



CHILD PROTECTION POLICY

1. Introduction

This document is a statement of aims, principles and strategies for Child Protection at Ambleside Primary School. It was developed, following a review of existing material, during Spring 2009. The purpose of this policy is to ensure a consistent approach throughout the whole school. The policy was approved and ratified by the Governing Body during spring term 2010. The policy is based on The Children's Act 2004 and Working Together to Safeguard Children. It is also based on the principles outlined in both the *SEN Code of Practice* and *Every Child Matters*.

Ambleside Primary school fully recognises its responsibilities for child protection as outlined in the Children's Act 2004. We recognise that all adults in our school share responsibility for keeping our children safe. We as a school have to act on all concerns and do so:

- with the understanding that the welfare of the child is always paramount.
- Confidentiality should be respected as far as possible.
- That all investigations should be carried out with the up most sensitivity and that we trust that parents, who although naturally upset by an investigation, will accept that the school acted in the child's best interests.

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

There are five main elements to our policy:

- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.
- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.

2. Aims

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

The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.

- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

3. Awareness of Child Protection issues

There are four main types of abuse;

- Physical
- Emotional
- Sexual
- Neglect

All members of the Senior Management team have received training in Child Protection and Safeguarding issues. The designated Officer and Deputy Head teacher are continuing further training to raise awareness and effectiveness of procedures. However it is important that all staff have an understanding of what constitutes abuse and what would be considered significant harm. Therefore staff will be encouraged to consult the child protection officer or another trained member of staff to clarify what each type is and what are the signs to look for.

To ensure we will follow the procedures set out by the Area Child Protection Committee or Local Safeguarding Children Board and take account of guidance issued by the Department for Education and Skills we will:

- Ensure we have a designated senior person for child protection who has received appropriate training and support for this role. **This is Mr. Paul Shepherd**
- Ensure we have a nominated governor responsible for child protection. **This is Sue Thornton and Natasha Silver**
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.
- 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.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Prior to a concern becoming a matter for social care school should help identify along with other agencies those children and their families who would benefit from having a Common Assessment Framework opened on them as well as support the information gathering and sharing process and the initiation and attending of CAF meetings.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- If a child who is known to be on the child protection register has an unexpected or unusual absence of more than two days, which raises concern, then the school will telephone the parents and ask for an explanation. If there is no reply or the explanation is deemed unsatisfactory then Social care will be contacted.

- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely; separate from the main pupil file, and in locked locations.

Support strategies

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:

- Children can, with parental permission, be referred to the child counselling service Place2Be.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school's curriculum particularly that of PSHE and SEAL's will focus on –
- developing confidence
- developing a healthy, safer lifestyle
- developing good relationships with others
- Children's learning in these areas will allow them to have an understanding and expectation of what it means to be 'safe'.
- 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.
- Liaison with other agencies that support the pupil such as social services, Child and Adult Mental Health Service, education welfare service and educational psychology service. School will also use CAF's as a means of support both prior to Social care involvement and after the child is no longer at risk if this is appropriate and is requested by the family.
- Ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

Multi Agency Public Protection Arrangements and Approved Premises

The Home Secretary has requested that education establishments in particular are made aware of the location of Approved Premises. This will ensure that all child protection measures are buttressed by vigilance from such establishments, particularly if they are in close proximity to Approved Premises. Local Authority Children's Services leads for MAPPA have been tasked specifically to ensure that head teachers of schools and nurseries, leaders of playgroups and managers of Early Years or Sure Start centres are fully briefed about MAPPA and about the location of Approved Premises in their neighbourhoods.

Local Authority MAPPA lead contacts (details below) will be able to provide more advice if you have further enquiries or if you need advice on how to respond to concerns raised by parents, governors or neighbours of schools, nurseries or Early Years centres.

Disclosure of information about individuals

The provisions of the Data Protection Act specifically preclude the routine of disclosure information about individuals, including offenders, to third parties. You will also wish to note, however, that there are arrangements in place which allow for the disclosure, by the police, of information about

individual offenders where this is deemed necessary for risk management reasons and where disclosure has been endorsed within MAPPA. On rare occasions, this may mean that we receive information about a specific individual. In such instances you will be supported via the MAPPA, to enable you to consider, within the overall context of local child protection policies, how this information should be communicated to your staff, parents and carers.

Roles and responsibilities

Role of Child Protection officer

Dealing with reports of abuse against children

- To deal with complaints against staff (employees of Ambleside Primary School)
- To make referrals to child protection agencies if appropriate
- To keep the head teacher fully informed of all child protection issues that may arise
- To ensure all staff /governors(employees of Ambleside Primary School) receive training in Safeguarding/child protection every 3 years
- To ensure that all new staff (employees of Ambleside Primary School) are properly inducted in safeguarding issues
- To Liaise with the school governor with special responsibility for child protection as appropriate

Role of school governor with special responsibility for child protection

- To liaise with the Designated Person on matters relating to safeguarding/ child protection issues and participate in the annual review of policy.

Role of the Class teacher

- Develop an atmosphere where children are valued and promote high self – esteem
- Report incidents, react and record appropriately
- Plan and deliver a PSHE curriculum that aids children’s learning about protecting themselves and the expectations they can have of the way they should be treated.

Role of the Teaching Assistant

- Report incidents, react and record appropriately
- Foster good relationships with children to allow them to voice concerns in a safe environment.

Role of the Head teacher and Governing Body

- Ensure procedure is consistent throughout the school
- Ensure that the Child Protection policy is being implemented
- Through Continued Professional Development allow for training of staff in Child Protection issues.

Role of the Parents/Guardians

- Support the school in the implementation of the Child Protection Policy
- Communicate with the school about any issues or concerns

Recruitment

Recruitment of all staff and volunteers is in accordance with Government and Local Authority guidelines.

Racial Equality & Equal Opportunities

All children have equal access and inclusive rights to the curriculum regardless of their age, gender, race, religion, belief, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. Ambleside Primary School is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential. Policies are available on each of these that expand on this further.

Review

This policy has been ratified by the Governing body in Spring 2010

This policy will be reviewed in 2011

This policy is based on The Children's Act 2004 and Working Together to Safeguard Children. It is also based on the principles outlined in both the *SEN Code of Practice* and *Every Child Matters*.