pupils' participation and achievements in a happy, caring and welcoming environment. **(Enjoying and Achieving)**
- Advocating for our pupils both in school and the wider community. **(Contribution to the Community)**
- Working as a flexible skilled, professional workforce who operates as a team and always providing good role models for our pupils.
- The child's needs and welfare are paramount. All children should be protected from abuse and neglect and have their welfare safeguarded.
- Early intervention together with partnership working with families and agencies are critical to safeguarding children and young people. All discussions with children and their families or carers will be plainly stated and jargon free.
- All children are individuals. Strategies to support them will be child-centred, taking account of a child's special educational needs or disabilities, cultural, ethnic and religious background, their gender, their sexual orientation.
- Children, parents and other carers will be made aware of their responsibilities and their rights, together with advice about the power of professionals to intervene to safeguard their child. A statement to this effect together with the name of the Designated Safeguarding Lead will be included in information available to parents and carers.
- Each child has a right to be consulted about actions taken by others on his/her behalf. The concerns of children and their families should be listened to and due

consideration given to their understanding, wishes and feelings. However the need to protect a child at risk of significant harm is the overriding factor.

- The School will follow the inter-agency procedures of the LSCB accessed via the online manual at www.liverpoolscb.org

Key Legislation

Section 10 of the Children Act 2004 places a duty on the local authority to make arrangements with relevant agencies to cooperate to improve the well-being of children. *Working together to safeguard children* (2013) sets out an expectation on schools to identify where there are child welfare concerns and take action to address them, in partnership with other organisations:

‘Protecting children from harm and promoting their welfare depends upon a shared responsibility and effective joint working between different agencies’

Section 175 of the 2002 Education Act ‘requires local education authorities and the governing bodies of maintained schools and FE colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. In addition, those bodies must have regard to any guidance issued by the Secretary of State in considering arrangements they need to make for that purpose.’

Section 157 of the 2002 Education Act ‘requires proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.’

Keeping Children Safe in Education (DfE 2014)

Roles and Responsibilities

Governing Bodies

The responsibility of governing bodies and proprietors

26. Governing bodies and proprietors must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their schools or colleges are effective and comply with the law at all times. (Keeping Children Safe in Education (DfE 2014))

The Governors and Leadership teams will ensure:

1. The child protection policy is reviewed annually and deficiencies in practice are remedied immediately. The effectiveness of all safeguarding policies is reviewed.
2. A named governor meets termly with the Designated Safeguarding Lead and reports to the full governing body
3. The Designated Safeguarding Lead is a member of the Leadership Team and that they have attended appropriate training which is updated at least every two years. (Liverpool School Improvement Services provide yearly briefings and training new to the role of Designated Safeguarding Lead.)

4. The whole staff and the governing body will receive regular training at least every three years. Induction is in place for all new staff.
5. The outcomes for all vulnerable groups of students are monitored including:
 - incidents of bullying
 - attendance
 - exclusions
 - attainment and progress
 - participation in clubs and activities
6. Student and parent voice is reviewed in respect of safeguarding ensuring that any concerns lead to improvements in practice.
7. The Single Central Record is maintained and that site security and the arrangements for safer recruitment are regularly reviewed.
8. The school follows LA authority guidelines in respect of reporting and recording child welfare concerns including how records are kept and transferred.
9. The school has procedures for dealing with allegations of abuse against members of staff and volunteers.
10. The school's safeguarding practices are quality assured. This includes an audit of safeguarding records and 'supervision' of the Designated Safeguarding Leads.
11. Priorities and actions are drawn up following the Local Authority 175 audit.
12. The curriculum is mapped to ensure that there are clear activities and messages to help students stay safe.

Designated Safeguarding Lead will:

1. Attend appropriate training including refresher training and briefings.
2. Arrange whole school training and induction for new staff.
3. Support the development and monitoring a whole school policy and practice.
4. Develop effective reporting and recording systems.
5. Monitor the outcomes for vulnerable pupils.
6. Work in partnership with other agencies by contributing to the assessment, provision and monitoring of young people. This will include preparing for and attending Child Protection and Child in Need Plan meetings.
7. Attend all initial case conferences.

