

## A SUMMARY OF RICE LANE JUNIOR SCHOOL CHILD PROTECTION POLICY

The care and protection of children will have the highest importance for everyone in this school. Everything possible will be done to implement the Liverpool Safeguarding Children's Board Guidelines and procedures for Child Protection to keep children safe and to protect them from danger.

### OBJECTIVES

1. To establish excellent and effective procedures for keeping children safe.
2. To put into place and follow the Liverpool Safeguarding Children's Board procedures.
3. To ensure that all staff are well trained and able carry out their responsibilities well.
4. To ensure that there is a quick and effective response to any incident.
5. To identify any children who may be at risk quickly and take appropriate action.
6. To ensure coherence of good practice throughout the school and to assist in the smooth transition of learners to and from other schools including our Infant school.
7. To ensure good communication of information to all relevant staff.
8. To provide relevant information to various outside agencies when appropriate.

### STRATEGIES

1. All staff will follow our school's policy and procedures and the *Guidance for Safe Working Practice for the Protection of children and Staff in Educational Settings (DCSF 2009)*
2. There is an appropriate 'nominated member of staff' who must be informed immediately of any concern and they will lead the school's response to any concern.
3. Detailed records will be kept at every stage.
4. Outside agencies will be fully involved at appropriate stages as set out in the '*Guidelines for Child Protection*'.
5. We give safe messages to children via PSHE curriculum.

### OUTCOMES

Children will be happy and enjoy their time in school. The protection of children is the responsibility of everyone in school and so all will be vigilant in their duty of care of children. This school will be a place of safety where the welfare, care and protection of children is paramount so that it supports and encourages their growth and development both in and out of school.

# Rice Lane Junior School - Safeguarding Policy

## Statement of Intent

### Aims

The aim of this policy is to safeguard and promote our pupil's welfare, safety, health and guidance by fostering an honest, open, caring and supportive climate. The pupil's welfare and safety is of paramount importance.

Our school fully recognises the contribution it can make to protect children and support pupils in school. We aim to be vigilant in cases of suspected child abuse, recognising signs and symptoms, have clear procedures so 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.

We contribute to an inter-agency approach to safeguarding by developing effective and supportive liaison with other agencies including our community police officer and our Education Welfare officer.

There are three main elements to our Safeguarding Policy.

### 1. Prevention

By promoting a positive school atmosphere where children feel secure, their viewpoints are valued, and they are encouraged to talk and are listened to.

### 2. Protection

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

### 3. Support

Offering support and guidance so that pupils have a range of appropriate adults to whom they can turn if they are worried or are in difficulties.

This policy applies to all teaching, non teaching and others working in the school including volunteers

### School Commitment

We recognise that high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps all children especially those at risk of, or suffering from, abuse of any kind.

Our school will therefore:

Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to. This will be done through the delivery of the PSHE curriculum, circle time, the time and space group and the use of problem boxes etc.

Children know that there are adults in the school who they can approach if they are worried or are in difficulty, such positive relationships with staff are always actively encouraged.

Through the curriculum, Circle Time and throughout PSHE / Citizenship and SEAL scheme of work, children are made aware of the skills they can use to help them stay safe from abuse and which will help them to develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.

Wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

### Roles and Responsibilities

We fully follow the recommendations of the Liverpool Safeguarding Children Board relating to schools.

**Everyone** in Rice Lane Junior School shares an objective to help keep children safe by contributing to:

- providing a safe environment for children to learn
- identifying children who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in school.

We do not constitute an investigation or intervention agency, but through our day-to-day contact with children and families, we have a crucial role to play in noticing indicators of possible abuse or neglect and in referring concerns to Social care via Careline.

All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children. There are, however, key people within our school who have specific responsibilities under Child Protection procedures. Our Headteacher is the designated senior person and with the Deputy Headteacher and the designated Child Protection Co-ordinator work as a team.

As a team we ensure that proper procedures are followed and we have the responsibility for liaising with social care and other relevant agencies,

Our named Child Protection Governor is Pam Savin

Our named Child Protection co-ordinator is E. Waterman

All staff should be aware of the need to alert Social care or the police, when they believe a child has been abused or is at risk of abuse. The Designated Child Protection Co-ordinator attends a local authority training course on Safeguarding and Child Protection every year. They ensure that the school has up-to-date copies of the School's Safeguarding Guidelines readily available for staff, and that information regarding the procedures laid down in the guidelines is disseminated to all members of staff.

