



Woodheys Primary School

Safeguarding and Child Protection Policy

This policy was Audited by the Headteacher and revised by the Safeguarding Governor on 15th and 29th January 2010 and presented to the Governing Body for adoption on the 8th March 2010.

Due for revision in 2013

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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

Woodheys School recognises that every member of its staff has a key role in prevention of harm, early identification, intervention and support for pupils at risk of significant harm and will endeavour to provide an environment where children are valued and know that their concerns will be taken seriously. An environment where young people are safe and feel safe, and are encouraged to talk and be listened to. All children, staff and visitors to the school understand that the school is committed to safeguarding and any activities which undermine this commitment will be dealt with seriously.

Leadership and Management

Woodheys 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.

The School has a named Safeguarding Co-ordinator :- Mrs L. Daniels (Headteacher)

The deputy coordinator is Mrs N. Hitchcock (Deputy head)

The Safeguarding Governor is Prof. D. Woodrow

All staff need to attend safeguarding training accredited by the local Safeguarding Child Board every 3 years and this was last done at Woodheys in September 2009..

The safeguarding coordinators need updating every 2 years and must attend additional multiagency training in order to ensure the school works well with partner agencies to safeguard children. Both Coordinators were last trained in September/November 2009.

Safeguarding Governor attended Governor Training in November 2009.

Three Governors have enrolled for (and one has completed) the on-line course in safe-recruitment.

The School issues a termly News-letter which contains advice on safety issues, parental responsibilities and items such as the complaints procedures..

Parent Guidance Meetings have taken place on e-safety

Policy Implementation

Woodheys School reviews all its policies every three years. A review of the application of the Safeguarding Policy takes place annually and is audited by the Safeguarding Governor and the outcomes reported to the Governing Body. In addition PSHCE and SEN provision is subject to annual audit by the Governing Body.

The School currently also has related policies (available on the School Website and from the School office) :-

- A Code of Practice for Staff
- A Confidentiality Policy
- Attendance Policy and Procedures
- A Security Policy
- A Positive Behaviour Policy to combat bullying
- A Physical Intervention Policy
- A Complaints Procedure
- A Whistleblowing Policy
- A Code of Practice relating to the use of IT equipment and mobile phones

In line with our *Equal Opportunities and Inclusion Policies* and our *Disability Equality Scheme* we are committed to providing a teaching environment conducive to children reaching their full potential. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability.

Following the tri-annual policy review, staff meetings are held to ensure that staff are aware of the policies, and where a code conduct issue is involved the school maintains a signed record of staff awareness.

Midday assistants and other non-teaching staff have received training on safeguarding, behaviour management and SEAL.

Staff Recruitment

All adults involved within the school hold a position of trust when having access to children. For this reason all staff members are required to be registered with the Independent Safeguarding Authority (ISA) and to undergo a check by the Criminal Records Bureau (C.R.B.) except for occasional staff where this has been recently carried out by the L.A.

The school maintains a single record of Staff Screening Documents including CRB checks and (in 2010) ISA registrations.

At interview:-

- Confirmation of identity and qualifications is sought,
- ISA registration and CRB checks are sought
- Full employment history is examined for unexplained gaps
- The attitudes of Candidates towards safeguarding and child protection is explored

Attendance

The school has a policy on authorised and unauthorised absence which has been communicated to all parents/carers.

Attendance is checked early each morning and unexpected absences are followed up by communicating with the parent/carer. Where contact proves difficult the Education Welfare Officer is contacted and arrangements made to check on the reasons for absence.

Security

All school staff wear photo- identification

All visitors must sign into the school and wear a badge identifying them as visitors.

All school entrances are secure from the outside and conform to health and security regulations

School perimeters are inspected regularly and risk assessments completed if required.

Appropriate arrangements are in place for collection of pupils by their carers and guidance to be adhered to if children are not collected.

Strict guidance is in place for handling telephone and personal requests for information about staff and pupils, including their whereabouts.

Contractors and delivery agents are asked for identification and regular visitors are subjected to CRB checks.

Risk assessments for the grounds and playground are carried out regularly.

Personal Health, Social and Citizenship Education

During P.H.S.C.E. (Personal, Health, Social and Citizenship Education) lessons children learn about sensitive issues such as inappropriate touching, respecting other's space, body changes and peer pressure regarding drugs, alcohol and smoking (Year 5 & 6). Guidance for pupils on domestic abuse/violence is included in the curriculum.

From KS1 children have assemblies on 'Stranger Danger' and understanding which adults may have the authority to help them. In KS1 helpful people in uniform are invited in to meet the children and talk to them about their work, e.g. nurses, firemen and policemen. Assemblies also cover road safety, vandalism, caring for our world and being responsible Global Citizens. The PHSCE curriculum is monitored annually by the Governing body.

As part of developing a healthy lifestyle children are 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

Every opportunity is taken to enhance the self-esteem and emotional well being of the pupils. The School operates a SEAL scheme with whole school themes linked to assemblies.

Advice of offered to parents on a number of safeguarding topics including e-safety and parenting skills.

Children on school trips (which are risk - assessed) are provided with advice on keeping safe and contact numbers in case of difficulties.

The School employs a trained counsellor to work with pupils as necessary.

We acknowledge that new technologies while enhancing learning opportunities can provide ways of exposing young people to potentially harmful experiences. The IT curriculum includes regular advice on taking care when on the internet and the School has an acceptable user policy.

Support for Vulnerable Pupils

The School liaises regularly and cooperates fully with outside agencies to ensure the safety of its pupils. It is represented at appropriate case-conferences and strategy meetings.

The School is aware of pupils who are on a Child Protection plan and makes appropriate arrangements for support and monitoring

The school takes a particular concern for looked after children on its roll

If the School is made aware of young carers (rare at this age) it will provide particular support

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

Staff are conscious of the effects of bullying on vulnerable pupils and this policy should be read in conjunction with the 'Positive Behaviour Policy'.

Pupils Voice.

Woodheys 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 a variety of strategies to ensure that its pupils have a range of adults with whom to share their concerns:

- Circle Time
- Worry Boxes
- Quiet room
- Teaching assistant in each class
- A trained counsellor
- Mentoring,
- Peace Pals (who are trained to deal with classroom/playground conflicts).
- Annual surveys of pupils and parents, e.g. bullying
- The school has an eco-council to provide a formal voice to pupils and to advice on issues such safety in toilet areas.

Registering Concerns

Any member of staff who has concerns about the welfare of a child must share this information, without delay with the Safeguarding Coordinator.

All incidents are to be treated with ABSOLUTE discretion and at no time may it be discussed with anyone other than the necessary authorities.

At no time promise the child that things can be kept secret. That is a promise no-one can keep.

Staff must make a brief accurate record of these concerns using the agreed proforma (attached), recording any allegations that the child makes in the child's own words if possible.

In receiving a cause for concern the Safeguarding coordinator will

- assess all information available to the school about the child and take appropriate recorded action within one hour,
- refer to outside bodies as appropriate; in the case of sexual or physical abuse to the Multi-agency referral and Assessment Team (MARAT). The referral will be confirmed in writing by completing the Referral Form.

Child Protection Records are kept safely and confidentially and the information is shared with staff only on a "need to know basis".

The child protection record will be transferred to the Safeguarding Coordinator of the admitting school when a child changes schools.

Procedures are also in place to support all staff who have concerns about the conduct of any adults working in school, either in a professional role or in a voluntary capacity. We have a whistle blowing policy and a complaints procedure which can be accessed from our website or from the school office.

Confidentiality

We recognise that all matters relating to child protection are confidential, and such records are stored separate from the pupils records. The Head teacher/Safeguarding Coordinator will only disclose any information about a pupil to other members of staff on a need to know basis only

All staff are aware of the policy on confidentiality and that they have a professional responsibility to share information with other agencies in order to safeguard children. All regular visitors and temporary support personnel are given a briefing sheet providing the school rules on confidentiality and sign to say they have received it.

All staff must be aware that they cannot make a promise to a child to keep secrets

Child Protection Issues

Definitions

Child abuse takes many forms. Below is a basic list of definitions of the many kinds of abuse.

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after.

