

# Ringway Primary School Child Protection Policy

The Future  
The Future  
starts here

Our aim is to provide the foundations for a positive future for our pupils. A future where pupils learn to stay safe, to understand the importance of a healthy lifestyle , and to enjoy all they do. A future where they are both literate & numerate & can think critically. A future where they make a positive & respectful contribution to their culturally diverse community . A future where they show mutual respect & tolerance at a local, national & global level. A future where they aspire to be the best they can be & achieve their full potential

Created .....March 2017 .....Review March 2018.....

Signed C of Gov.....

Headteacher.....

*Teachers and non-teaching staff at Ringway Primary School have a crucial role to play in shaping the lives of young people. All staff are accountable for the way in which they exercise authority, manage risk, use resources and protect pupils from discrimination and avoidable harm.*

## INTRODUCTION TO RINGWAY PRIMARY CHILD PROTECTION POLICY

### Policy Statement

At Ringway Primary School we recognise our moral and statutory responsibilities to safeguard and promote the welfare of all children. We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are being listened to. We have deliberately created a culture of vigilance.

We maintain an attitude of "it could happen here" where safeguarding is concerned. The purpose of the policy is to provide staff, volunteers and governors with the framework they need in order to keep children safe and secure in our school and to inform parents and guardians how we will safeguard their children whilst they are in our care.

### Definitions

**Child protection** is an aspect of safeguarding, but is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.

The term **staff** applies to all those working for or on behalf of the school, full or part time, in either a paid or voluntary capacity.

**Child** refers to all young people who have not yet reached their 18<sup>th</sup> birthday.

**Parent** refers to birth parents and other adults in a parenting role for example adoptive parents, step parents, guardians and foster parents.

**Abuse** could mean neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and / or failure to provide proper care.

#### Aims

- To provide staff with the framework to promote and safeguard the well-being of children and in so doing ensure they meet their statutory responsibilities.
- To ensure consistent good practice across the school.
- To demonstrate our commitment to protecting children.

### Principles and Values

- Children have a right to feel secure and cannot learn effectively unless they do so.
- All children regardless of age, gender, race, ability, sexuality, religion, culture or language have a right to be protected from harm.
- All children feel listened to and have positive relationships with staff members.
- At Ringway we have a good communication between staff members and our staff are encouraged to talk about concerns and feel safe doing so.
- All staff have a key role in prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child is at risk of harm in accordance with the guidance.
- At Ringway we acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working throughout the child protection process to safeguard the child.
- Ringway will work as openly as possible with parents, however we will reserve the right to contact children's social care or the police, without notifying parents if this is in the child's best interest.
- Safeguarding issues are explored as part of the curriculum
- Children who have been abused or are at risk of abuse are supported by an in house counselling system

THE CHILDREN ACT 2004 PLACES A STATUTORY RESPONSIBILITY AS FOLLOWS:-

**Education and schools:-** All people working in education and schools contribute to the safeguarding and promoting of children's welfare. All schools and further education institutions have a statutory duty to safeguard and promote the welfare of children. Consequently, staff in these establishments play an important part in safeguarding children from abuse and neglect by early identification of children who may be vulnerable or at risk of harm and by educating children, about managing risks and improving their resilience through the curriculum. All schools and further education institutions should create and maintain a safe environment for children and young people, and should be able to manage situations where there are child welfare concerns.

**It is our duty to share information.**

### Safeguarding Legislation and Guidance

The following safeguarding legislation and guidance has been considered when drafting this policy:

- Education Act 2002
- The Teacher Standards 2012
- Working Together to Safeguard Children 2015 ( 2017 update )
- Keeping Children Safe in Education 2016
- What to do if you're worried a child is being abused 2015
- Information Sharing 2015

In September 2016, the DfE updated the statutory guidance on safeguarding. All staff are required to read at least part 1 and appendix A of 'Keeping Children Safe in Education' and to understand and be aware of their role in these processes. All new staff will have the opportunity to discuss safeguarding requirements and this policy during their induction process.