### In-school Procedures

Where it is believed that a child is suffering from, or is at risk of, significant harm (for definitions see **Appendix 1** pages (8,9,10 LSCB Guidelines) and of Abuse, neglect and/or sources of stress **Appendix 2** pages (26-33 LSCB Guidelines) we will follow the procedures set out in the LSCB Procedures.

**All** staff will be kept informed about these procedures by a yearly update facilitated by the Child Protection Co-ordinator based on her update from the Local Authority. Parents are informed of the school's duties and responsibilities under the Child Protection procedures through a Child Protection Statement in the foyer and in the prospectus. They are also encouraged to view and give their responses on the policy.

### **Guidance for School Staff on following procedures**

Staff in schools are often the best placed to recognise signs, which may indicate abuse. Overt signs of abuse must be acted upon at once. They include:

- a child saying s/he has been abused;
- a child with non-accidental injuries, and/or injuries to the genital area;
- a third party reporting that a child is being abused;
- a child who is excessively sexualised;
- a child who attempts suicide;
- a child who sexually abuses another person.

### **Appendix 3** Reference list of signs and symptoms from Kirklees

This is **not** an exclusive list and any concerns should be acted on. Teachers who have concerns or queries about child protection can talk to the Headteacher, Deputy Headteacher or Child Protection Co-ordinator and get advice. If it is decided that no action needs to be taken at the time teachers will be asked to fill in Cause for concern sheets in order to keep a record.

RICE LANE JUNIOR SCHOOL  
In-School Child Protection Procedures

**1. Procedures to follow if a child makes a disclosure**

**Remember:** To delay reporting a disclosure of abuse could be disastrous. In many cases, teachers will be the first adults to see a child after she/he has been abused. If a child or young person tells a member of staff that she/he is being abused, the staff member needs to:

- allow the child or young person to speak without interruption, accepting what is said (it is inappropriate to question a child closely about the detail of an abuse. This should be left to an interviewer skilled in asking such questions)
- advise the child or young person that she/he will be offered support, but that the information must be referred to the Child Protection Co-ordinator, Deputy Headteacher or Headteacher
- **immediately** tell the designated Child Protection Co-ordinator, Deputy Headteacher or Headteacher
- record the facts as known, including the account given by the child and give a copy to the designated Child Protection Co-ordinator, Deputy Headteacher or Headteacher

In the above situation the Designated Child Protection Co-ordinator, Deputy Headteacher or Headteacher must keep a record of all information which could be used as evidence, and should ensure that **CARELINE on 233 3029** are informed immediately, and the referral made is confirmed in writing/fax, in accordance with the LSBC procedures.

In the event of serious injury to the child, the Headteacher should make arrangements for the child to be accompanied to the Accident and Emergency Department of the nearest Children's Hospital. The parents of the child will normally be informed by social care.

**The child should not be interviewed by Education staff without first liaising with Children's Services**

Under normal circumstances, the Designated Child Protection Co-ordinator, Deputy Headteacher or Headteacher should seek the consent of the parent(s) or carer(s) or the child before making referral to the LA's Safeguarding Unit, via Careline. If there is any concern that such discussion with the parent(s) or carer(s) might place the child at an additional risk of significant harm, and certainly in circumstances where sexual abuse is suspected, the Designated Child Protection Co-ordinator, Deputy Headteacher or Headteacher should seek the advice of the Safeguarding Unit before entering into such discussion with the child's parent(s) or carer(s).

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### In-School Child Protection Procedures

#### **2. Procedures to follow if a member of school staff suspects that a child is being abused or they are concerned about a child's safety or welfare**

If a member of school staff suspects that a child is being abused even though there may be no overt signs or are concerned about the child's safety or welfare. (This would include witnessing domestic violence) they should:

- immediately tell the Designated Child Protection Co-ordinator, Deputy Headteacher or Headteacher
- record the known facts/concerns on a 'Cause for Concern' sheet and give them to one of the above named people
- It will be at the discretion of the Headteacher, Deputy Headteacher or Child Protection Co-ordinator if they make a referral, or simply gain advice - Careline 233 3029 in accordance with the LSBC procedures.

**The child should not be interviewed by Education staff without first liaising with Children's Services.**

Under normal circumstances, the Designated Child Protection Co-ordinator, Deputy Headteacher or Headteacher should seek the consent of the parent(s) or carer(s) or the child before making referral to the LA's Safeguarding Unit. If there is any concern that such discussion with the parent(s) or carer(s) might place the child at an additional risk of significant harm, and certainly in circumstances where sexual abuse is suspected, the Designated Child Protection Co-ordinator, Deputy Headteacher or Headteacher should seek the advice of the LA's Safeguarding Unit before entering into such discussion with the child's parent(s) or carer(s).