Emotional Abuse

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only in so far as they meet the needs of another person. It may involve causing children frequently to feel frightened or in danger, or the exploitation, or corruption of children.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact including penetrative (e.g. rape or buggary) or non-penetrative acts. They may include non-contact activities such as involving children in looking at, the production of, pornographic material or watching sexual activities, or encouraging children to behave in a sexually inappropriate way.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failure to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Code of Behaviour

All persons have a responsibility to voice all concerns about abusive or unethical conduct either by a volunteer, member of staff, child or any other person. The school has a Code of Conduct for staff, the essence of which is that all staff must at all times;

Treat children with respect

Never bully, shout or intimidate others

Never have intimate or personal contact with children.

If staff have difficulty in controlling a child's behaviour, the incident must be reported to their line manager or the headteacher.

Racism and sexism must not be tolerated.

Everyone is equal.

Training and Updating Policy

The currency of training and the policies relating to safeguarding are reviewed annually by the school Safeguarding Coordinator and Safeguarding Governor who audit the policy to ensure that all changes in the law and child protection policies are met.

Intimate Care Policy

Trafford's full policy is available in the school office.

If a child wets him/herself, only the Lunchtime Organiser or delegated member of staff can guide the child to dress him/herself into fresh underwear. Preferably two members of staff together. If the soiling is very bad, the child will be made comfortable but for hygiene reasons the parents will be contacted to come and collect the child and take him/her home for a bath or shower. We do not want to create a climate where children readily accept adults other than their own teachers or classroom assistants to have such close contact with them. Children are guided towards adults that they should be able to trust if they found themselves in a difficult situation. Children are also made aware of the work of 'Childline' and the N.S.P.C.C.'

Physical Restraint Policy.

Woodheys Primary School full policy is available from the school office. The central elements of the policy are :-

The main 'hold' used if a child is putting himself or others at risk, is to stand to the side of the child and grip the crooked elbow and lower arm and guide them to a quiet place to calm down. In extreme cases, two adults would work together, one on either side of the child using the same grip. A quick risk assessment of the situation should be made.

The main circumstances for using Physical Intervention are;

- To prevent harm to the child themselves
- To prevent harm to other children
- To prevent harm to adults
- To prevent significant damage to property

If we suspect that a pupil has a weapon, the police will be informed.

Restraint must be in proportion to the age and size of the child.

Waiting for the child to become 'calm' is very important. Avoid all adult/child confrontation whilst the 'reptilian' part of the brain is engaged.

Appendix 1 : Record Keeping

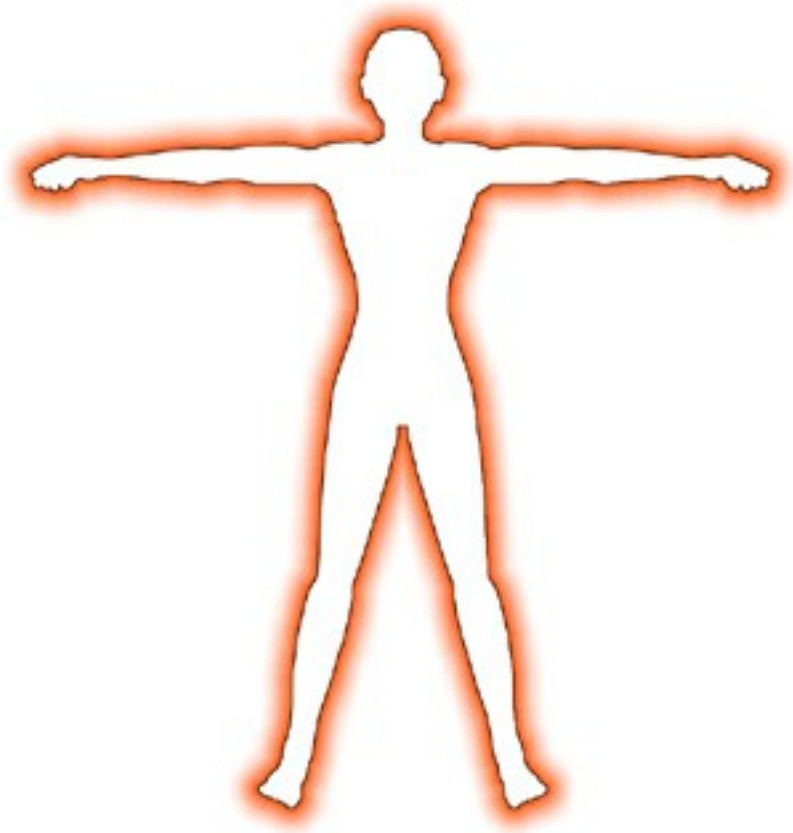


Record Keeping, Recording and Referral

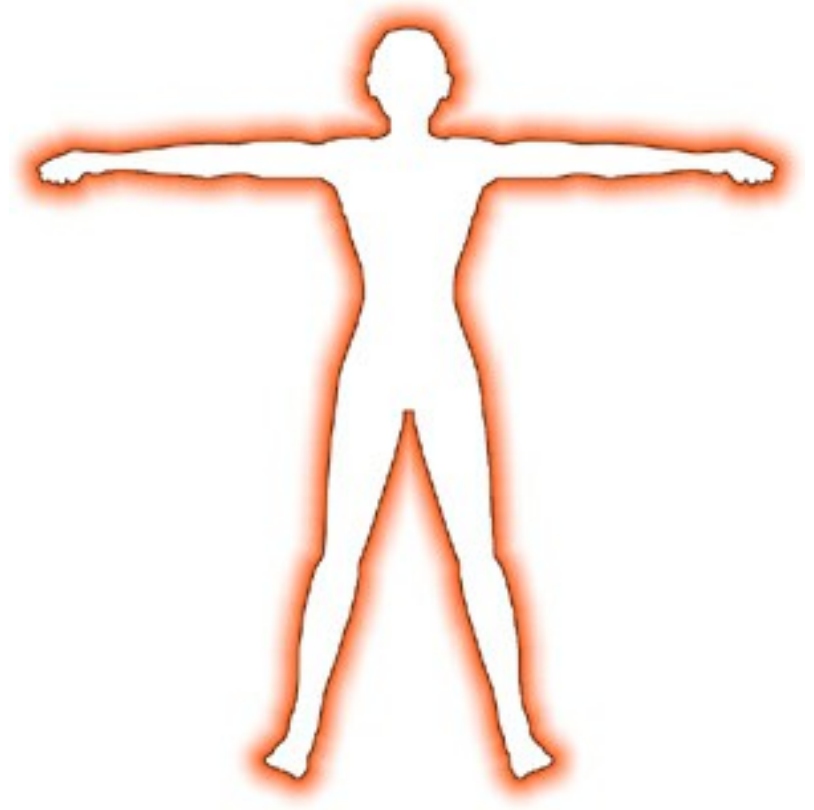
"Education staff have a crucial role to play in helping identify welfare concerns and indications of possible abuse or neglect at an early stage." Working Together 2006

"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

Sites of Injury



EW



Referral Confirmation Form

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

Referrers Perception Idea of urgency/risk	
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Why they feel level of urgency	
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Details of Child in Need Sex, Special Needs, Address, who they live with

Basic Information 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.	
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Child's GP (if known)	
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Child's Social Worker (if known)	
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Education Referrer (Name)	
(Status/Role)	
Signature	

School Details: Address: Tel No:	Other agencies involved: <table border="1"> <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				

Appendix 2: Useful Contacts

Multi-Agency Referral and Assessment Team		912 5125/912 2020 Email: marat@trafford.gov.uk
Safeguarding Children in Education Team Catherine Fleming		912 4286
Domestic Abuse Family Safety Unit	Brenda Racle	912 5805
Parent Support Advisor (PSA)	Jackie Flanders	07912 541669
Police Referral Unit	Tracey London	912 5088
Local Police 872 5050	public service team	856 7502
Childline		0800 1111
National Domestic Violence Helpline		0808 2000 247
NSPCC		0808 800 5000

Useful Links

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)

internet

home

talk

e-safety

tell

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If I am worried I can talk to:

Safeguarding Lead

or

Safeguarding Governor

Safeguarding Children in Education Tel:

Peer mentors

care

friend

tell

worry

child