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Chenies School Child Protection Procedures

1 Scope

This policy specifies Chenies School's commitment to child protection. It details how and who ensures that the policy is carried out.

2 Introduction

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

"Working Together to Safeguard Children" 2006



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

"What to do if you are worried a Child is being Abused" 2006 ¹

Safeguarding Children and Safer Recruitment in Education 2006

Buckinghamshire Safeguarding Children Board Multi-Agency Child Protection Code of Practice 2006

¹ What To Do If You Are Worried A Child is being Abused <http://www.dcsf.gov.uk/everychildmatters/resources-and-practice/IG00182/>

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2.1 The Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard ² and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within Chenies School to identify, assess, and support those children who are suffering harm.

2.2 We recognise that all staff³ 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.

2.3 All staff believe that Chenies School should provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child.



2.4 The aims of this policy are:

2.4.1 To support the child's development in ways that will foster security, confidence and resilience.

2.4.2 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.

² 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"

³ "Staff" covers ALL adult staff on site, including temporary, supply and ancillary staff, and volunteers working with children

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2.4.3 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.

2.4.4 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.

2.4.5 To acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils.

2.4.6 To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.

2.4.7 To develop effective working relationships with all other agencies, involved in safeguarding children.

2.4.8 To ensure that all adults within our school who have access to children have been checked as to their suitability. This includes other community users of our facilities.

3 **Responsibilities**

All staff share the responsibility for safeguarding children and young people, protecting them from harm and promoting their welfare and are aware of and follow this policy.

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 The Governing Body understands and fulfils its safeguarding responsibilities.

3.1.2 The Governing Body of Chenies School is responsible for ensuring the annual review of this policy, and for reporting back to Bucks LA.



3.1.3 We have a Designated Member of the Senior Leadership Team who has undertaken appropriate training for the role, as recommended by Bucks LA, within the past two years. Our two Designated Safeguarding Leads (DSL) will update their training with Bucks LA approved training every two years.

3.1.4 We have a member of staff who will act in the absence of the DSL who has also received training for the role.

3.1.5 All adults, (including supply teachers and volunteers) new to our school will be made aware of the school's policy and procedures for child protection, the name and contact details of the DSO and the booklet "What to do if You're Worried a Child is Being Abused" (<http://www.dcsf.gov.uk/everychildmatters/resources-and-practice/IG00182/>), and have these explained, as part of their induction into the school.

3.1.6 All members of staff and volunteers are provided with opportunities at least every three years to receive training arranged or delivered by the DSL in order to develop their understanding of the signs and indicators of abuse, 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.

3.1.7 All parents/carers are made aware of Chenies School's responsibilities in regard to child protection procedures through publication this policy, and reference to it in Chenies School's prospectus.

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3.1.8 Chenies School lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.

3.1.9 Community users organising activities for children are aware of and understand the need for compliance with the school's child protection guidelines and procedures.

3.1.10 Chenies School operates Safe Recruitment practices including all checks on staff and regular volunteers' suitability ascertained through Criminal Records Bureau checks as recommended by Bucks LA and in accordance with current legislation and the appropriate use and checks of references.

3.2 We have a Designated Person who is responsible for:

3.2.1 Ensuring that all Chenies School staff are aware of the policy and its procedures, and know how to recognise and refer any concerns.

3.2.2 Referring a child if there are concerns about a child's welfare, possible abuse or neglect to Social Care. A written referral using the Common Referral Form will be faxed/posted/e-mailed to Social Care as soon as possible within the school day.

3.2.3 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.

3.2.4 Ensuring that all such records are kept confidentially and securely and are separate from pupil records, with a front sheet listing dates and brief entry to provide a chronology. Where children leave the establishment, ensure their child protection file is copied for the new establishment. This should be transferred separately from the main pupil information and addressed to the DSL for child protection in the new establishment marked private and confidential. Originals should be stored securely for 50 years.

3.2.5 Ensuring that an indication of further record-keeping is marked on the pupil records.



3.2.6 Acting as a source of support, advice and expertise for staff with concerns and liaising with other agencies and professionals.

3.2.7 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, provides a report which has been shared with the parents and contributes to assessments within Social Care or Local Delivery Team processes.

3.2.8 Ensuring that any absence of two days, without satisfactory explanation, of a pupil currently subject to a child protection plan is referred to their Education Welfare Officer.

