

North Yorkshire LA
Sample School Child Protection Policy
Updated November 2015

School: Kettlewell Primary School

Headteacher: Mr A Taylor

Named personnel with designated responsibility for Child Protection

Academic year	Designated Senior Person	Deputy Designated Senior Person	Nominated Governor	Chair of Governors
2013-14	R Powell	A Taylor T Briggs	M McLellan	A Vetch
2014-15	H Mukherjee (from Nov 2014)	A Taylor T Briggs	M McLellan	A Vetch
2015-16	H Mukherjee	A Taylor T Briggs	A Vetch	V Berry

Policy Review dates

Review Date	Changes made	By whom	Date Shared with staff
Nov 2012	Update as per NYCC guidance	A Taylor	Dec 2012
July 2013	Update as per NYCC guidance	A Taylor	July 2013
Sept 2014	Change of personnel	A Taylor	Sept 2014
July 2015	Update as per NYCC guidance	A Taylor	July 2015
Nov 2015	Update as per NYCC guidance	A Taylor	Nov 2015

Dates of Staff Training and details of course title and training provider

Whole School	Designated Senior Person	Deputy Designated Senior Person
June 2011	Nov 2011	Feb 2012
March 2015	June 2013	June 2013
	Nov 2014	Sept 2015

CONTENTS

Introduction

School Commitment

1. **Roles and Responsibilities:**

Governing Body/Proprietor

Headteacher

Designated Senior Person

All Staff and Volunteers

2. **Identifying Children who are suffering or likely to suffer Significant Harm**

3. **Taking Action to Ensure that Children are Safe at School and at Home**

Safeguarding Appendices:

- A. Allegations regarding person(s) working in or on behalf of school provision (including volunteers)
- B. Confidentiality
- C. Contacts
- D. Curriculum
- E. Curriculum resources
- F. Early Years
- G. Partnership with Parents
- H. Partnerships with other agencies
- I. PREVENT
- J. Pupil Information
- K. Related School Safeguarding Policies
- L. Safer Recruitment and Selection
- M. Safer Working Practice
- N. School Training and Staff Induction
- O. Supervision, Support and Advice for Staff
- P. Vulnerable children

INTRODUCTION

This policy was written by the North Yorkshire Safeguarding Officers with acknowledgement that they have included information from NYCC Education and Skills and the CAPE sample school policy.

The policy updates the LA Sample policy issued 2014 and is in response to: Sections 175 and 157 of the Education Act 2002, implemented June 2004 and:

- the North Yorkshire Safeguarding Children Board (NYSCB) Child Protection Procedures www.safeguardingchildren.co.uk;
- *Working Together To Safeguard Children* HM Government 2015 <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- *Keeping Children Safe in Education* (KCSiE) DfE July 2015 <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- School's duty under the Children Act 2004, to co-operate with other organisations and agencies.
- *What To Do If You Are Worried A Child is Being Abused* 2015
- Recommendations from national and local Serious Case Reviews
- the *Early Years Foundation Stage Section 3 – The Safeguarding And Welfare Requirements* September 2014

This policy applies to all adults, including volunteers, working in or on behalf of the school.

“Everyone who comes into contact with children and their families has a role to play in safeguarding children. School and college staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in *Working Together to Safeguard Children* 2015. Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.”

Keeping Children Safe in Education (KCSiE) DfE July 2015

Safeguarding includes the establishment and implementation of procedures to protect children from deliberate harm, however, safeguarding also encompasses all aspects of pupils' health, safety and well-being (see Appendix K Related school safeguarding policies)

Kettlewell Primary School is committed to ensuring the welfare and safety of all children in school. All North Yorkshire schools, including Kettlewell Primary School, follow the North Yorkshire Safeguarding Children Board procedures. The school will, in most circumstances, endeavour to discuss all concerns with parents about their child/ren. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection procedures). The school will, of course, always aim to maintain a positive

relationship with all parents. The school's child protection policy is available publicly.

