

CHILD PROTECTION & SAFEGUARDING POLICY FOR CHEPSTOW SCHOOL 2011



Omnibus Quisque

**Jacky Wilson & Victoria Duke
Designated Safeguarding Personnel**

V.Duke & J.Wilson
Chepstow School

Refer to previous policy Child Protection 2006 Originally approved by Govs 2005

Introduction

Keeping all students safe is extremely important at Chepstow School and all staff and governors recognise the responsibility they have to ensure the safeguarding policy and procedures are followed fully. All children have a right to be protected from all forms of abuse and discrimination and to be treated equally regardless of age, gender, racial origin, culture, religious belief, language, disability or sexual identity.

Chepstow School is on the border of Wales & England so as some students will be coming from across the border, agencies in both countries will be involved in communication.

The designated personnel in LT are Victoria Duke and Carol Jones

The senior designated staff member in LT is Jacky Wilson.

The policy applies to all staff, governors and volunteers working in the school.

Aims:

- To ensure that we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- To raise awareness of child protection issues and equip children with the skills needed to keep them safe
- To develop and then implement procedures for identifying and reporting cases, or suspected cases of abuse.
- To support pupils who have been abused in accordance with his/her agreed child protection plan
- To establish a safe environment in which children can learn and develop
- We recognise that because of the day to day contact with children, school staff are well placed to observe the signs of potential abuse.
- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure that children know that there are adults in the school whom they could approach if they are worried.
- Include opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We will ensure that these policies & procedures are updated on a regular basis to reflect the changing needs of the children and young people who attend our school

We will consult with Student Voice on policies as appropriate

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How may child abuse come to light?

Child abuse may come to light in a number of ways:

- A child may tell you what has happened to them;
- From a third party (e.g. another child);
- Through the child's behaviour;
- A suspicious, unexplained injury to the child.

Types of abuse

Physical Abuse

This is where another person physically hurts or injures children. Hitting, shaking, squeezing, burning and biting are all forms of physical abuse. Giving children alcohol, inappropriate drugs or poison is classified as physical abuse. Attempted suffocation or drowning also comes within this category.

Sexual Abuse

Girls and boys are abused by adults who use children to meet their own sexual needs. Showing children pornographic magazines or videos is also a form of sexual abuse.

Emotional Abuse

Persistent lack of love and affection damages children emotionally. Being constantly shouted at, threatened or taunted can make the child very nervous and withdrawn.

Neglect

This is where adults fail to meet a child's basic needs, like food or warm clothing. Children might also be constantly left alone unsupervised. Sometimes adults fail to, or refuse to, give their children love and affection. This is emotional neglect. Abuse in all its forms can affect a child of any age. The effects can be so damaging that they may follow an individual into adulthood.

Warning signs

Warning signs which may alert teachers to the possibility of abuse can include:

- Unexplained bruising, cuts or burns on the child, particularly if these are on parts of the body not normally injured in accidents;
- An injury which a parent or carer tries to hide or for which they might have given different explanations;
- Changes in behaviour such as the child suddenly becoming very quiet, tearful, withdrawn, aggressive, or displaying severe tantrums;
- Loss of weight without a medical explanation;
- An inappropriately dressed or ill-kept child who may also be dirty;
- Sexually explicit behaviour, for instance playing games and showing awareness which is inappropriate for a child's age;
- Continual masturbation, aggressive and inappropriate play;
- Running away from home, attempted suicides, self-inflicted injuries;
- A lack of trust in adults, particularly those who would normally be close to the child;
- Disturbed sleep, nightmares and enuresis particularly if a child has previously been dry;
- Eating problems, including over-eating or loss of appetite.

Children with Special Educational Needs

We recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with profound and multiple disabilities, sensory impairment and or emotional and behaviour problems need to be particularly sensitive to signs of abuse.

Confidentiality

Confidentiality issues need to be understood if a child divulges information they are being abused. A child may only feel confident to confide in a member of staff if they feel that the information will not be divulged to anyone else. However, staff have a professional responsibility to share relevant information about the protection of children with the designated statutory agencies when a child is experiencing child welfare concerns. It is important that each member of staff deals with this sensitively and explains to the child that they must inform the appropriate people who can help the child, but that they will only tell those who need to know in order to be able to help. They should reassure the child and tell them that their situation will not become common knowledge within the school.

School Responsibilities:

We will follow the procedures set out in the All Wales Child Protection Procedures and take account of any guidance issued by the Department for Children, Schools and Families to:

- a. Ensure that we have a Designated Senior Person for child protection who has undertaken Child Protection Training delivered through the LSCB and who undertakes an update training day as recommended by the LA every two years.
- b. Ensure we have a nominated governor responsible for child protection.
- c. Ensure every member of staff, and the governing body know the name of the senior designated people responsible for child protection and their role.
- d. Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to one of the designated senior people responsible for child protection.
- e. Ensure that the Designated People contacts the relevant children's Social Care team if there are concerns about a child/young person
- f. Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its duties in the school prospectus
- g. Notify the Area Social Care Office immediately if there is an unexplained absence of a pupil who is on the child protection register/subject to a child protection plan
- h. Implement the statutory and LA guidance when a child goes missing from education
- i. Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including the attendance at Strategy meetings, case conferences, core groups etc..
- j. Keep written records of concern about children, even when there is no need to refer the matter immediately.
- k. Ensure all records are kept securely and separate from the main pupil file and in a locked location, and ensure that a child's school record indicates the existence of further records.
- l. Ensure that when a child moves school their Child Protection Record/File is transferred to the named Designated Person in that new setting.
- m. Ensure that all staff and governors receive updated level 1 training annually as well as new staff.

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Support for students

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 may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

1. The content of the curriculum.
2. The school ethos which promotes a positive, supportive and secure environment and gives pupils 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 they are valued and not to be blamed for any abuse which has occurred.
4. The School will offer specific and tailored support as appropriate for students, ranging from nurture groups and counselling to bespoke curriculum solutions and learning coaching.
5. The implementation and reviewing of statutory policies that are relevant to safeguarding and promoting the welfare of children
6. Liaison with other agencies that support the pupil such as Children's Social Care, Child and Adult Mental Health Service (CAMHS); the Education Welfare Service and the Educational Psychology Service.
7. Ensuring that where a pupil on the child protection register leaves the school, their information is transferred to the new school immediately and that the child's social worker is informed
8. Recognising that children come from multi cultural backgrounds and as a result have developed polices to ensure that we embrace:
 - Diversity in religion and faith
 - Diversity of Race
 - Diversity of Ethnicity
 - Diversity of Gender and Sexual Orientation
 - The Disability Equality Duty

Allegations against staff

We recognise that a child/young person, parents or a colleague may make an allegation against a member of staff if they have:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence
- Behaved towards a child or children in a way that indicates he/she is unsuitable to work with children

a. Ensure that the school has a named LT member for handling allegations against staff. This is the Headteacher at Chepstow School where an allegation is made against the Headteacher that the Chair of Governors should be notified.

b. Ensure that the school complies with the All Wales Child Protection Procedures and the Practice Guidance for Handling Allegations Against Adults who Work with Children and Young People. This will require the Head or the Chair of Governors, when the allegation is against the headteacher, to contact the Local Authority Designated Officer for further advice.

c. Ensure that we participate in any investigation that ensues

d. Ensure safe recruitment practices are always followed. This means that the LA holds a single central record of recruitment by them along with our own School recruitment records and that the Headteacher and/or a Governor has completed Safer Recruitment Training. We understand that whilst not statutory, it is best practice to ensure that the interview panel consists of one member who is aware of the Safer Recruitment procedures.

e. Ensure that we implement the education recommendations following a Serious Case Review (SCR).

This policy has been developed in accordance with the principles established by:

- Children Act 1989; the education Act 2002, and the Children Act 2004 and in line with government publications
- 'Working Together to Safeguard Children', 2006
- 'Framework for the Assessment of Children in Need and their Families', 2000
- 'What To Do If You Are Worried A Child Is Being Abused', 2006
- 'Safeguarding Children and Safer Recruitment in Education',
- The All Wales Child Protection Procedures
- Monmouthshire County Council Draft CRB Disclosure Check Policy

There are a number of policies that are relevant to safeguarding:

Policy or procedure for Anti Bullying (with reference to cyberbullying)

Attendance Policy

Behaviour Policy

Dealing with domestic abuse

Disability Equality Duty

Drugs and Substance Misuse

Educating Children with Medical Needs

Equal Opportunities

Equality Act-Sexual Orientation Regs. 2007 (guidance)

Extended School (before & after school activities)

First Aid (including management of medical conditions, intimate care)

Gender Equality

Health & Safety

Children in Care

Management of allegations made against staff procedures

Home school agreement in planners

PSHE curriculum

Racial Equality

Recruitment and Selection

Safeguarding statement in school prospectus

Sex Education

Special Educational Needs

Staff Performance Management

Staff handbook (guidance on conduct)

Use of Positive Handling & Restraint guidelines from WAG

Visitors Policy

Use of photographs/video

Whistleblowing

Work Placement (Work Experience)

Guidance for parents is contained within the school prospectus and on the School website.

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Guidance for students is updated regularly on a central noticeboard and is also contained in all student planners.

Ratified by Governors at the Full Governors' Meeting on

Signed on behalf of Governors: _____ Chair