### Roles and Responsibilities

Designated Safeguarding Lead	Mrs Rowena Thomas
Email: <a href="mailto:r.thomas@ringway.manchester.sch.uk">r.thomas@ringway.manchester.sch.uk</a>	Tel 0161 437 1899
Head teacher	Miss Nuala Forkan
Headship team who are deputy designated leads	Mrs Leanne Hannent, Mrs Georgina Hughes, Miss Suzanne Bentley, Mr Ryan Conroy
Nominated Child Protection Governor	Ros Brett- chair of governors

### Staff Responsibilities

All staff have a key role to play in identifying concerns early and in providing help for children. To achieve this they will:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried about any problems.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Attend training in order to be aware of and alert to the signs of abuse.
- Maintain an attitude of "it could happen here" with regards to safeguarding.
- Record their concerns if they are worried that a child is being abused and report these to the relevant person as soon as practical that day.
- Support children in line with their child protection plan.
- Treat information with confidentiality but never promise to "keep a secret"
- Notify the designated safeguarding lead of any child on a child protection plan who has unexplained absence.
- In the context of early help, staff will notify colleagues and/or parents of any concerns about their child/ren and provide them with, or signpost them to, opportunities to change the situation.
- Liaise with other agencies that support children and provide early help.

- **Responsibilities of Designated Safeguarding Leads & Deputies**

- Ensure all staff know who the designated safeguarding lead and deputy DSLs are and know how to contact them.
- Contribute to inter-agency working in line with guidance (working together 2015)
- Provide a coordinated offer of early help when additional needs of children are identified.
- Work with children's social care, support their assessments and planning processes including the schools attendance at conference and core group meetings.
- Provide support and advise on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school
- Treat any information shared by staff or pupils with respect and follow procedures
- Ensure that all staff know where they can access copies of policies (including the child protection policy, staff code of conduct policy and a copy of part one of keeping children safe in education) at induction.
- Ensure that all staff understand the role of the designated safeguarding lead and aware of systems within school which support safeguarding.

#### **Governing body responsibilities**

- The school has effective safeguarding policies and procedures including a child protection policy and a staff code of conduct policy.
- Recruitment, selection and induction of staff follow safer recruitment practice.
- Allegations against staff are dealt with by the headteacher.
- A member of senior staff is designated as the safeguarding lead and has this recorded in their job description.
- Staff have been trained appropriately and this is updated in line with guidance.
- The chair of governors is responsible for managing allegations against the head teacher.
- Ensure that the child protection policy is updated at least annually and available to the public via the school website.
- Ensure children are taught about safeguarding, including on line through teaching and learning opportunities.
- Ensure appropriate filters and appropriate monitoring systems are in place to safeguard pupils from potential harmful and inappropriate online material.
- Provide opportunities for staff to contribute to and shape safeguarding arrangements and child protection policy so recognising the experience and expertise of their staff.
- Ensure that all staff read at least part one of keeping children safe in education.
- Ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in part one of keeping children safe in education.

**Pupils, parents/carers and volunteers** are expected to be aware of and comply with the school's safeguarding, child protection and conduct policies.

We encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We ensure that partisan political views are not promoted in the

teaching of any subject in the school and where political issues are brought to the attention of the pupils; reasonably practicable steps have been taken to offer a balanced presentation of opposing views to pupils.

Our school values uphold this -Be Kind, Be Responsible, Be aspirational, Be Respectful & Embrace Diversity

## **SAFEGUARDING IS EVERYONE'S RESPONSIBILITY**

### **Practical Advice**

- Child abuse is taken to refer to any child of under 18 years who, through the actions of adults (with a caring role for that child) or their failure to act, has suffered or is at risk of suffering significant harm. Children may be abused in a family or in an institution or community setting by those known to them or, more rarely, by others (eg via the internet). They may be abused by adults or another child or children.
- Behaviours such as truanting, sexting, substance misuse and alcohol put children at risk or in danger and safeguarding issues can manifest themselves via peer-on-peer abuse, including cyber bullying and gender based violence / sexual assaults.
- We recognise that abuse; neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. However there are four broad areas of definitions:
  - Neglect
  - Physical Abuse
  - Sexual Abuse
  - Emotional Abuse

**Transition - at summer transition meeting relevant child protection information will be passed on to the next teacher. Any LAC children will be highlighted as will any children in private fostering. Private fostering** is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a **private** arrangement made between a parent and a carer, for 28 days or more.

**Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**Physical Abuse** may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a

parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. This situation is now known as illness fabricated or induced by carer (previously Munchausen Syndrome by Proxy) Honour based violence will be treated in the same manner as any physical abuse.

**Sexual Abuse** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Emotional Abuse** is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or „making fun“ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

It is important to recognise that many children will be living or may have lived in families where domestic abuse is a factor, and that these situations have a harmful impact on children emotionally, as well as placing them at risk of physical harm. The definition of domestic abuse is:

*Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality.*

**Child Sexual Exploitation (CSE)** involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly "consensual" relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation

or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

**Female Genital Mutilation (FGM):** professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. FGM is illegal in the UK **and there is a mandatory duty on schools to report cases of FGM to the police.**

**Children Who Go Missing From Home or Care** are particularly vulnerable and may be at significant risk at times. The immediate risks associated with going missing include:

- No means of support or legitimate income - leading to high risk activities
- Involvement in criminal activities
- Victims of abuse
- Victim of crime, for example through sexual assault and exploitation
- Alcohol /Substance misuse
- Deterioration of physical and mental health
- Missing out on schooling and education
- Increased vulnerability

Long term risks include:

- Long-term drug dependency / alcohol dependency
- Crime
- Homelessness
- Disengagement from education
- Child sexual exploitation
- Poor physical and /or mental health

**Children Missing From Education:** all children regardless of their circumstances, are entitled to a full time education, which is suitable to their age, ability and aptitude and any special educational needs they may have. A child going missing from education or not attending regularly is a potential indicator of child abuse or neglect. The attendance lead **MUST** inform the Headteacher and the senco of children that go missing on repeat occasions. Home visits will take place to vulnerable families whose children are missing school. EHAs will take place with those under 90% attendance & early help may be accessed if necessary. Any children missing for 10 days will follow the LA procedure/ form completed. We will also ensure that staff are alert to the potential risks of poor or non attendance and cessation of attendance, including the signs to look out for and triggers to be aware of when considering the risks of potential concerns such as **travelling to war zones, FGM and forced marriage.**

**Peer on Peer Abuse** At Ringway Primary School we are committed to ensure that any form of peer on peer abuse or harmful behaviour is dealt with immediately and consistently. This will reduce the extent of harm to the young person and minimise the potential impact on that individual child's emotional and mental health and well-being.

**Definition** There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement. If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged young person.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

**Issues of peer to peer abuse should be raised with the Behaviour lead Ryan Conroy who is a trained DSL.**

**SEN** - Staff should always be aware that children with SEN disabilities can face additional safeguarding challenges.

**Prevention** As a school we will minimise the risk of allegations against other pupils by:-

- Providing a developmentally appropriate SMSC syllabus which develops pupils understanding of acceptable behaviour and keeping themselves safe
- Having a robust Online and Mobile Technology safety programme which develops pupils knowledge, understanding and skills, to ensure personal safety and self protection when using the internet and social networking
- Having robust monitoring and filtering systems in place to ensure pupils are safe and act appropriately when using information technology in school
- Having systems in place for any pupil to raise concerns with staff, knowing that they will be listened to, believed and valued
- Delivering targeted work on assertiveness and keeping safe to those pupils identified as being at risk
- Developing robust risk assessments & providing targeted work for pupils identified as being a potential risk to other pupils

## **Allegations against other pupils which are safeguarding issues**

Occasionally, allegations may be made against pupils by other young people in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation, bullying, cyber bullying and sexting. It should be considered as a safeguarding allegation against a pupil if some of the following features are present.

