

Ysgol Sant Elfod

Child Protection Policy

Policy formulated Summer 2014

Adopted by Governing Body.....

Chair of Governors.....

School Child Protection Policy

'Because of their day-to-day contact with individual children during school terms, teachers and other school staff are particularly well placed to observe outward signs of abuse, changes in behaviour or failure to develop.'

(Working Together under the Children Act 2004)

1. PURPOSE OF A CHILD PROTECTION POLICY

1.1. An effective whole-school child protection policy is one which provides clear direction to staff and others about their duties and responsibilities in dealing with child protection issues. An effective policy also makes explicit the school's commitment to the development of good practice and sound procedures. This ensures that child protection concerns and referrals may be handled sensitively, professionally and in ways which support the needs of the child.

2.1. Our school fully recognises the contribution it can make to protect children and support pupils in school. There are three main elements to our child protection policy.

- a) Prevention (eg positive school atmosphere, teaching and pastoral, support to pupils).
- b) Protection (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns).
- c) Support (to pupils and school staff and to children who may have been abused).

This policy applies to all pupils, staff, governors and visitors.

3. SCHOOL COMMITMENT

3.1. We recognise that for our pupils, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult can help with the prevention and identification of child abuse. Our school will therefore:

- a) Establish and maintain an ethos where pupils feel secure and are encouraged to talk, and are listened to.
- b) Ensure that pupils know that there are adults in the school who they can approach if they are worried or are in difficulty.
- c) Include in the curriculum activities and opportunities for PSHE, which equip pupils with the skills they need to stay safe from abuse. Further information about these activities and opportunities can be obtained from the school's PSHE coordinators.
- d) Include in the curriculum material, which will help pupils develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills. Further information about this material can be obtained from the school's PSHE coordinators.
- e) Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

4. FRAMEWORK

4.1. Schools do not operate in isolation. Child protection is the responsibility of all adults and especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Local Safeguarding Childrens Board.

5. ROLES AND RESPONSIBILITIES

5.1. All adults working with or on behalf of children have a responsibility to protect children. There are, however; key people within schools and the Education Services who have specific responsibilities under child protection procedures. The Headteacher or in his/her absence the deputy headteacher or designated Child Protection Co-ordinator have this responsibility within schools. It is **essential** school staff should be made aware of who the nominated Child Protection Co-ordinator is, and be informed where the All Wales Child Protection Procedures are situated, which ideally should be in the staff room. **All members of staff should also be in receipt of the small Child Protection Leaflet (2010). Any queries regarding procedures or referrals should be directed at Safeguarding Co-ordinator for Education.**

5.2. It is the role of the designated teacher to ensure that local child protection procedures are followed within the school, and to make relevant referrals to the named agencies according to the guidance given. Additionally, it is their role to ensure all staff employed within the school are aware of the schools internal procedures, to advise staff and to offer support to those requiring this.

5.3. The roles and responsibilities of the named governor responsible for child protection are to ensure that the school has an effective policy, that child protection procedures are complied with, and to support the school in this aspect. It is important that governors are not given details relating to specific child protection situations to ensure confidentiality is not breached.

5.4. The Education Services Child Protection Coordinator provides advice, support, and the training to the school and to the schools named person. They can also make referrals with the Local Safeguarding Childrens Board and can raise concerns about procedures on behalf of the school.

6. PROCEDURES

6.1. We will follow the procedures set out in the All Wales Child Protection Procedures and the within the Child Protection Procedures produced for all Education Services in April 2010 in leaflet form.

- All Staff are kept informed about child protection procedures, through induction, briefings and awareness training – and staff are to be kept informed regularly who the nominated person is and his/her deputy in his/her absence
- Other adults visiting the school (e.g. peripatetic teachers, learning support staff) will be advised of the schools policy and the named person to whom they should raise any concerns with.
- A statement in the school brochure will inform parents and carers about our school's duties and responsibilities under the All Wales Child Protection Procedures.

7. TRAINING AND SUPPORT

7.1. Our school will ensure that the head teacher; (who is the senior designated teacher or named person) and the nominated governor for child protection attend training relevant to their role. All staff will undertake awareness raising training during their induction into the school and periodically to refresh and update their knowledge and understanding. Support will be available for staff from the headteacher in the first instance, and from other members of the school's management team where there are concerns or queries about child protection.