3.2.9 Providing an annual report for the Governing Body, detailing any changes to the policy and procedures; training undertaken by the DSL, and by all staff and Governors; number and type of incidents/cases, and number of children referred to Children's Social Care and subject to Child Protection Plans (made anonymous). The Governing Body will use this report to fulfil its responsibility to provide Bucks LA with information about their Safeguarding policies and procedures.

3.2.10 Keeping themselves up to date with knowledge to enable them to fulfil their role, including attending relevant training, at least every two years, provided by the

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Buckinghamshire Safeguarding Children Board, or the Safeguarding in Education Team.

3.2.11 Being familiar with any updates to the BSCB procedures.

3.2.12 Ensuring that relevant staff are aware that these procedures are also available on the BSCB website: (www.bucks-lscb).

4 **Procedures**

Chenies School procedures for safeguarding children are in line with Buckinghamshire Local Authority (LA) and Buckinghamshire Safeguarding Children Board Child Protection Procedures, "Working Together to Safeguard Children 2006" and "Safeguarding children and Safer Recruitment in Education". We will ensure that:

4.1 We will monitor and evaluate our procedures for effectiveness and to ensure we are satisfied that they are being complied with. This policy and our procedures will be reviewed annually by the governing body, up-dated and published for the whole school community.

4.2 The name of the DSL will be clearly shown in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

4.3 Our DSL undertakes training every two years and the whole school is trained every three years.

4.4 All staff will follow the advice given in the booklet "What to do if You're Worried a Child is Being Abused" (<http://www.dcsf.gov.uk/everychildmatters/resources-and-practice/IG00182/>)

4.5 The school's procedures are as follows:

A Personal Code of Conduct



- respect all individuals, irrespective of age, developmental stage, ability, sex, sexual orientation, race or faith
- place the safety and well being of children first. It must be before any personal or organisational goals and before any loyalty to friends
- form appropriate relationships with children. These should be based on mutual trust and respect
- be aware of the powerlessness of children (and especially disabled children) in relation to adults
- be committed to actively preventing the exploitation and abuse of children
- make sure you are aware of the child protection policy and your responsibilities within it

Child Abuse – Kidscape Definitions

- **emotional abuse is** making the child feel unwanted, ugly, worthless, guilty, unloved
- **physical abuse is** being physically violent towards a child
- **sexual abuse is** exploiting a child sexually
- **neglect is** failing to provide the things needed for a child to grow

Identifying Possible Signs of Behaviour

- both physical and behavioural signs are important
- there may be reasons other than child abuse, which could explain the child's symptoms

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- always consider the age, stage of development and knowledge of the child as an individual
- attitudes of parents and carers are crucial; think about how they behave towards the child
- consider the whole context of the child's life; are they being bullied? What is happening at home? Domestic violence, alcohol or drug abuse, family crisis?
- children with disabilities are especially vulnerable and signs in them may be more difficult to detect
- different cultural, class or individual attitudes about child rearing must not cloud a judgement about whether a child is being abused

Dealing with Disclosures

- listen to the child
- if you are shocked by what they are saying, try not to show it
- take what they say seriously
- accept what the child says

Reassure:

- stay calm and reassure the child they have done the right thing in talking to you
- be honest with the child so do not make promises you cannot keep
- do not promise confidentiality – you have a duty to refer a child who is at risk
- acknowledge how hard it must have been for the child to tell you what happened

React:

- react to the child only as far as is necessary for you to establish whether or not you need to refer this matter, but do NOT interrogate them for full details
- do not ask leading questions
- explain what you have to do next and whom you have to talk

Record:

- make some brief notes at the time and write them up more fully as soon as possible
- take care to record timing, setting and persons present as well as what was said
- be objective in your recording – include statements and observable things rather than your own interpretations or assumptions

Support:

- the child will need support through out the process of investigation and afterwards
- you will need support

Where to go if you are concerned

1) Designated Safeguarding Lead (DSL)

First stage if you have any concerns about a child

Hannah Burnett (Co-Headteacher) - 01296 423865 or 07709 314164



Kay Gobby (Co-Headteacher) - 01296 423865 or 07748 978817

Claire Bull (Additional DSL) - 01296 423865

2) Safeguarding in Education Team

This team should be used as a first point of contact for child protection concerns (not involving Staff*). They are trained in child protection and other responsibilities are to attend case conferences and facilitate training for staff and Governing Bodies. They are more than happy to talk through issues and offer support, including advice about the next stage of child protection referrals.

