

## CHILD PROTECTION & SAFEGUARDING POLICY

*Updated September 2013*

### **Position Statement**

Spire Nursery & Infant School fully recognises its responsibilities for child protection and safeguarding.

Our policy, which is reviewed and approved by the governing body annually, applies to all staff, governors and volunteers working in the school. There are six main elements to our policy:

- A. Raising awareness of child protection issues with staff and equipping children with the skills needed to keep them safe.
- B. Ensuring that we practice safer recruitment by checking the suitability of prospective staff and volunteers to work with children.
- C. Training and supporting our staff to equip them to appropriately recognise, respond to and support children who are vulnerable and may be in need of safeguarding.
- D. Implement and review regularly, in the light of experience, our procedures for identifying and reporting cases of actual or suspected abuse.
- E. Supporting pupils who have been abused in accordance with his/her child protection plan.
- F. Establishing a safe environment in which children can learn and develop.

We will follow the procedures set out in the latest Local Safeguarding Children Board manual which is available electronically at [www.derbyshirescb.org.uk](http://www.derbyshirescb.org.uk) and take account of guidance issued by the Department for Education, in particular "Safeguarding and Safer recruitment in Education" 2007.

The school has carried out an annual audit of its safeguarding provision and sends a copy to the Local Authority as required by the guidance "Safeguarding and Safer Recruitment para 2.19" 2007. The latest copy of this audit is attached as an appendix 1.

- A. Raising awareness of child protection issues with staff and equipping children with the skills needed to keep them safe.**

We recognise that because of their day to day contact with children, the school staff are well placed to observe the outward signs of abuse. The school will therefore:

1. Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to. We do this through our class management systems, the use of a Learning Mentor, and provision of Positive Play and Nurture Group work.
2. Ensure children know that there are adults in the school who they can approach if they are worried. This is done through the school's anti-bullying policy, assemblies, circle time, and staff training programme.
3. Include opportunities in the PSHE curriculum for children to develop the skills and knowledge they need to recognise danger and stay safe from abuse, including circle time and anti-bullying work.
4. Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection, by setting out its obligations in the school prospectus and making this policy available to parents if they request it.

**B. Ensuring that we practice safer recruitment by checking the suitability of prospective staff and volunteers to work with children.**

1. Ensure Safer Recruitment practices are always followed. Every interview panel will have at least one member who has a current certificate in Safer Recruitment. We will check on the identity of candidates, follow up references with referees and scrutinise applications for gaps in employment. We will ensure that safeguarding considerations are at the centre of each stage of the recruitment process.
2. Ensure that all staff are aware of the government guidance document "Guidance on Safer Working Practice for Adults who work with Children and Young People" DCSF 2007 and ensure that its recommendations are followed. The guidance on the use of new technology is particularly important. This includes advice on safe use of mobile phones and guidance on personal and professional boundaries in emailing, messaging and social networking environments.
3. Follow the advice and guidance from the Local Authority on Managing Allegations Against Staff (alongside that which is included in Safeguarding and Safer Recruitment in Education Chapter 5), where an allegation is made

concerning the conduct of a member of staff or a volunteer. This will include in the first instance seeking advice from the Local Authority Designated Officer (LADO) but in their absence from the authorised departmental manager or an HR manager. Where the allegation is made against the Headteacher the Chair of Governors must be informed who will then seek advice from the same sources.

**C. Training and supporting our staff to equip them to appropriately recognise, respond to and support children who are vulnerable and may be in need of safeguarding.**

1. Ensure that we have a Designated Senior Person (DSP) for child protection who has received appropriate training and support for this role. The roles and responsibilities are detailed in Appendix 2. They will access safeguarding training at least every two years. Currently this is Jane Garrett (09/10).

In their absence the Deputy Designated Person is Sue Myhill / Jane Atkinson.

2. Ensure that we have a nominated Governor responsible for child protection and safeguarding and ensure they have access to appropriate training. Currently this is Bridget Dunks (09/10) The Headteacher reports to the governing body annually on school safeguarding activity over the past year.