## RICE LANE JUNIOR SCHOOL

### In-School Child Protection Procedures

#### 3. Procedures to follow if an allegation is made regarding the professional conduct of staff

If a member of staff receives an allegation about an adult, including themselves, the member of staff should:

- immediately tell the Designated Child Protection Co-ordinator, Deputy Headteacher or Headteacher
- record the facts as known and give a copy to the Designated Child Protection Co-ordinator, Deputy Headteacher or Headteacher
- in the case of an allegation against the Headteacher all activities should be undertaken by the Chair of Governors in consultation with the Local Authority's Safeguarding Unit via Careline.

In the event that a member of staff suspects that a pupil is being abused by another member of staff in school or elsewhere, a report should be made in strict confidence to the Headteacher. It is essential that the Headteacher should immediately inform and seek advice from the Local Authority's Safeguarding Unit via Careline.

It is essential that in all cases where an allegation is made against any member of staff including the Headteacher, the Local Authority's Safeguarding Unit, via Careline, must be informed **immediately**.

## The safer recruitment procedures

The school fully follows safer recruitment procedures. The main elements of the process include:

- ensuring that the job description makes reference to the responsibility of the agency or organisation for safeguarding and promoting the welfare of children;
- ensuring that the person specification includes reference to suitability to work with children;
- obtaining and scrutinising comprehensive information from applicants, taking up and satisfactorily resolving any discrepancies or anomalies in the information;
- obtaining independent professional and character references that answer specific questions to help assess an applicant's suitability to work with children and following up any concerns;
- a face-to-face interview that explores the candidate's suitability to work with children as well as his or her suitability for the post;
- verifying the successful applicant's identity;
- verifying that the successful applicant has any academic or vocational qualifications claimed;
- checking his or her previous employment history and experience;
- verifying that s/he has the health and physical capacity for the job;
- Making mandatory an Enhanced Disclosure via the CRB. and a check of Independent Safeguarding Authority list.
- It is important not to rely solely on criminal record and the independent safeguarding authority checks to screen out unsuitable applicants especially if these are not enhanced disclosures. Those checks are an essential safeguard, but they will only identify individuals who have been convicted, or have come to the attention of the police, or who have been listed. Many individuals who are unsuited to working with children will not have any previous convictions, but may appear on the Vetting and barring list.

## Screening Document Use

Any one working within our school setting is asked to read and sign our screening document unless they can already provide a current enhanced CRB **Appendix 5**

## Record Keeping

Well-kept records are essential to good child protection practice. Staff are asked to fill out cause for concern sheets in all cases. If there is an initial concern that needs monitoring rather than action, teachers will keep adding to these. The Headteacher, Deputy Headteacher and Child Protection Co-ordinator need to be fully involved if monitoring is taking place. Generally, families are not aware if children are being monitored at this stage but this will depend on the individual situation. Concerns are collated by the Child Protection Co-ordinator and filed away. Half termly reviews will be carried out by the Child Protection co-ordinator and the head teacher. Any concerns which warrant a referral need to be acted upon by the Headteacher, Deputy Headteacher or Child Protection Co-ordinator who will complete the sheet with the agency spoken to and the action taken.

Staff will be aware of this monitoring on a strictly need to know basis. Child Protection records are kept separate from other records and are securely filed away in a locked filing cabinet. The key holder being the Headteacher and the child protection co-ordinator. Relevant information is passed on to the appropriate person through a phonecall if a child transfers or leaves. Relevant information will also be passed up from the infants to the juniors. Teachers will also complete a transfer of concerns/information sheet at the end of each academic year and pass up to the new class teacher **Appendix 6** We will let the appropriate agency know if a child goes 'missing' and we feel that the information is important, our first day response on absence supports this procedure.

### Confidentiality

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. Children are also made aware of it as it forms one of the groundrules during Circle Time. Children are made aware that what is discussed will remain in the classroom unless the teacher feels it is not appropriate to do so. Information will be disseminated on a 'need to know' basis and will depend on the individual case. The school community is made aware of our stance towards confidentiality in the school prospectus. As part of their training all staff are made aware of why they should never guarantee confidentiality to a child and will explore how to advise children who ask them to keep a secret that the information will need to be shared.

### Supporting Vulnerable Pupils

Pupils with particular SEN needs may be especially vulnerable to abuse, such children are supported effectively with particular attention paid to ensuring that those with communication difficulties are enabled to express themselves to a member of staff with appropriate communicative skills.