See safeguarding file for current staff member - 01926 387820

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3) Early intervention and prevention

This department will be involved in placing a 'team around a child' with cases that do not meet the social care threshold. This department are also more than happy to talk through issues particular for useful for children and families that have more than one specific concern relating to the support of the child, or indeed when it not clear what the specific concerns are, in relation to, for example, well being, health, housing etc.

See safeguarding file for current staff member - 01494 586363

4a) Social Care

Referral and assessment including level 3/4 intervention. Referrals that are the result of information or disclosures that cause concern for the short-term and long welfare of a child / children.

Area office (High Wycombe) - 01494 475211

Out of Hours - 01494 817750

4b)Police

Child Protection & Sexual Crimes Unit - 01865 291046

Or...

*1) Bucks LA lead officer for allegations against staff (LADO) (see policy # 0021 'managing allegations against Staff')

See safeguarding file for current staff member - 01296 382070

5 Confidentiality

We recognise that all matters relating to child protection are confidential.

5.1 The Co-Headteacher will disclose personal information about a pupil to other members of staff on a need to know basis only.

5.2 However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

5.3 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.



5.4 We will always undertake to share our intention to refer a child to Social Care 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 Safeguarding in Education Team or Social Care on this point.

6 Diversity Issues

6.1 Although no culture sanctions extreme harm to a child, cultural variations in child rearing patterns do exist. A balanced assessment must incorporate a cultural perspective but guard against being over-sensitive to cultural issues at the expense of promoting the safety and well-being of the child.

6.1.1 Fear of being accused of racism can stop people acting when they otherwise would. Fear of being thought unsympathetic to someone of the same race can change responses.

Every organisation concerned with the welfare and protection of children should have mechanisms in place to ensure equal access to services of the same quality, and that each child, irrespective of colour or background, should be treated as an individual requiring appropriate care.

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(Victoria Climbié Inquiry Report)

6.2 Research also tells us that children with special needs are at an increased risk of abuse. There are fewer signs and indicators and more possible explanations. Children with communication difficulties may be especially vulnerable.

7 Supporting Children and Young People

7.1 We recognise that a child or young person 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.

7.2 We recognise that the school may provide the only stability in the lives of children and young people who have been abused or who are at risk of harm. We recognise that there may be other groups of children and young people who are particularly vulnerable, e.g. those with disabilities, young carers and children living with substance abuse.

7.3 We accept that research shows that the behaviour of a child or young person in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

7.4 Chenies school will support all pupils by:

7.4.1 Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum.

7.4.2 Promoting a caring, safe and positive environment within the school.

7.4.3 Liaising and working together with all other support services and those agencies involved in the safeguarding of children and young people.

7.4.4 Notifying Social Care as soon as there is a significant concern.



7.4.5 Ensuring that a named teacher is designated for Looked After Children (LAC) and that an up to date list of children who are subject to a Care Order or are accommodated by the Local Authority is regularly reviewed and updated. The Education of Children in Public Care (ECPC) Team must be made aware of all LAC in the school.

7.4.6 Notifying Social Care when a child or young person attending the school is privately fostered.

7.4.7 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 Designated Person at the pupil's new school as a matter of urgency. The original copy of significant documents will be retained at our school, and photocopies forwarded as above.

7.5 Complaints or Concerns Expressed by Pupils

7.5.1 Chenies School recognises that listening to children/young people is an important and essential part of safeguarding them against abuse and neglect. Children and young people may disclose abuse or make an allegation. We will take these matters seriously and ensure that the appropriate next steps are taken and endeavour to keep the child/young person regularly informed as to the progress of his/her complaint.

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8 **Supporting Staff**

8.1 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.

8.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support. This could be provided by the Headteacher or another trusted colleague, Occupational Health, and/or a representative of a professional body or trade union, as appropriate.

8.3 In consultation with all staff, we adhere to safe working practices and have a code of conduct for staff at Chenies School (produced with regard to <http://www.dcsf.gov.uk/everychildmatters/resources-and-practice/IG00311/>). This forms part of staff induction and is in the staff handbook. We understand that staff should have access to advice on the boundaries of appropriate behaviour and be confident to challenge colleagues when necessary.