3. Ensure that every member of staff (including temporary, supply, contracted staff and volunteers) and the governing body knows the names of the DSP and their deputy and understand their role in managing concerns. The induction process includes this policy being made available to staff and any supply staff are reminded of their responsibilities before starting work.

4. Ensure that all staff and volunteers understand their responsibilities by being alert to the signs of abuse and their need to refer any concerns to the DSP or the deputy without delay.

5. All members of staff will receive training at least every three years and an attendance record kept at the school.

**D. Implement and review regularly, in the light of experience, our procedures for identifying and reporting cases of actual or suspected abuse.**

1. Notify the appropriate Children's Social Care department immediately if there is an unexplained absence of a pupil who is the subject of a child protection plan.
2. Develop effective skills with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance at case conferences and core groups and the provision of relevant and timely reports.
3. Maintain links with relevant agencies when children and families are seeking support and help under the Common Assessment Framework process (CAF) or under child in need planning.
4. Maintain written records of concerns about children, even where it is decided that there is no need to refer the matter immediately. These records are kept separately from the young person's education record.
5. When making a referral the school will complete the form required, retain a copy and send the original to the Children's Social Care Department once it is clear who will be dealing with the young person. The Flowchart in Appendix 1 illustrates the in-school process.
6. Ensure that all records are kept securely, separate from the main pupil file and in locked locations. In this school this means that such records are kept in the main school office

**E. Supporting pupils who have been abused in accordance with his/her agreed child protection plan.**

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school seeks to reduce the potential impact of this through:

1. The content of the curriculum, including the PSHE & RE schemes of work, and the Nurture Group and Positive Play programmes.
2. The school ethos which supports a positive, supportive and secure environment for young people and gives them a sense of being valued.
3. The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is

unacceptable but that they are valued and not to be blamed for any abuse that has occurred.

4. Liaison with other agencies that support the young person such as Children's Social Care, Child and Adolescent Mental Health (CAMHs), Primary Health Care services, education welfare and the education psychology service.

5. Ensuring that, where a pupil who is the subject of a child protection plan leaves the school, their information is transferred to the new school immediately and that their social worker is informed. Child protection information will be transferred securely and separately from the child's education file. If the new school is unknown then the file will be sent to the relevant education office without delay.

#### **F. Establishing a safe environment in which children can learn and develop.**

1. The school will keep up to date the Single Central Record in line with the DCSF guidance "Safeguarding Children and Safer Recruitment in Education." To ensure that identity checks have been carried out, that CRB checks have been completed as appropriate and the date recorded. Required qualifications are also recorded alongside any professional registration details.

2. In creating a safe environment for children and young people the school has a well circulated anti-bullying policy. This includes specific reference to cyber-bullying and the seriousness with which this is viewed, whether taking place in or out of school. Bullying reports are reviewed regularly to ensure effective action and positive outcomes.

3. Processes for young people to report concerns or make complaints about others are well understood by both young people and staff. The means by which this should be done are well advertised and understood by all.

4. The use of Physical Intervention with young people will only be used when in the judgement of staff circumstances require it in order to prevent harm to the child, to other young people or to an adult. Additionally if the young person is disrupting the learning of others this may also be a reason to intervene. In all cases the level of intervention must be appropriate to the level of perceived risk, only last as long as is required to reduce this risk and minimise any possible harm to the child. Only staff who have received training should be approved to intervene. In emergency situations any staff member present should act in the

best interests of the child or children. Any use of physical intervention will be reported to the headteacher without delay and the relevant report form completed including accident forms if appropriate. Parents will be advised of the action taken.

5. Security within the school is carefully managed and reviewed annually. All visitors to the school must sign in, show any official identification they are carrying and be accompanied by an adult at all times while on site. A lower level of supervision will be required where the school is satisfied that the visitor has had the relevant checks carried out by their employer.

6. The school is fully aware of the relevant Health and Safety legislation and complies with all aspects of this in order to keep both pupils and staff safe. Risk assessments are undertaken when required and advice sought from the Local Authority Health and Safety team when necessary.

7. This policy will be made available to parents on request.

8. This policy has been reviewed and approved by the governing body.

Chair of Governors

Headteacher

Date: