



CHILD PROTECTION POLICY

Policy Version			
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This policy will be reviewed every 12 months in light of local and Government legislation.

At Linton School
we nurture our
young people
through quality
experiences to
never stop learning
and be the best
they can be.

Introduction

Linton School is fully committed to promoting the health, safety and well-being of all children who attend this school. Schools within Linton School will work closely with all services to protect and promote children's health and safety.

Ofsted has defined the term 'safeguarding pupils' as:

'The process of protecting pupils from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables pupils to have optimum life chances and enter adulthood successfully.'

Linton School is committed to safeguarding and promoting the welfare of pupils and young people and expects all staff and volunteers to share this commitment.

Linton School recognises that as school staff are in regular and frequent contact with pupils, they are particularly well-placed to observe signs of abuse or neglect.

Linton School is aware of the responsibilities which all staff have with regard to the protection of pupils from abuse and from inappropriate and inadequate care.

Roles and Responsibilities

The Proprietor will:

- review this policy annually, monitor and evaluate its effectiveness to ensure that it is complied with.
- ensure that the Head Teacher has appointed a Designated Senior Person (DSP) and a Deputy DSP (DDSP) and that a nominated Governor for Child Protection is also nominated.
- ensure that there are safe and effective recruitment policies and disciplinary procedures in place which adhere to 'Safeguarding Children and Safer Recruitment in Education 2007'.
- recognise the contribution the school can make in helping pupils keep safe through the teaching of self-protection skills and encouraging responsible attitudes to adult life through the PSHE and Citizenship programmes of study.

The Head Teacher will:

- Establish procedures for handling cases of suspected abuse (including allegations against staff and volunteers) which are consistent with those agreed by the DfE and Local Authorities. These will be well-publicised to all staff
- Liaise with the nominated Governor on pupil protection issues and school policy in this area
- Appoint a DSP and Deputy to co-ordinate action within the school, who will liaise with other agencies on suspected abuse cases

- Ensure that the DSP and the DDSP receive appropriate training and support
- Ensure that all staff recognise and are alert to, signs of possible abuse and know what to do if they have any concerns or suspicions
- Make parents/carers aware of the school's Child Protection Policy
- Work with local partners to create a safe environment for pupils at the school

Staff will:

- Staff have a duty to disclose to the Head teacher (or the Proprietor in the case of the Headteacher) if they are in a relationship or have a family member who may pose a risk to children. This information will be kept highly confidential and will only be used by the Head teacher to complete risk assessment. Failure to disclose this information would be viewed as gross misconduct and could result in dismissal.

Designated Senior Person (DSP) / Safeguarding Manager

The Head Teacher is the Designated Senior Person (DSP). The Head Teacher shall advise the Proprietor and all members of staff of the names of the school's DSP and DDSP, and inform them of any changes.

The Head Teacher shall also ensure that all staff and the Proprietor are aware that the DSP's responsibilities include:

- i. Ensuring that effective communication and liaison takes place between the school and Social Services and any other relevant agencies, where there is a child protection concern in relation to a school pupil;
- ii Ensuring that all staff have an understanding of and training about child abuse, neglect and its main indicators;
- iii Advising staff on the school's and their child safeguarding responsibilities and supporting staff in their child safeguarding role; and
- iv Responsibility to ensure that all documentation is up to date and kept in a secure environment.

The DSP and DDSP should possess skills in recognising and dealing with child welfare concerns. Appropriate training and support will be given. The DSP will be the first person to whom staff report concerns. It is then the responsibility of the DSP to discuss the situation with the relevant agencies.

Linton School has arrangements in place for when the DSP is absent, with the DDSP deputising in the first instance.

The DSP is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by

Lancashire's Local Safeguarding Pupils Board. They will also initiate appropriate proceedings to address any allegations made against members of staff.

The DSP will act as a source of advice, support and expertise within the school and will be responsible for co-ordinating action regarding referrals by liaising with Social Services and other relevant agencies over cases and allegations of abuse, regarding both pupils and members of staff.

The DSP will ensure each member of staff has access to and is aware of, the school's Child Protection policy and the Safeguarding Pupils and Promoting Pupil Welfare Policy. This is especially important in respect of staff that are part time or work in more than one educational establishment, such as supply teachers, peripatetic staff, trainee teachers and other visiting professionals.

The DSP and DDSP will make sure the school's child protection policy is updated and reviewed annually and work with the designated governor for Child Protection regarding this.

The DSP will ensure parents/carers can have access to full copies of this policy and the Safeguarding Pupils and Pupil Welfare Policy, in order to alert them to the fact that the school may need to make referrals.

