



Windmill Primary School

Child Protection and Safeguarding Policy September 2016

Windmill Primary School fully recognises its responsibilities for child protection.

1. Purpose of policy

All schools have a statutory duty under the Education Act 2002 to provide their services in a way that safeguards and promotes the welfare of children. This is supported by statutory guidance Keeping Children Safe in Education (2016). This policy sets out how we work to achieve this in Windmill Primary School.

This policy applies to all pupils aged under 18. Some pupils over the age of 18 may come within similar provisions for the protection of vulnerable adults.

We recognise that because of their regular contact with children, adults working in schools are well placed to observe signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk and ask for help, and are listened to.
- Ensure children know that there are adults in the school who they can approach if they are worried.
- Include opportunities throughout the curriculum, including ICT, PSHE and SRE, for children to develop self-esteem and the skills they need to recognise and stay safe from abuse (including online abuse).

2. Aims

This policy applies to all adults working in school (including staff, governors, volunteers, and contractors). It has five main elements:

- Ensuring we practice safer recruitment to help prevent unsuitable people from working with children; and that we challenge poor and unsafe practice.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and implementing policies and procedures for identifying and responding to welfare and child protection concerns about pupils, including reporting cases of abuse or suspected abuse.
- Supporting pupils who have been abused or neglected, in accordance with their agreed child protection plan where there is one.
- Providing a safe environment for children to learn and develop.



3. Action to be taken by the school

We will follow the child protection procedures set out by the Northamptonshire Safeguarding Children Board and available at <http://www.lscbnorthamptonshire.org.uk/> and will have regard to the statutory guidance issued by the Department for Education (Keeping Children Safe in Education 2016) to:

- Ensure that all governors understand and comply with their statutory duty to provide the services of the school in a way that safeguards and promote the welfare of pupils; and that they do so having regard to the contents of the statutory guidance Keeping Children Safe in Education.
- Ensure we have a Designated Safeguarding Lead (DSL), who is a senior member of staff, and a Deputy Designated Safeguarding Lead for child protection and safeguarding who have both received appropriate training and support for this role. This member of staff is responsible for safeguarding children at risk of Child Sexual Exploitation (CSE) and is knowledgeable of the work, including the strategy, policy, CSE action plan and resources including the CSE Toolkit and Assessment Tool for practitioners found on the Northamptonshire Safeguarding Children Board website (see links below). This is **Mr Simon Bateson**; **Mr Matt Coleman** will deputise in Mr Bateson's absence; the school's Learning Mentor, **Mrs Amanda Cowley**, is also a trained member of the Safeguarding Team.
- Ensure we have a nominated governor, this is Mrs Sarah Triolaire, taking a lead role for child protection and safeguarding, including:
 - Championing child protection issues within the school and liaising with the Principal, the DSL, and the Academy Advisory Board.
 - Having an overview of this and related policies.
 - Auditing safeguarding measures annually alongside the DSL and the Principal, and reporting back to the Academy Advisory Board (see below).
- Carry out an annual child protection and safeguarding audit, and track progress against our safeguarding action plan, reviewed mid-year, using either the LSCB annual school safeguarding audit return as a starting point or, if there is none, using the TEF annual safeguarding audit. The audit will be completed by the Principal together with the nominated governor and the DSL.
- Ensure that every member of staff, volunteer and governor knows the names of the key people responsible for child protection and safeguarding (DSL, Deputy DSL, and nominated governor), and understands their roles.
- Ensure all staff and volunteers understand their individual responsibilities for being alert to the signs of abuse or neglect and child welfare concerns, and their responsibility for recording concerns and promptly referring any concerns to the DSL responsible for child protection and safeguarding, by:
 - Providing new staff with a safeguarding and child protection induction including provision of the child protection policy and Code of Conduct for Safer Working Practice (and ensure all staff, governors and volunteers receive and sign for a copy of these policies).
 - Providing all staff with a copy of 'Keeping Children Safe in Education: information for all school and college staff'.
 - Ensure all staff and volunteers across the school receive child protection training at least every three years.

