



Wolverham Primary and Nursery School Safeguarding Policy

Wolverham Primary and Nursery School fully recognises the contribution it can make to protect all children and support pupils in school.

There are three main elements to our Child Protection Policy:

Prevention: a positive school atmosphere, teaching and pastoral support to pupils

Protection: By following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns.

Support: To pupils and school staff and to children who may have been abused

School Commitment

- Establish and maintain an ethos where students feel secure and are encouraged to talk and are listened to
- To include in the curriculum activities and opportunities for students to acquire skills and attitudes to both resist abuse in their own home and to prepare themselves for responsibilities including parenthood in their adult lives
- All staff, whether permanent or temporary and volunteers who work with children, will be given a written statement about policy and procedures and names of school contacts

"It is important to make children and young people aware of behaviour towards them that is not acceptable and how they can help keep themselves safe." Safeguarding Children and Safer Recruitment in Education 2007

Wolverham Primary School endeavours to establish and maintain an ethos where children feel secure and are encouraged to talk and are listened to, through the use of: our Learning Mentor, Pastoral Care, School Council, Playground Buddies and Circle Time.

Children are made aware through frequent reminders in class and assemblies that adults can be approached if they are scared or are in difficulty.

Through the teaching of PSCHE/SEAL systematic opportunities are created to equip children with the skills they need to stay safe from harm, supported by the local police and school health.

Our School works closely with parents/carers and colleagues from other agencies, ensuring that wherever possible, every effort is made to establish effective, open, jargon free working relationships.

Framework

All children deserve the opportunity to achieve their full potential; these are highlighted in the outcomes from Every Child Matters: stay safe be healthy enjoy and achieve make a positive contribution achieve economic wellbeing

'Safeguarding and promoting the welfare of children – and in particular protecting them from significant harm – depends on effective working between agencies and professionals that have different roles and expertise. Individual children, especially some of the most vulnerable children and those at greater risk of social exclusion, will need

coordinated help from health, education, children's social care and quite possibly the voluntary sector and other agencies, including youth police services.' Working Together to Safeguard Children 2006

Child protection is the responsibility of all adults and especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibility of the Local Safeguarding Children Board.

Designated staff with responsibility for safeguarding/child protection

All adults working with or on behalf of children or young people have a responsibility to safeguard children. There are, however, key people within schools and the Local Authority who have specific responsibilities under Child Protection procedures. **Designated Staff are the Headteacher – Tracy Webb, Deputy – Vicki Hughes, Learning Mentor Laura Walker and the Safeguarding Governor Mrs Pam Maxwell.**

Training and Support

- It is recommended that the Designated Child Protection teacher undertakes training in inter-agency working and refresher training at 2 yearly intervals
- All other staff who work with children should undertake training to equip them to carry out their responsibilities for Child Protection effectively and this should be updated at 3 yearly intervals
- All staff in contact with children receives basic training on Child Protection through INSET.
- Staff are kept informed on current child protection issues through staff meetings and newsletter (where appropriate)
- If there are concerns or queries about child protection staff at Wolverham must approach the designated staff member with responsibility for Safeguarding immediately.
- The Child Protection policy is given to all new staff.
- Advice of how to respond to disclosures is posted, for staff reference, on the back of staff toilet cubicle doors as a constant reminder of how to respond and the procedures to follow.

Confidentiality

- We recognise that all matters relating to child protection are confidential
- The Headteacher or Designated Teachers 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
'Where concerns arise as a result of information given by a child it is important to reassure the child but not to promise confidentiality.'

What to do if you're worried a child is being abused 2006 (see Appendix 2 – Additional Guidelines)

Record in writing all concerns, discussion about the child, decisions made and the reason for those decisions.(See Appendix 3 – Safeguarding Children Recording & Referral Forms)

Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. Any disclosure of personal information to others (including the social care departments) must always however have regard to both common and statute law.

The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be **justifiable** in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

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).

Forms can be found on the LSCB website and also in the Record Keeping and Referral Document. The Learning Mentor keeps copies of all referrals in a locked drawer.

Procedure for monitoring and record keeping

“Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult, or another child or children.”

Working Together to Safeguarding Children 2006

- **Parents will be informed of the school’s duties and responsibilities under the Child Protection procedures via a statement in the School prospectus.**

Records and Monitoring

- If a member of staff has concerns regarding the welfare or behaviour of a child they must speak to the designated Child Protection member of staff immediately. If these concerns DO NOT warrant a referral then the member of staff will be asked to make an informal, dated record of concern in their class child protection records. Teacher-held notes become part of school record at the point a referral is made OR a school is contacted by Social Services following a referral by another agency.
- When it becomes apparent there are child protection concerns, these are recorded on the CNN1 form from the CP file, faxed to Social Services and the original kept in the main CP file.
- These records are held securely in the Learning Mentor’s office and are kept separate from other school records thus ensuring staff do not have open access to the information contained in child protection files.
- The Headteacher monitors children about whom there are concerns through regular dialogue with staff. When a child is being monitored only staff who work with that child are informed of the concerns. Where appropriate outside agencies (ie School Health, EWO) may be informed if they can give a fuller picture of the child’s overall situation. A referral is made AS SOON as there is evidence to suggest that the child is at risk.
- If a child transfers or leaves the child protection files are passed to the next school.

Allegations against professional carers

This school operates vetting and safe recruitment practices.

Procedures are 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. **See Whistle Blowing Policy.**

In the event of an allegation about the behaviour of a teacher or other professional carers this school will contact the personnel department/safeguarding unit and follow County Procedures.

Vulnerable child/ren at risk

Domestic Abuse

‘The effect of domestic violence and children is such that it must be considered as abuse. Either witnessing it or being the subject of it is not only traumatic in itself but is likely to adversely impact on a child and it should be treated as physical or emotional abuse as appropriate.’

Safeguarding Children and Safer Recruitment in Education 2007

- statistics confirm the links between domestic abuse and safeguarding children
- child abuse – 1 in 3 child protection cases show a history of domestic abuse
- children in violent households are 3 to 9 times more likely to be injured and abused, either directly or while trying to protect their parent

In order to support vulnerable children:

- Encourages self esteem and motivation through the PSHE and Curriculum, circle time, playground buddies, the school council and work, where necessary, with the Learning Mentor.
- provides a positive and secure environment

- Applies a consistent approach to behaviour management, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting
- Takes part in regular liaison with other professionals and agencies who support the pupils and their families
- Fosters a commitment to develop productive, supportive relationships with parents, whenever it is in the child's interest to do so is committed to the development of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations.

We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse. It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection.

Children and young people who sexually abuse

- Abuse is not just an adult domain children can pose a threat either physical or sexual to other children.
- If sexualised behaviour is identified, complete the risk assessment available on the LSCB website on the intranet or seek further advice if activities are not age appropriate.
- This behaviour can be managed in school and needs to be approached on a whole school/organisation, classroom, curriculum and individual level.

Sexual exploitation of Children

- Children involved in prostitution and other forms of commercial sexual exploitation are victims of abuse and should be treated as such.
- Their needs will need careful assessment as this problem is hidden from view

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

Preventative work: educating children about issues

As part of developing a healthy, safer lifestyle, pupils 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. Displaying helpful information including Children's Helplines (NSPCC, ChildLine) could help to provide assurance that it's okay to talk.

Policy updated: September 2012 Review date : September 2013

SignedTracy Webb Designated Lead Date

SignedPam Maxwell Safeguarding Governor Date