8. PROFESSIONAL CONFIDENTIALITY

8.1. Confidentiality is an issue, which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a pupil nor should they agree with the pupil to keep a secret, as where there is a child protection concern this must be reported to the named person and may require further investigation by appropriate authorities. This would lead to a breakdown in trust of adults by the pupil and could potentially compromise their wellbeing and safety. The named person (the headteacher in our school) will

invoke the local agreed guidelines and procedures, where there is a cause for concern. Staff will be informed of relevant aspects in respect of child protection on a 'need to know basis' only. Any information shared with a member of staff in this way must be held confidentially to themselves.

9. RECORDS AND MONITORING

9.1. Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records should be passed over to other agencies. A file note will be made of the concern raised and action taken. These file notes are kept in a confidential file, which is separate to other files, in the school's office. In the same way notes must be kept of any pupil who is being monitored for child protection reasons.

10. ATTENDANCE AT CHILD PROTECTION CONFERENCES

The headteacher (or named person) would attend a child protection conference called in respect of a pupil. She may be accompanied by other relevant staff (eg the pupil's pastoral teacher) if this is of benefit to the pupil. Staff attending such conferences will be offered support and access to appropriate counselling if they wish to receive this.

11. SUPPORTING PUPILS AT RISK

11.1. Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. This school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant. It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

11.2. This school will endeavour to support pupils through:

- a) The curriculum to encourage self-esteem and self-motivation.
- b) The school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- c) The implementation of school behaviour management policies (required under the Code of Practice, 2002 Education Act).
- d) A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting.
- e) Regular liaison with other professionals and agencies who support the pupils and their families.
- f) A commitment to develop productive, supportive relationships with parents, whenever it is in the child's interests to do so.
- g) The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.

11.3 This policy should be considered alongside other related policies in school. These are the policy for the teaching of PSE, the policy on sex and relationships education, the policy/guidelines for privacy and dignity of our pupils, the policy for management of pupils' behaviour, the health and safety policy, alcohol and substance misuse policy, anti-bullying policy, and food & fitness policy/guidelines.

11.4 We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse. It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or

protection.

12. SAFE SCHOOL, SAFE STAFF

- Many of our pupils would have difficulty in talking about these issues and most lack the vocabulary for this. Staff will need to be sensitive to the pupil's preferred style of communication and their individual special needs if we are to be able to provide a safe environment for our pupils. When engaging with pupils all staff must be aware of the potential for misinterpreting our pupils' efforts to raise a child protection concern or issue.
- Staff working in a one-to-one situation with a pupil should ensure that they are positioned so as to be visible and audible to other staff where there may be a possibility of misinterpretation of their interaction with a pupil.
- School staff are informed about counseling and/or giving advice to children/ young people about sexual matters through the school policy on sex and relationships education.
- School staff work hard to maintain effective partnerships with parents and carers, and they should be aware that this policy might affect this working relationship at a given time. However, we will maintain our commitment to working with parents and carers to the benefit of all pupils. Sensitive and supportive handling of these issues, whilst affirming that the pupils in our care are our first priority, will help maintain this working relationship.
- All staff are required to complete a criminal record bureau (CRB) check, which has replaced the Police Records search, prior to taking up their appointment, and to sign a declaration regarding convictions relating to the harm of children during their application process. Staff who deliberately seek to mislead the school in respect of this will be subject to dismissal.
- **Where a member of staff is subject to an accusation of abuse, this will be fully investigated under the school's disciplinary procedures and All Wales Child Protection Procedures Part 4, Welsh Assembly Government.** Any suspected or alleged abuse must be reported to Child & Family Services or the Police. Advice should also be sought from a Senior Officer in Education Services and the Education Services Safeguarding Co-Ordinator.

Policy recommended and endorsed by:-

Named Child Protection Co-Ordinator for the School

Mrs Sharon Griffiths
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Second Nominated CP Co-Ordinator for the School

Mrs Christine Lunt
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Safeguarding Co-Ordinator for Education Services

Mrs Noella Roberts
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