Teachers need to be aware that in a home environment where there is known domestic violence, drug or alcohol abuse, mental health issues, children may also be vulnerable and in need of support or protection. Any children who are known to us as being carers will also be given support.

### Parents

We 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 or for their own protection.

### Training

Our school ensures that the Headteacher, the Child Protection Co-ordinator and the Governing Body all attend training relevant to their role, this may be provided by the Local Authority, Governor services or another relevant outside agency. The Headteacher and named Child Protection Governor have completed the appropriate accredited training

on Safer Recruitment. All other governors are now fully aware of their statutory duties under 2002 Education Act.

All teaching staff and non teaching staff will receive in house training yearly where they will be kept informed on current child protection issues. They will also be asked to read the 'Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings' March 2009, discuss and sign that they have read it. **Appendix 7**

Child Protection training is part of the newly qualified teachers induction process and is provided by the Local Authority. This policy will be given to any students and newly qualified teachers and temporary staff by the mentor.

The demands and difficulties associated with working in this very sensitive area cannot be ignored, and staff must receive training and appropriate support to help them to safeguard and promote the welfare of the children and young people with whom they work.

### Curriculum Messages

We use the curriculum both directly and indirectly to raise pupils awareness of safety. We build children's confidence so that **all** pupils, not only those of whom we have knowledge of problems have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others. The PSHE and Citizenship scheme of work includes direct teaching of aspects surrounding keeping safe. (see overview of P.S.H.E scheme of work) **Appendix 8**

Positive behaviour and the schools approach to all kinds of bullying are referred to within the curriculum. During Anti Bullying Week, children are taught about the various types of bullying and are told who they can contact and support. See Behaviour and Bullying Policies. They are also taught about how to keep themselves safe before they go on a visit/school trip and before going swimming.

### Attendance at Child Protection/LAC Conferences

The school will send a representative to any Child Protection conferences. This would normally be the Child Protection Officer, Deputy Headteacher or the Headteacher.

### Safe School, Safe Staff

All teaching staff/non teaching staff have read and signed that they have read the 'Guidance for Safe Working Practices for the Protection of Children and Staff in Education Settings March 2009. Staff have been made aware of the significance of this document and their responsibility to adhere to the code of conduct and safe behaviour within it. This document will be part of the yearly child protection update for all staff.

### Extended Schools/Letting other people on site

We require any outside contractors including any external providers within the extended school agenda to provide their safeguarding procedures and/or CRB for their workers if they are to come into unsupervised contact with children. All clubs need to provide a risk assessment for their club.

### Monitoring and Evaluation

The policy will be reviewed annually and procedures checked to ensure they follow the stated actions.

### Links to Other Policies

This policy should be read in conjunction with other related policies in school. These include...

Recruitment and Selection

Behaviour Policy

Bullying Policy

Special Educational Needs Policy

Health and Safety Policy

Relationships and Sex Education Policy

Drugs Education policy

Equal Opportunities Policy

LAC Policy

Other

### Review Date

This policy must be reviewed **ANNUALLY** by the governors

### Appendix

1. 'The Concept of Significant Harm' pages 8,9,10
2. 'Abuse, Neglect, Sources of Stress pages 26-33
3. Recognising the signs of child abuse
4. Cause for concern sheet
5. Screening document
6. Cause for concern hand over to new teacher sheet
7. 'Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings' March 2009
8. Overview of PSHE scheme of work

## References

Liverpool Safeguarding Children Board Safeguarding Children Procedures Manual Oct 2007 on disc

Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings

Feb 2009

DCSF

Working Together to Safeguard Children, a guide to inter-agency working to safeguard and promote the welfare of children (2006),

Every Child Matters

(2004),

'Safeguarding and Safer Recruitment in Education'

(DCSF 2006)

### Other Relevant Material

What to do if you're worried a child is being abused

(DCSF 2006)

See also summary

LSCB Guidelines pages 169-172 'Individual Agency Procedures'

LSCB Guidelines page 173 'Allegations and concerns regarding the professional conduct of staff'

LSCB Guidelines pages 34-84 'Managing individual Cases'

GTC Code of conduct 2009

Threshold of need and intervention (Liverpool Safeguarding board)

# RICE LANE JUNIOR SCHOOL

DRAFT OF THE UPDATED VERSION



# SAFEGUARDING POLICY

E Waterman/M Rowlands

November 2009

Ratified by Governors on: 25 November 2009