The allegation:-

- Is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- Is of a serious nature, possibly including a criminal offence
- Raises risk factors for other pupils in the school
- Indicates that other pupils may have been affected by this student
- Indicates that young people outside the school may be affected by this student

Examples of safeguarding issues against a pupil could include:

**Sexting** is when someone sends or receives a sexually explicit text, image or video.

This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, regardless of their age, gender or sexual preference. However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

**Prevent:** all schools must have due regard to the need to prevent children from being drawn into terrorism or being radicalised. We will ensure that staff are provided with appropriate training and information to enable them to assess the risk of children being drawn into extremist ideas that are part of terrorist ideology and identify any child who may be at risk and how to support them. We will also ensure that children are safe from terrorist and extremist materials when accessing the internet in school. Concerns will be discussed with the child's parents whenever possible and with the Local Authority Prevent coordinator and referrals made to the channel programme when appropriate.

## **Procedure for Dealing with Allegations of Peer on Peer Abuse**

When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances. The Designated Safeguarding Lead should contact The MASH team to discuss the case. The Designated Safeguarding Lead will follow through the outcomes of the discussion and make a referral where appropriate. If the allegation indicates that a potential criminal offence has taken place, through the MASH team, the police will become involved. Parents, of both the student/s

being complained about and the alleged victim/s, should be informed and kept updated on the progress of the referral. The Designated Safeguarding Lead will make a record of the concern, the discussion and any outcome and keep a copy in CPOMS

### **How to report concerns in Ringway**

1. Teachers will now log any concerns they have straight onto the CPOMS system.
2. TAs will fill in a Child Protection form and hand it to Rowena Thomas DSL who will log it onto CPOMS and keep a copy of the form in the child protection filing cabinet.
3. LOs will fill in a child protection form and hand it to Rowena Thomas DSL who will keep paper copies and log details of the incident onto CPOMS.
4. When you have logged an incident onto the CPOMS system please **always** select Rowena Thomas to be alerted. Rowena Thomas will check the system daily when she is in school and Georgina Hughes or Ryan Conroy will check the system.
5. If you are in foundation or key stage one please also select Georgina Hughes to be alerted.
6. If you are in Key stage 2 please also select Ryan Conroy or Suzanne Bentley to be alerted.
7. It is important to record all concerns & decisions made on CPOMS.
8. All verbal conversations should be recorded promptly in writing.

The school will always discuss concerns with parents/carers unless to do so would:

- place the child at risk of significant harm or further risk of significant harm.
- place a vulnerable adult at risk of harm
- compromise and enquiries that need to be undertaken by children's social care or the police

The school will endeavour to ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

**UNDER NO CIRCUMSTANCES SHOULD YOU LEAVE SCHOOL WITHOUT  
DISCUSSING YOUR CONCERNS WITH SOMEONE.**

Only a minority of children actively disclose abuse. Most child abuse is disclosed accidentally or through observation by an adult of a child's behaviour, words and physical appearance. When a child does disclose abuse, this needs to be taken very seriously. It is important that any disclosure is dealt with appropriately, both for the wellbeing of the child and also to ensure that your actions do not jeopardise and legal action against the abuser.

**RINGWAY PRIMARY PROCEDURES FOR WHEN SOMEONE IS CONCERNED ABOUT A CHILD OR YOUNG PERSON**

- all concerns for children and young people should be recorded onto CPOMS and directly to Rowena Thomas
- all concerns should be recorded as soon as possible (and within one hour)
- all concerns should be referred to one of the designated persons NOT left on their desk or tray but handed to them in PERSON via CPOMS
- all concerns of significant harm should be referred to the Local Authority Childrens Services without delay by the DSL
- All concerns of allegations in relation to staff and volunteers harmful behaviour should be referred to the head (if the concern is in relation to the head the chair of governors should be informed without delay)
- Dealing with disclosures - do NOT ask leading questions & do not ask closed questions. Ask open questions .Keep the information confidential except for telling a DSL.