- The school will notify the appropriate Children's Social Care team if there is an unexplained absence of more than two days of a pupil who is on subject to a child protection plan.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Ensure safer recruitment practices are always followed.
- Ensure staff and volunteers understand and comply with their responsibilities for safer working practices, as outlined in the school's Code of Conduct for Safer Working Practice (including the attached Guidance for Safer Working Practice for Adults working with Children and Young People March 2009 – education version).
- Ensure that any allegations against members of staff or volunteers with a potential child protection aspect are dealt with in accordance with Part 4 of Keeping Children Safe in Education, including referral where appropriate to the LADO – all such concerns to be dealt with urgently, with concerns about staff to be reported immediately to the Head, and concerns about the Head reported to the Chair of Governors.
- Ensure that the school building and site are appropriately secure, with a clear written record kept of any risk assessments carried out.
- Ensure that other school policies which have a safeguarding element (e.g. health and safety; anti-bullying; e-safety; behaviour; intimate care) are consistent with this policy and with each other and where appropriate cross-reference to this policy and each other.
- Ensure that parents receive information from the school about the responsibility placed on the school and staff for child protection.

4. Written records of child welfare and child protection concerns about children - the school will:

- Keep clear written records of all child welfare and child protection concerns using a standard recording form (with a body map when injuries need to be noted), including actions taken and outcomes as appropriate.
- Ensure all child welfare and child protection records are kept securely, and in locked locations.
- Ensure that all child protection records relating to a child who moves to another school or college are passed on to the new school securely, promptly and separate from the main pupil file, with a copy being kept in this school.

5. Support to pupils at risk

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. 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 pupils through:

- The curriculum.
- The school ethos, which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy, which is aimed at supporting vulnerable pupils in the school. The school will ensure that pupils know that some behaviour is unacceptable but that they are valued and not to be blamed if they have been abused.
- Liaison with other agencies supporting the pupil such as Children's Social Care, Child and Adolescent Mental Health Service, education welfare service and educational

psychology service, and where appropriate initiate and/or contribute to an Early Help and Team Around the Child (TAC) meetings.

- Ensuring that when a pupil leaves the school a copy of any child protection record is made and the originals are promptly transferred to the new school; and that the child's social worker is informed if one is allocated. Child welfare records below the child protection threshold but with continuing relevance to the child's wellbeing should also be transferred with parental consent.

6. Process for considering and acting on concerns about child abuse

All adults who work with or volunteer with children should be able to identify and act on concerns

about child abuse. The school will provide training to support their ability to do so.

The types of abuse are:

- Physical.
- Sexual.
- Neglect.
- Emotional (including seeing or hearing the ill treatment of another).

Recording and reporting concerns

Where any adult in the school has concerns about a child they should discuss these in the first instance with the DSL, or in their absence, the Deputy. The adult must record their concerns on the school child welfare and CP record form, with details of the concern and any agreed action that is to be taken. The record must be signed and dated and kept securely. The DSL is responsible for ensuring that concerns and discussions are written up properly and acted on appropriately.

This school recognises that children will talk to an adult they know and trust and therefore our expectation is that this person will listen to the child about their concerns and then report this to the DSL as soon as possible afterwards. The child should not then be asked to repeat their story unless the school has been advised by Children's Social Care to seek more information. When a child discloses abuse to an adult in the school, that person is responsible for making a written record of the disclosure as soon as possible after the event and reporting it urgently to the DSL or their Deputy. The DSL will consider next steps to be taken, including referral to Children's Social Care, and will keep a clear record of all actions taken and outcomes.

7. Safer working practice

The school has a Code of Conduct for Safer Working Practice, with which all adults working in the school are expected to be familiar and comply with.

9. Policy review

This policy will be reviewed annually by the Academy Advisory Body.

10. Consistency of policies

This policy should be read alongside the following other school policies:

- Code of Conduct for Safer Working Practice.
- Code of Conduct for Employees.
- Relationships and Behaviour.
- Anti-bullying policy.

- E-safety policy.
- Acceptable Use Policy.

This policy shall be subject to yearly review.
This policy was been approved by the board

Name: **Sarah Triolaire**

Signature:

Position: **(Chair of AAB)**

Date: **29th June 2017**

Additional links:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/592101/Working_Together_to_Safeguard_Children_20170213.pdf

<http://www.northamptonshirescb.org.uk/>