8.4 We recognise that our DSL should have access to support (as in 8.2 above) and appropriate workshops, courses or meetings as organised by Bucks LA.

9 **Allegations Against Staff**

9.1 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 8.3 above)

9.2 All staff should be aware of the school's behaviour/discipline policy. This can be found in the policy file the Co-Headteachers office or on the Admin system.

9.3 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 Co-Headteacher or the most senior teacher if the Co-Headteacher is not present.

9.3.1 The Co-Headteacher or senior teacher on all such occasions will discuss the content of the allegation with the Safeguarding in Education Team Manager who is the Local Authority Designated Officer (LADO) for education.



9.3.2 If the allegation made to a member of staff concerns the Co-Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in 9.3.1 above, without notifying the Headteacher first.

9.3.3 Chenies School will follow Bucks LA procedures for managing allegations against staff, a copy of which can be found on www.bucks-lscb.org.uk/EducationStaff.htm.

9.3.4 Chenies School lettings agreement for other users requires that the organiser will follow Bucks LA procedures for managing allegations against staff and, where necessary, the suspension of adults from school premises.

9.3.5 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

9.3.6 All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary, they should speak to the delegated 'whistle blowing' Governor or the Safeguarding in Education Team Manager who is the Local Authority Designated Officer (LADO) for education.

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9.3.7 The name of any member of staff considered not suitable to work with children will be notified to the Independent Safeguarding Authority (<http://www.isa.gov.org.uk/>), with the advice and support of Human Resources

10 Recruitment and Selection of Staff

Safer recruitment procedures will be followed (http://www.bucks-lscb.org.uk/safer_employment.htm). All staff and volunteers will be carefully selected and vetted to try to ensure they do not pose a risk to children. All references will be checked and verified. Those staff and volunteers having contact with children will be checked through the Criminal Records Bureau at the appropriate level. All staff and volunteers will receive information and basic training in safe conduct and what to do if they have concerns about a child. This will include information on recognising where there are concerns about a child, where to get advice and what to do if no one seems to have taken their concerns seriously.

11 Other Relevant Policies

11.1 Chenies School policy on physical intervention/positive handling by staff is set out separately, as part of our Behaviour Policy. It complies with Bucks LA Guidance, 'The Use of Force to Control or Restrain Pupils' November 2007. This policy states that staff must only ever use physical intervention as a last resort, e.g. 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.

11.1.1 Such events should be recorded and signed by a witness.

11.1.2 Staff who are likely to need to use physical intervention should be appropriately trained.

11.1.3 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.

11.2 Chenies School 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.



11.3 Chenies School 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.

11.4 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. Chenies school community will therefore:

11.4.1 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.

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

11.4.3 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.

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11.5 Chenies School 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, for example, in relation to internet use, and when away from the school when undertaking school trips and visits.

12 Approval

Co-Head Teacher

Printed Name: _____

Signature: _____

Date: _____

Co-Head Teacher

Printed Name: _____

Signature: _____



Date: _____

Governing Body

Printed Name: _____

Signature: _____

Date: _____

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Appendix A: Contacts

School contacts:

Designated Safeguarding Lead for Child Protection: Hannah Burnett – Co-Headteacher

(Tel: 01296 282546 or 07709 314164)

Designated Safeguarding Lead for Child Protection: Kay Gobby – Co-Headteacher

(Tel: 01296 282546 or 07748 978817)

Additional Designated Safeguarding Lead for Child Protection: Claire Bull

(Tel: 01296 282546)

Nominated Governor: Judith Palfreman

(Tel: 01494 763352)

Chair of Governors: Peter Stansbury

(Tel: 07703 658641)

Contacts in County:

Safeguarding in Education Team 01296 382070

Local Authority Designated Officer (LADO) 01296 382070

Social Care - Aylesbury 01296 387957

Social Care - High Wycombe 01494 475037

Social Care - Out of Hours 01494 675802

Thames Valley Police

(Child Abuse Investigation Unit) 08458 505505

Local Safeguarding Children Board www.bucks-lscb.org.uk

Local Guidance www.bucks-lscb.org.uk/EducationStaff.htm

Other contacts:

Crimestoppers 0800 555 111

NSPCC 0800 800500

Childline 0800 111111

Kidscape Bullying Helpline 0207 730 3300

Samaritans 0845 790 9090

Foreign and Commonwealth Office 0207 008 8706

(Forced Marriages Section)