### **WHAT INFORMATION WILL YOU NEED WHEN MAKING A REFERRAL**

You will be asked to provide as much information as possible; such as the child's full name, date of birth, address, school, GP, languages spoken any disabilities the child may have, details of the parents, other siblings, chronology of previous concerns. Do not be concerned if you do not have all these details, you should still make the call.

You should follow up the verbal referral in writing, within 24hrs. This should be done on a MSCB ( Manchester Safeguarding Children's Board ) Referral form. This can be downloaded from the MCSB website [www.manchestercb.org.uk](http://www.manchestercb.org.uk) and all 6 DPs have blank referrals, a blank copy can also be found on TAO under SEN/blank referrals.

**Call the MASH team on 0161 234 5001 or the MASH consultation line manned by a senior social worker 0161 219 2895**

**There are EARLY help systems in place in school for families & children - Rowena Thomas & John Fineberg run Early help sessions each Thursday - please pass concerns to them directly or via CPOMS.**

### **WHISTLEBLOWING**

**If you are not happy with the way an issue has been dealt with by the school speak to the Headteacher or as a last resort call the NSPCC whistleblowing hotline 0800 028 0285**

**Support for staff**

**Designated persons and staff dealing with vulnerable issues will be offered counselling for themselves with the school's counselling system if appropriate.**

**ANY REFERRAL MADE MUST BE FOLLOWED UP WITH 1 WORKING DAY IF NO INFORMATION HAS COME FORWARD.**

### **Dealing with Disclosures**

At Ringway Primary School we believe that all children have a right to be protected from harm and / or abuse. We recognise that safeguarding and promoting the welfare of children is *everyone's* responsibility. We recognise that abuse and neglect are complex issues and rarely stand alone events and therefore require a culture of vigilance, professional curiosity and respectful challenge and effective recording and monitoring systems.

We recognise that abuse occurs in all cultures, religions and social classes and that staff need to be sensitive to the many differing factors which need to be taken into account depending on the child's cultural and social backgrounds when dealing with CP issues. However we also recognise that the needs of the child are paramount and any concerns will be referred on appropriately whatever the family background of the child concerned.

We recognise that because of the day-to-day contact with children school staff are extremely well placed to observe outward signs of abuse. We recognise that the school may provide the only stability in the lives of children who have been abused or are at risk of harm. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived as normal to that which is overtly aggressive, disturbed or withdrawn.

We know that it is important that children feel secure, are encouraged to talk and sensitively listened to, and that children know that there are adults in school whom they can approach if they are worried or unhappy. We acknowledge that, although all designated/key staff have the skills and experience to respond to a variety of situations and issues, there are occasions where it will be appropriate to consider whether specific or additional arrangements need to be put in place where an issue is particularly sensitive due to gender issues, cultural or faith issues. This ensures that any cases of sexual abuse in particular, a pupil can be spoken to by a same sex member of staff if this is felt to be appropriate.

We adhere to work in partnership with those who have parental responsibilities for each child. Our prime concerns at all times must be to the welfare of the child. Where there is a conflict between the needs of the child and the parents /carers, the interest of the child must be paramount. The ethos of Ringway Primary School supports open practice, good communication and a safe culture in which children can thrive and learn.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and know that these concerns will be taken seriously by the leadership team and dealt with sensitively and appropriately.

### **Extended school and off-site arrangements**

All extended school and off site activities are subject to a safety checks to satisfy health and safety and safeguarding requirements. Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply. If other organisations provide services or activities on our site on behalf of our school we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off site activities (such as swimming, day visits and residential visit), we will check that effective child protection arrangements are in place.

### **Record Keeping**

Written records are kept of all concerns whether or not there is a need to refer the matter immediately and these records are kept securely on CPOMS and within the child protection locked cabinet, separate from the main pupil files. All concerns, discussions and decisions made and the reasons for those decisions are recorded on CPOMS. Written reports are kept in a separate locked cabinet. Records are passed onto other schools & receipts are kept. Information on new pupils are actively sought on the first day of arrival.