Where pupils leave the school roll, the DSP will ensure their file is transferred to their new school or school as soon as possible (This can be done electronically). If a child leaves and the new school or school is not known, the DSP will inform Education Welfare and the DfE so that these pupils can be included on the database for lost pupils.

The DSP will also have an important role in ensuring all staff and volunteers receive appropriate training.

Training in Safeguarding Pupils

All new staff will be made aware of the Linton School's Child Protection and Safeguarding Pupils Policies and procedures during their induction. The document will be available to staff in the Staff Handbook and electronically.

All staff working at the school will receive training adequate to familiarise themselves with safeguarding pupils issues, their responsibilities, school procedures and policies with refresher training every 3 years.

Staff involved in the recruitment and appointment of staff will have refresher training every 2 years.

The DSP and DDSP will each participate in specific training with a recognised body e.g. NSPCC or LSCB once every 2 years.

Records will be kept for all staff training, naming individuals and details of what training they have received and when. These will be kept with the Single Central

Register. (see below) A schedule of training will be kept and included as part of the induction process for new staff. A schedule of training will be kept and included as part CPD policy for all school staff by the Head Teacher

Every interview panel will contain at least one person who has undertaken the Safer Recruitment Training provided and assessed by the Children's Workforce Development Council. This person will ensure that the 'Safeguarding Pupils and Safer Recruitment in Education (ref: 04217-2006BKT-EN)' guidance is adhered to throughout the recruitment process. This is a statutory requirement which the Proprietor must ensure is applied. The Proprietor will also ensure staff have participated in Safer Recruitment training.

Disclosure and Barring Service* (DBS) Checking

(*The Criminal Record Board (CRB) is now part of the DBS)

All personnel who come into contact with pupils, whatever their status will be DBS checked, including Governors. Similarly, all volunteers including parents must have a positive enhanced DBS check before they are allowed to work with children. (Note. New DBS checks are free to eligible volunteers and have no expiry date.) The Deputy Headteacher, working with the School Business Manager will have responsibility for rigorously maintaining the school's Single Central Register.

DBS checking will be rigorous and records will be kept of references obtained in the appointment process, detailing when they were obtained and who checked them.

The Single Central Register will be complete and kept securely in one place under the control of the Head Teacher. There will be limited access to the register and the people who have access will be named and advised.

Reporting Concern

In the event of a member of staff having a child protection concern about a pupil, they must immediately report that concern to the DSP. The member of staff will be asked by the DSP to document briefly the events which have given rise to the concern.

The school will follow Lancashire Council's guidelines for Child Protection, making appropriate use of the Common Assessment Framework* (CAF) and its electronic version (eCAF), liaising with the Social Services and other agencies, as appropriate. The action taken by the DSP will, therefore, be in line with Local Authority's guidelines.

The DSP will report back to the member of staff who made the initial report on a 'need to know' basis. It may be that the member of staff is simply informed that appropriate action has been taken.

Record Keeping

The DSP is required to manage the keeping of records in relation to matters regarding safeguarding pupils. These records will be stored securely. Where a person makes an oral statement, a written record will be produced, signed and dated by the author.

Staff should be given as much information as necessary in order to help the pupil concerned. In general, this will mean that, where a pupil is on the Child Protection register, or where there are concerns about a pupil, the member of staff chosen by the pupil to provide support will be kept informed. It may be appropriate in some cases to inform other staff, giving few details but raising general awareness that there are issues that may affect a pupil's behaviour and level of achievement at that time.

In the event of a pupil causing concern transferring to another school, the school will:

- i Find out the name of the receiving school;
- ii Contact the relevant member of staff at that school to discuss the transfer;
- iii Send all information relating to the pupil to the receiving school;
- iv Check with the receiving school that the pupil has actually arrived there on the expected day; and
- v Inform all of the relevant agencies of the transfer.

Listening To Pupils

Linton School recognises the importance of listening to pupils at all times, particularly when they are distressed, worried or concerned. It is appreciated that at times particular pupils may feel stressed and confused. The school will identify quiet areas and provide the opportunity for these pupils to take respite from the normal day when necessary.

All staff shall be made aware that pupils who are not known to be the subjects of concern may however be experiencing ill treatment, neglect or abuse. This means that staff should be aware of the need for sensitivity when dealing with all pupils at all times.

Linton School recognises that pupils who are distressed through experiences outside the classroom may be less able to achieve their potential. While it is clear that such pupils need firm boundaries, staff will take into account the pupil's distress when managing behaviour.