SCHOOL COMMITMENT

The Designated Senior Person for Child Protection is H Mukherjee and the people who deputise in her absence are A Taylor and T Briggs.

Kettlewell Primary School is committed to Safeguarding and Promoting the Welfare of all of its pupils. Each pupil's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse e.g. those with Special Educational Needs, those living in adverse circumstances. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils.

1. Roles and Responsibilities

The Governing Body/proprietor should ensure that:

- the school complies with the Local Authority's arrangements to promote co-operation between itself, the school and relevant partners and organisations who are engaged in activities relating to children
- there is a clear accountability for the commissioning and / or provision of services designed to safeguard and promote the welfare of children.
- there is a senior board level lead to take leadership responsibility for the school's safeguarding arrangements (e.g. nominated governor)
- the school has a child protection policy and procedures in place which are provided to and read by all staff – including temporary staff and volunteers – on induction. These are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the NYSCB, are updated annually, and available publicly either via the school or college website or by other means
- all staff read at least part one of DfE statutory Guidance *Keeping Children Safe in Education* July 2015
- all staff undertake appropriate child protection training
- a senior member of the school's leadership team is designated to take lead responsibility for child protection (Designated Senior Person). This is explicit in the DSP's job description (Annex B KCSiE) and the need for a deputy DSP is reviewed
- the DSP has the appropriate authority and the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children

- a designated teacher is appointed to promote the educational achievement of children who are looked after and that this person has appropriate training
- the school has a staff behaviour policy (code of conduct) which should amongst other things include staff/pupil relationships and communications including the use of social media. This should be provided to all staff – including temporary staff and volunteers – on induction.
- the school has written recruitment and selection policies and procedures in place
- at least one person on any appointment panel has undertaken safer recruitment training
- the school operates safe recruitment procedures and makes sure that it adheres to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensures volunteers are appropriately supervised
- the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures (Appendix A)
- a governor, usually the chair, is nominated to liaise with the LADO and/or partner agencies in the event of allegations of abuse being made against the head teacher
- there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned
- it considers how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social health and economic education (PSHE), and/or through sex and relationship education (SRE)
- there are procedures in place to handle allegations that a child has harmed another child.
- the school has due regard in particular to the duty to prevent people from being drawn into terrorism; to report known cases of female genital mutilation and to follow procedures when a child goes missing from education ref. KCSiE pgs 13-17.
- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate.
- there is an annual review of policies and procedures and the Schools' Safeguarding Audit is completed
<http://cyps.northyorks.gov.uk/index.aspx?articleid=21016>)
- without delay, any deficiencies or weaknesses regarding child protection arrangements are remedied.

The Headteacher should ensure that:

- the policies and procedures adopted by the Governing Body or Proprietor, particularly concerning referrals of cases of suspected abuse and neglect, are fully implemented and followed by all staff;
- s/he liaises with the LA and/or partner agencies in the event of allegations of abuse being made against a member of staff or volunteer
- s/he receives appropriate child protection training which is regularly updated

The Senior Member of Staff with Designated Responsibility for Child Protection (this person is referred to in DfE guidance as the Designated Safeguarding Lead but will continue to be known as DSP in North Yorkshire) and Deputy (if appropriate)

The DSP ensures that there is always cover for this role including arrangements during school holidays as follows....

Managing referrals

The DSP will:

- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- Refer all cases of suspected abuse to the local authority children's social care
- Liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations

Training

The DSP should receive appropriate training carried out every two years in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so

- Ensure each member of staff has access to and understands the school's or college's child protection policy and procedures, especially new and part time staff
- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Be able to keep detailed, accurate, secure written records of concerns and referrals
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them

Raising Awareness

In order to ensure the school or college's policies are known and used appropriately, the DSP will:

- Ensure the school or college's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly and work with governing bodies or proprietors regarding this
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this
- Link with the NYSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Where a child leaves the school or college ensure the child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and obtaining confirmation of receipt.
- Ensure that CP records are retained until the young person's 25th birthday if the school is the final school
- Ensure that, if a child goes missing or leaves to be educated at home, the child protection file is forwarded to the Safeguarding Unit Manager, County Hall, Northallerton, DL7 8AE ensuring secure transit and obtaining confirmation of receipt.
- Ensure that the key worker in Prevention Service or Children's Social Care is informed where the child leaves the school.