If a child subject to the child protection plan leaves school, records will be transferred to the new school without delay and the children's social worker informed of the change. Receipts for pupil's records from receiving schools will be kept by the designated leads.

### **Confidentiality**

- Matters related to child protection are of a confidential nature. The designated safeguarding lead / and or head teacher will therefore share detailed information about a pupil with other staff members on a need to know basis.
- All staff must be aware that they have a professional responsibility to share information with the designated lead and with other relevant agencies where necessary to safeguard and promote the welfare of children.
- All staff must be aware that they cannot promise a child that they will keep certain information secret.
- We have a separate Confidentiality Policy & all staff sign to say they will comply with this.

All staff are made aware that whilst the data protection act 1998 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information **cannot** be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

## **Areas of Risk**

**Physical Intervention, personal & Intimate care have their own policies . Only staff trained in positive handling should be handling children & must fill out a restraint report after an incident. The Staff Code of conduct policy warns of the risk of 1-1 working - where a door needs to be open etc**

## **Allegations and Complaints against staff**

We recognise that there will be occasions when a pupil at the school or a parent may make an allegation against a member of staff. The term allegation refers to concerns reported or raised that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position or in any capacity. This means it has been alleged that a teacher or member of staff in a school that provides education for children under 18 years of age has:

- Behaved in a way that has or may have harmed a child
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

In this event the headteacher (or chair of governors if the allegation is against the headteacher) must be informed. This will also involve a discussion with LA officers and a referral to the Local Authority Designated Officer (LADO) where appropriate.

All staff are expected to recognise the need for absolute confidentiality in these situations.

Please see appendix 1 & 2 to show the flow chart for the correct procedure.

The procedure for dealing with a safeguarding concern against another pupil - CPOM the DSL & key stage assistant DSL. They will have a strategy meeting to decide the most appropriate course of action.

## **Safer Recruitment and Disclosure and Barring Checks**

The school has a separate Safer Recruitment Policy to ensure that all those working in school, in either paid or unpaid capacity are suitable to do so as far as can be reasonably ascertained.

Senior leaders who are involved in the selection procedures have had safer recruitment training. Appropriate checks (ie enhanced DBS checks and checks against the barred list will be carried out on all potential employees and volunteers and all references will be taken up and verified. The school will ensure it is following the most recent guidance in respect of these issues, including taking account of the definition of regulated activities. This will include: prohibition checks for everyone in 'teaching work' not just those with QTS; restrictions imposed by countries in the European Economic Area (EEA).

Interview panels will follow the safer recruitment policy and at least one member of each panel must have completed safer recruitment training. At interview, candidates will be asked to account for any gaps in their employment history. Adverts will also always refer to safeguarding.

## **Staff Code of Conduct**

In addition to the child protection policy, schools must have a staff code of conduct that outlines an acceptable level of staff behaviour. During their induction training new staff must be given and have read:

- The school's safeguarding and child protection policy
- Staff code of conduct
- Keeping Children Safe in Education (2016) Part one and annex A

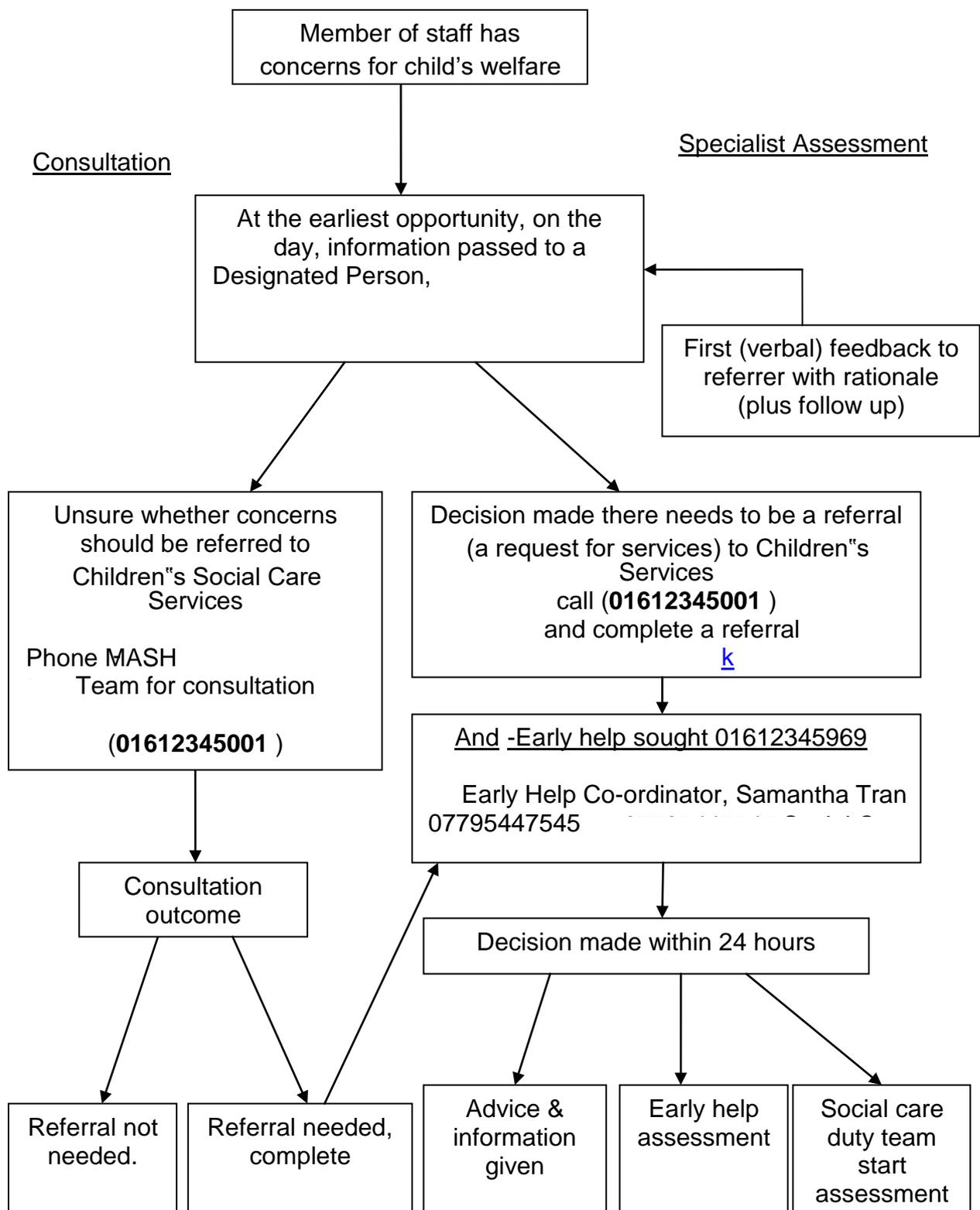
And made aware of:

- What to do if a child is being abused (2015)

This policy has clear links to other policies in school, in particular to any policy concerned with the protection of all children in the school from various kinds of harm. These policies are listed below:

- Anti-bullying
- E-Safety
- Equality
- Health and Safety
- Children missing from education- Attendance Policy
- Confidentiality
- Safer recruitment
- Whistleblowing.
- Intimate Care Policy
- Positive Handling Policy
- Staff Code of Conduct

**Staff Training** - All staff are trained at least annually. The DSLs refresh their training every 2 years and the other staff complete basic awareness training in the first month of employment and all staff refresh this every 3 years. We have at least 6 paediatric first aiders trained at any one time - soon this will be all staff. We have 10 staff trained on the positive handling of children including the behaviour lead Ryan Conroy.



Appendix 2: Managing Allegations Against Staff and Volunteers