Pupils in the academy will be regularly anonymously questioned regarding their perceptions of how 'safe' they feel when at the school. School Councils will also be used to assess pupils' perceptions of how safe they feel. The data collected from these surveys will be used to inform changes in policies and practice.

Linton School recognises the value of having staff with specialised counsellor training to facilitate speedy reporting of issues by pupils and to enhance the quality of responses to disclosures.

Confidentiality

The school's Confidentiality Policy is set out in the Sex and Relationship Education policy.

The right of each pupil to confidentiality and privacy will be respected and all communications about the case will be kept to a minimum on a 'need to know' basis.

Pupils should be reassured that their best interests will be maintained. However, staff cannot offer or guarantee confidentiality and should ensure that the pupil understands that all disclosures made to the adult will be shared with the DSP.

When confidentiality has to be broken, the pupil should be supported, as appropriate and reassured about the school's 'duty of care'.

Linton School shares a common purpose with parents/carers to educate and keep pupils safe from harm and to have their welfare promoted, so is committed to working with parents/carers positively, openly and honestly. The school will ensure that all parents/carers are treated with respect, dignity and courtesy. The school respects parents'/carers' rights to privacy and confidentiality and will not share sensitive information unless it has parental/carer permission or it is necessary to do

so in order to protect a pupil.

Each school will share with parents/carers any concerns school staff may have about their child unless to do so may place a pupil at risk of harm.

Monitoring

Each school will monitor pupils whose names are on the Child Protection Register in line with what has been agreed in the child protection plan. Pupils deemed 'at risk' or known to be vulnerable will be regularly reviewed by a professionals meeting convened by the school to ensure swift, integrated and appropriate intervention.

Parents/carers will be made aware of the academy's Child Protection Policy and the fact that this may require cases to be referred to the investigative agencies in the interests of the pupil.

(Appendix 1: Guidance for Staff on monitoring)

Preventative approaches

Pupils will be taught through the curriculum, in PSHE, Citizenship and Circle Time and in assemblies about different kinds of child abuse and neglect, equipping them with the skills they need to help them stay safe.

A pupil safeguarding programme will be established to support pupils' development in ways which will foster security, confidence and independence. It will be regarded as central to the well-being of the pupil and is, therefore, seen to be an intrinsic part of all aspects of the curriculum. The most appropriate approach is skills-based, set alongside a knowledge component, with an emphasis on helping pupils to develop the personal and social skills they need to keep themselves safe and to become responsible and independent adults.

Child safeguarding will be interwoven with many aspects of the existing curriculum. It can help pupils to:

- Promote their understanding of relationships, the interaction between relationships and the key concepts
- Increase self-esteem and awareness
- Make judgements and solve problems
- Be assertive
- Recognise, accept and express feelings
- Explore the nature of trust
- Identify 'okay' adults within personal safety networks
- Take decisions and accept responsibility for self and others
- Be self-reliant and independent

The school will encourage pupils to feel safe and to talk about their feelings, thereby:

- Reducing isolation in the emotions they experience

- Relieving tension by enabling pupils to talk and be listened to
- Providing an opportunity to develop an appropriate vocabulary, making violence less likely as a way of expressing needs
- Allowing pupils to perceive situations more clearly for planning an action or change
- Making pupils feel protected by a culture which actively promotes a 'listening environment'

All pupils need to know what to do in case someone tries to harm them. Knowing that when pupils are abused or harmed, the abuse or harm may be perpetrated by someone they know; teaching pupils to avoid dangerous situations and to recognise inappropriate touching and comments can encourage them to trust their own judgement and to feel safer, more aware and confident.

Monitoring and review

The implementation of this policy will be monitored by the Head Teacher, who will make an annual report to the Proprietor.

Approval by Linton School

Signed: _____

Date: _____

Review date: _____

This policy, signed by the Proprietor on behalf of Linton School, is held by the Head Teacher.

End of policy statement

Appendix 1: Guidance for staff on monitoring pupils

When?

When there is concern in the school about:

- Marks on the body
- Unusual/different behaviour (including academic functioning)
- Mood changes
- Puzzling statements or stories by a pupil
- Information from others
- If requested by another agency e.g. following a case conference

Who should monitor?

- Teachers
- Other school staff
- Other staff in regular contact with the pupil

What should be monitored?

- Patterns of attendance
- Academic progress
- Changes of mood
- Changes in classroom functioning
- Relationships with peers and adults
- Behaviour
- Statements, comments, stories, 'news', drawings
- General demeanour and appearance
- Parental interest and comments
- Home/family changes
- Medicals
- Response to PE/sport
- Injuries/marks, past and present
- Multi agency reports, case reviews etc.