All staff and volunteers should:

- read at least part one of Keeping Children Safe in Education July 2015 and, in particular, will:
 1. have due regard to the duty to prevent people from being drawn into terrorism; report known cases of female genital mutilation and follow procedures when a child goes missing from education ref. KCSiE pgs 13-17.
 2. where there are concerns about another staff member, refer these concerns to the Headteacher/principal
 3. where there are concerns about the Headteacher or principal, refer these concerns to the chair of governors
 4. raise concerns about poor or unsafe practices in the school via whistleblowing procedures
- be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This includes: the school's child protection policy; the school's staff behaviour policy (sometimes called a code of conduct); and the identity and role of the DSP
- receive appropriate child protection training which is regularly updated
- be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection
- maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child
- where there are concerns about a child, raise these with the DSP
- understand that, whilst anyone can make a referral to Children and Families' Service, the correct school procedure is to report their concerns to the DSP in the first instance. They should, however, escalate their concerns for the child if they do not feel those concerns have been taken seriously &/ or procedures have not been followed &/or the child's situation does not appear to be improving.
Ref school escalation procedure and NYSCB procedure
<http://www.safeguardingchildren.co.uk/section-15-procedures.html>
- in exceptional circumstances, such as in an emergency or a genuine concern that action has not been taken, speak directly to Children and Families' Service.

Concerns should always lead to help for the child at some point.

2. IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO ARE SUFFERING OR LIKELY TO SUFFER SIGNIFICANT HARM

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

Definitions

As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached his/her 18th birthday.

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 others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.

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.

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 children 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 and how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the 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.

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.

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 caregivers)
- ensure access to appropriate medical care or treatment

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

3. TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE AT SCHOOL AND AT HOME

All staff and volunteers follow the NYSCB Child Protection Procedures and Guidance www.safeguardingchildren.co.uk which are consistent with *Keeping Children Safe in Education July 2015*; *Working Together to Safeguard Children 2015* and *What To Do If You Are Worried A Child is Being Abused 2015*

It is **not** the responsibility of the school staff to investigate or determine the truth of any disclosure or allegation of abuse or neglect. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns indicating possible abuse or neglect will be recorded and discussed with the designated senior person with responsibility for child protection (or in his/her absence with the person who deputises) prior to any discussion with parents.

a) Staff must immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious

- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. significant changes in behaviour, worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse or neglect received from the child, or from any other person, including disclosures of abuse or neglect perpetrated by adults outside of the family or by other children or young people
- any concerns regarding person(s) who may pose a risk to children (e.g. staff in school or person living in a household with children present) including inappropriate behaviour e.g. inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

b) Responding to Disclosure

Disclosures or information may be received from pupils, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity (*insert school arrangements to ensure that pupils with communication difficulties are enabled to express themselves to a member of staff with appropriate skills*).....

Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated senior person and make a contemporaneous record.

c) Principles

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated senior person in order that s/he can make an informed decision of what to do next.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of school staff
- clarify the information
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened ?' rather than 'Did x hit you?'
- not ask leading questions
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the senior designated person
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and that the person will be involved as appropriate and be informed of what action is to be taken

d) Action by the Designated Senior Person (or Deputy DSP in their absence)

The following actions will be taken where there are concerns about significant harm to **any child, including where there is already an open case to Children's Social Care**, (e.g. Looked After Child)

Following any information raising concern, the designated senior person will consider:

- any urgent medical needs of the child
- whether to make an enquiry to the Customer Service Centre **01609 780780** to establish if the child is or has been subject of a Child Protection Plan.
- discussing the matter with other agencies involved with the family

- consulting with appropriate persons e.g. Prevention Service, Children's Social Care ref. Appendix C
- the child's wishes and any fears or concerns s/he may have

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether to make a child protection referral to Children and Families' Service because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately
OR
- not to make a referral at this stage
- if further monitoring is necessary
- if it would be appropriate to undertake an assessment (e.g. CAF) and/or make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to Children and Families' Service will be accompanied by a standard referral form

<http://www.safeguardingchildren.co.uk/section-5-procedures.html>

e) Action following a child protection referral

It is the responsibility of all staff to safeguard children. It is the role of the DSP (or appropriately trained Deputy DSP.) to attend multi-agency meetings and provide reports for these. Other staff in school, however, may be asked to contribute.

The designated senior person will:

- make regular contact with Children's Social Care
- contribute to the Strategy Discussion and all assessments
- provide a report for, attend and contribute to any subsequent Child Protection Conference
- if the child has a Child Protection Plan, contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences
- where possible, share all reports with parents prior to meetings
- where in disagreement with a decision made e.g. not to apply Child Protection Procedures or not to convene a Child Protection Conference, follow the NYSCB procedures 6.16
<http://www.safeguardingchildren.co.uk/section-6-procedures.html>
- where there is significant information in respect of a child subject to a Child Protection Plan, **immediately** inform the key worker or his/her manager in Children's Social Care e.g. any significant changes or

concerns, departures from the CP plan, child moves/goes missing,/is removed from school or fails to attend school

f) Recording and monitoring

School will record:

- Information about the child : name (aka) address, d.o.b., those with parental responsibility, primary carers, emergency contacts, names of persons authorised to collect from school, any court orders, if a child is or has been subject to a CP Plan
- Key contacts in other agencies including GP details
- Any disclosures/accounts from child or others, including parents (and keep original notes)
- Significant contacts with carers/other agencies/professionals
- All concerns, discussions, decisions, agreements made and actions taken (dated, timed and signed, to include the name and agency/title of the person responsible/ spoken to), the plan to protect the child and arrangements for monitoring/review

All records should be objective and include:

- Statements, facts and observable things (what was seen/heard)
- Diagram indicating position, size and colour of any injuries (not photograph)
- Words child uses, (not translated into 'proper' words)
- Non-verbal behaviours

All C.P. documents will be retained in a 'Child Protection' file, separate from the child's main file. This will be locked away and only accessible to the headteacher and designated senior person. The file will be transferred as soon as possible to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Senior Person Child Protection.' The file will be transferred separately from the main pupil file, ensuring secure transit and obtaining confirmation of receipt. The final school will retain the C.P. file until the child's 25th birthday.

When sharing confidential information about a member of staff or pupil, the school has regard to its responsibilities under the Data Protection Act (DPA) 1998 and where relevant, the Education (Pupil Information)(England) Regulations 2005 and the Freedom of Information Act 2000.

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

If the child goes missing from education or is removed from roll to be educated at home then any Child Protection file should be copied and the copy sent to the Safeguarding Unit Manager, County Hall, Northallerton, DL7 8AE.

School will monitor:

Any cause for concern including where there could be serious child welfare concerns:

- Injuries/marks
- Attendance
- Changes e.g. mood/ academic functioning
- Relationships
- Language
- Behaviour
- Demeanour and appearance
- Statements, comments
- Medicals
- Stories, 'news', drawings
- Response to P.E./Sport
- Family circumstances
- Parental behaviour/ care of child

The DSP will review all monitoring arrangements in the timescale and manner determined by circumstances, recorded and clearly understood by all concerned

f) Supporting the Child and Partnership with Parents

- School recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents
- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive and supportive working relationship with them whilst fulfilling our duties to protect any child
- We will provide a secure, caring, supportive and protective relationship for the child
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Senior Person will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the children.