All Staff will:

1. Be able to recognise signs and symptoms of abuse.
2. Respond appropriately by sharing their concerns, without delay, with the Designated Safeguarding Lead.
3. Understand their responsibility to escalate their concerns if a child remains at risk or their needs are not met. Escalation processes are outlined in the appendices.
4. Report any allegations against staff to the Headteacher or in the case of the Headteacher concerns should be reported to the chair of governors. **(Appendix 2)**
5. Support the development and delivery of a curriculum that promotes safe messages to children and young people.
6. Follows the schools own code of conduct for staff working in an open and transparent way and according to national guidance (Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings, DFE 2009).

The school is committed to ensuring **all** staff receive safeguarding training as part of their induction. (See Induction Pack)

Governors are committed to safeguarding training as part of their pattern of meetings.

Appropriate senior leaders and governors have attended safer recruitment training and are aware of their responsibilities in the following guidance: Keeping Children Safe in Education (DfE 2014)

Making and managing referrals

All child welfare and child protection concerns will be reported without delay to the Designated Safeguarding Lead (DCPC). The **Safeguarding Referrals: 'School Procedures Flowchart'** (**Appendix 1**) and the LSCB guidance should **always be followed**. All referrals by the DCPC should be followed up in writing using the **multi-agency referral** form available on EDnet (Safeguarding: Worried about a child?)

Monitoring the effectiveness of the child protection policy and all safeguarding practices

The school quality assures its safeguarding practices and monitors the effectiveness of this policy. (Appendix 2)

Record keeping and the transferring of child protection records

All child welfare records ('child protection' plan, 'child in need' plan, 'multi agency referral' or 'common assessment framework') are stored separately in the pupil pastoral file, and locked in a secure cabinet with limited access. All class groups maintain pastoral books with individual pupil sections to record low level concerns over time. These are reviewed regularly. The records are passed individually and securely to the child's new class/school or FE College and a copy retained until the child is 25 years old.

Supervision

The school's senior team will carry out monitoring exercises of pastoral interventions on a regular basis together (half termly).

Informing parents and others of our safeguarding practices

A copy of this policy will be available to any parents on request. It is downloadable from the school website. A statement in respect of safeguarding and child protection is displayed in reception. Visiting staff and visitors are given a copy of the school's code of conduct for adults and how to refer child welfare concerns.

Multi-Agency Working

The school holds half termly, 'Team Around the School', meetings to coordinate provision for pupils with all relevant agencies. This can also include multi-agency coordination around pastoral concerns.

E-safety, data protection and the use of digital photographic equipment

The school's E-safety policy and staff code of conduct clearly outlines the way in which the school uses technology and the measures in place to ensure safe and responsible use. This includes a clear code of conduct which all stakeholders are asked to adhere to. Alongside this the school's data security policy and the policy related to the use of digital photographic equipment by staff, students and parents/carers identifies strategies to minimise risk..

Appendix 1.



I am concerned about a child.
E.g. unexplained marks, something the child has said, changes in behaviour

Report it to the class teacher or directly to a senior member of staff. If necessary check with your team members if anyone else has had similar concerns.

In the event of marks being observed on a pupil you may be asked to take the pupil to the school nurse for an opinion as to the nature of the marks.

You may be asked to;

- Make notes in the pastoral book.
- Complete a safeguarding record sheet
- To go the school child protection coordinator (head teacher or Deputy Head) to report your concerns directly.

Dependent on the nature of the concern raised, taking in account what is known about the pupil already;

- The class teacher may be asked to contact the family to check for any explanations which are not known to school.
- A senior member of staff may contact the family
- Where the pupil has a social worker they may be contacted about the concern
- Or where the concern is considerable a

You will always be asked to record concerns either in the pastoral book or on a safeguarding form.

If an explanation has been checked that is also recorded.

Depending on the route of any further investigation the class team will be informed regarding any outcome.

ALWAYS ERR ON THE SIDE OF CAUTION AND TELL SOMEONE IF YOU HAVE A CONCERN. DO NOT LEAVE IT AND DO NOT DELAY!