

*Hatfield Woodhouse Primary School*

**Child Protection and Training Policy**

This policy was formally adopted by *Hatfield Woodhouse Primary School* on: September 20<sup>th</sup> 2016

The renewal date for this policy is: October 2017

**CONTENTS**

1.0	Roles and Responsibilities.....	2
2.0	Suggested Audience .....	2
3.0	Related policies .....	2
4.0	Academy Mission Statement .....	2
5.0	Introduction .....	3
6.0	Designated Senior Person/Safeguarding Manager.....	4
7.0	Training in Safeguarding Students.....	5
8.0	Criminal Records Bureau (CRB) Checking .....	6
9.0	Reporting Concern .....	7
10.0	Record keeping .....	8
11.0	Listening to students.....	8
12.0	Confidentiality .....	9
13.0	Monitoring .....	10
14.0	Guidelines for monitoring.....	10
15.0	Preventative approaches.....	11
16.0	The role of the Local Governing Body .....	13
17.0	The role of the Principal.....	13
18.0	Monitoring and Review .....	15
19.0	Approval by Local Governing Body and Review Date.....	15
	Appendix 1: Logging a Concern about a Student's Safety and Welfare.....	1
	Appendix 2: Auditing Student Safeguarding Files Kept by the Academy .....	2
	Appendix 2: Auditing Student Safeguarding Files Kept by the Academy .....	3

## **Roles and Responsibilities**

The Local Education Advisory Board of the academy is responsible for determining the content of this policy and the Principal for implementation. Any determination with respect to individual parents/carers will be considered jointly by the Principal and Local Education Advisory Board. While the responsibility for the implementation of this policy and provision rests with the Principal, on an operational basis, the management, responsibility and evaluation of this policy is undertaken by the responsible **Principal and Vice Principal**.

### **1.0 Suggested Audience**

All staff and Governors. As part of their academy induction or professional development, all academy staff and where appropriate, Governors, will use the knowledge, principles and procedures defined in this policy.

### **2.0 Related policies**

This policy complies with the Equality Act 2010 and is part of a suite of academy policies which should also be referred to:

- Safeguarding Children and Promoting Student Welfare
- Anti-bullying policy
- Behaviour Policy
- Children Missing Education Policy
- Educational Visits Guidelines
- Equal Opportunities for students
- Staff Code of Conduct
- Staff Recruitment

### **3.0 Academy Mission Statement**

**'A caring place to develop roots to grow and wings to fly'**

***Hatfield Woodhouse Primary School is a caring place to grow, create and explore. We aim to offer a wide variety of opportunities for every-one to discover and unlock their potential to become confident life-long learners, developing aspirations and fulfilling dreams. Our intention is to be an inclusive, welcoming school, where learners build their confidence and trust. Within our family community we want learners to know that having the awareness to learn from mistakes is one of the biggest keys to success. We believe our creative, skills-based curriculum, hinging on***

***project-based learning, is the best vehicle for nurturing good people, who are proud of their high attainment and positive attitude.***

#### **4.0 Introduction**

- 4.1 The statements, aspirations and targets in this document represent a clear approach, which is wholly consistent with the policies and processes of the sponsor, School Partnership Trust Academies (SPTA). The academy will work closely with SPTA's other academies and with SPTA's Core Team and other personnel to ensure this policy is fully developed in line with best practice and, fully implemented.

Ofsted has defined the term 'safeguarding students' as:

**'The process of protecting students from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables students to have optimum life chances and enter adulthood successfully.'**

Christine Gilbert

Her Majesty's Chief Inspector

(The third joint chief inspectors' report on arrangements to safeguard students 2008)

#### **5.0 Safeguarding**

- 5.1 The academy is committed to safeguarding and promoting the welfare of students and young people and expects all staff and volunteers to share this commitment.
- 5.2 The academy recognises that because academy staff are in regular and frequent contact with students, they are particularly well placed to observe signs of abuse or neglect.
- 5.3 The academy is aware of the responsibilities which all staff have with regard to the protection of students from abuse and from inappropriate and inadequate care. Therefore, the academy is committed to reacting in accordance with SPTA and the Local Authority's agreed procedures in all cases where there is concern.

## 6.0 Designated Senior Person/Safeguarding Manager

- 6.1 The Principal **Helen Acton** is the Designated Senior Person (DSP) and the Vice Principal as the Deputies (DDSP) **Sarah Chesney and Jill Collins**. The Principal shall advise the Local Education Advisory Board and all members of staff of the names of the academy's DSP and DDSP, and inform them of any changes.
- 6.2 The Principal shall also ensure that all staff and EAB members are aware that the DSP's responsibilities include:
- i Ensuring that effective communication and liaison takes place between the academy and Social Services and any other relevant agencies, where there is a child protection concern in relation to an academy student;
  - ii Ensuring that all staff have an understanding of and training about child abuse, neglect and its main indicators;
  - iii Advising staff on the academy's and their child safeguarding responsibilities and supporting staff in their child safeguarding role; and
  - iv Responsibility to ensure that all documentation is up to date and kept in a secure environment. From September 2016 CPOMS will be used to record all incidents of concern and chronologies.
- 6.3 The DSP and DDSP should possess skills in recognising and dealing with child welfare concerns. Appropriate training and support will be given –including dealing with children at risk from radicalisation, FGM, domestic abuse and mental health issues. The DSP will be the first person to whom staff report concerns. It is then the responsibility of the DSP to discuss the situation with the relevant agencies.
- 6.4 The academy has arrangements in place for when the DSP is absent, with the DDSP deputising in the first instance.
- 6.5 The DSP is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by their Local Safeguarding Students Board and the Local Authority. They will also initiate appropriate proceedings to address any allegations made against members of staff.

- 6.6 The DSP will act as a source of advice, support and expertise within the academy and will be responsible for co-ordinating action regarding referrals by liaising with Social Services and other relevant agencies over cases and allegations of abuse, regarding both students and members of staff.
- 6.7 The DSP will ensure each member of staff has access to, and is aware of, the academy's Child Protection policy and the Safeguarding Students and Promoting Student Welfare Policy. This is especially important in respect of staff that are part-time or work in more than one educational establishment, such as supply teachers, peripatetic staff, trainee teachers and other visiting professionals.
- 6.8 The Principal will ensure there is always cover for the role of DSP.
- 6.9 The DSP and DDSP will make sure the academy's child protection policy is updated and reviewed annually and work with the designated governor for Child Protection regarding this.
- 6.10 The DSP will ensure parents/carers have access to full copies of this policy and the Safeguarding Students and Student Welfare Policy, in order to alert them to the fact that the academy may need to make referrals, and will summarise these policies in the Parents Child Protection leaflet. (Raising parents' awareness may avoid later conflict if the academy does have to take appropriate action to safeguard a child).
- 6.11 Where students leave the academy roll, the DSP will ensure their file is transferred to their new academy or school as soon as possible (This can be done electronically). If a child leaves and the new academy or school is not known, the DSP will inform Education Welfare and the DfE so that these students can be included on the database for Children Missing Education.
- 6.12 The DSP will also have an important role in ensuring all staff and volunteers receive appropriate training.

## **7.0 Training in Safeguarding Children**

- 7.1 All new staff will be made aware of the academy's Safeguarding Children Policy and Procedures during their induction. The document will be available to staff in paper form and electronically.

- 7.2 All staff working at the academy will receive training adequate to familiarise themselves with safeguarding children issues, their responsibilities and academy procedures and policies with refresher training every 3 years and an update annually during the Autumn term.
- 7.3 Staff involved in the recruitment and appointment of staff will have refresher training at regular intervals.
- 7.4 The DSP and DDSP will each participate in specific training with a recognised body e.g. Doncaster LA, NSPCC or LSCB regularly.
- 7.5 Records will be kept for all staff training, naming individuals and details of what training they have received and when. These will be kept with the central CRB register. (see below) A schedule of training will be kept and included as part of the induction process for new staff. A schedule of training will be kept and included as part CPD policy for all academy staff by the Principal.
- 7.6 Every interview panel will contain at least one person who has undertaken the Safer Recruitment Training provided and assessed by the Children's Workforce Development Council. This person will ensure that the 'Safeguarding Students and Safer Recruitment in Education (ref: 04217-2006BKT-EN)' guidance is adhered to throughout the recruitment process. This is a statutory requirement which Governors must ensure is applied. Governors will also participate in Safer Recruitment training.

## **8.0 Disclosure and Barring Service Checking (DBS)**

- 8.1 All personnel who come into contact with students, whatever their status will be DBS checked, including Governors. The Office Manager will have responsibility for rigorously maintaining the Central Register.
- 8.2 DBS checking will be rigorous and records will be kept of references obtained in the appointment process detailing when they were obtained and who checked them.
- 8.3 The Central Register will be complete and kept securely in one place. There will be limited access to the register and the people who have access will be named and advised.

- 8.4 The academy will ensure that it makes full and appropriate use of the Independent Safeguarding Authority\* (ISA)-registration scheme as it is rolled out from the summer of 2010 onwards. (\*The future of this organisation is currently under review by the Home Office)

## 9.0 Reporting Concern

- 9.1 In the event of a member of staff having a child protection concern about a child, they must immediately report that concern to the DSP. The member of staff will be asked by the DSP to document briefly the events which have given rise to the concern. Initial concerns will be logged on the CPOMs system.
- 9.2 Where there are welfare concerns, the academy will follow the Local Authority's guidelines for Child Protection, making appropriate use of the Early Help procedures including the Common Assessment Framework\* (CAF) and its electronic version (eCAF), liaising with the Social Services and other agencies, as appropriate. If necessary, a referral to Children's Social Care will be actioned immediately if the child is felt to be in immediate danger by the DSP or DDSP. The action taken by the DSP will, therefore, be in line with Local Authority's guidelines.
- 9.3 Where concerns are about a child missing education the academy will report to the Local Education Authority any child missing from the academy for a period over 10 days without prior permission. The LEA will be informed before a child is deleted from the academy register if that child has been permanently excluded, left to be home-educated, moved to a different LEA, certified seriously ill by a doctor or in placed custody.
- 9.4 Where the concerns are about Female Genital Mutilation, the DSP will report them to the police –following the mandatory reporting procedure.
- 9.5 Protecting children from the risk of radicalisation should be seen as part of our wider safeguarding duties. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. Referral to the **Channel** programme might be appropriate if staff feel radicalisation could be an issue for a child, via the LEA and the police.
- 9.6 The DSP will report back to the member of staff who made the initial report on a 'need to know' basis. It may be that the member of staff is simply informed that appropriate action has been taken.

## **10.0 Record keeping**

10.1 The DSP is required to manage the keeping of records in relation to matters regarding safeguarding students. These records will be stored securely – from September 2016 these records will be on an electronic system known as CPOMS. Where a person makes an oral statement, a written record will be produced, signed and dated by the author. (See Appendix 1)

10.2 Staff should be given as much information as necessary in order to help the child concerned. In general, this will mean that, where a child is on the Child Protection register, or where there are concerns about a child, the member of staff chosen by the child to provide support will be kept informed. It may be appropriate in some cases to inform other staff, giving few details but raising general awareness, that there are issues that may affect a child's behaviour and level of achievement at that time.

10.3 In the event of a child causing concern transferring to another school, the academy will:

- i Find out the name of the receiving school/academy;
- ii Contact the relevant member of staff at that school to discuss the transfer;
- iii Send all information relating to the child to the receiving school/academy;
- iv Check with the receiving school that the child has actually arrived there on the expected day; and
- v Inform all of the relevant agencies of the transfer.

## **11.0 Listening to children**

11.1 The academy recognises the importance of listening to children at all times, particularly when they are distressed, worried or concerned. It is appreciated that at times particular children may feel stressed and confused. The academy shall identify quiet areas and provide the opportunity for these children to take respite from the normal day when necessary.

- 11.2 All staff shall be made aware that children who are not known to be the subjects of concern may, however, be experiencing ill treatment, neglect or abuse. This means that staff should be aware of the need for sensitivity when dealing with all children at all times.
- 11.3 The academy recognises that children who are distressed through experiences outside the classroom may be less able to achieve their potential. While it is clear that such children need firm boundaries, staff will take into account the child's distress when managing behaviour.
- 11.4 Children in the academy will be regularly anonymously questioned regarding their perceptions of how 'safe' they feel when at the academy. The academy School Council will also be used to assess children's perceptions of how safe they feel. The data collected from these surveys will be used to inform changes in policies and practice.
- 11.5 The academy recognises the value of having staff with specialised mentor training to facilitate speedy reporting of issues by children and to enhance the quality of responses to disclosures.

## **12.0 Confidentiality**

- 12.1 The academy's Confidentiality Policy is available electronically or in paper form.
- 12.2 The right of each child to confidentiality and privacy will be respected and all communications about the case will be kept to a minimum on a 'need to know' basis.
- 12.3 Children should be reassured that their best interests will be maintained. However, staff cannot offer or guarantee confidentiality and should ensure that the child understands that all disclosures made to the adult will be shared with the DSP.
- 12.4 When confidentiality has to be broken, the child should be supported, as appropriate and reassured about the academy's 'duty of care'.
- 12.5 The academy shares a common purpose with parents/carers to educate and keep children safe from harm and to have their welfare promoted, so is committed to working with parents/carers positively, openly and honestly. The academy will ensure that all parents/carers are treated with respect, dignity and courtesy. The academy

respects parents'/carers' rights to privacy and confidentiality and will not share sensitive information unless it has parental/carer permission or it is necessary to do so in order to protect a child.

- 12.7 The Academy will share with parents/carers any concerns academy staff may have about their child unless to do so may place a child at risk of harm.

### **13.0 Monitoring**

- 13.1 The academy will monitor children whose names are on the Child Protection Register in line with what has been agreed in the child protection plan. Children deemed 'at risk' or known to be vulnerable will be regularly reviewed by a Professionals Meeting convened by the academy to ensure swift, integrated and appropriate intervention.

- 13.2 Parents/carers will be made aware of the academy's Child Protection Policy and the fact that this may require cases to be referred to the investigative agencies in the interests of the child.

### **14.0 Guidelines for monitoring**

- 14.1 When?

When there is concern in the academy about:

- Marks on the body
- Unusual/different behaviour (including academic functioning)
- Mood changes
- Puzzling statements or stories by a child
- Information from others
- If requested by another agency e.g. following a case conference

- 14.2 Who should monitor?

- Teachers
- Other academy staff
- Other staff in regular contact with the child

- 14.3 What should be monitored?

- Patterns of attendance
- Academic progress

- Changes of mood
- Changes in classroom functioning
- Relationships with peers and adults
- Behaviour
- Statements, comments, stories, 'news', drawings
- General demeanour and appearance
- Parental interest and comments
- Home/family changes
- Medicals
- Response to PE/sport
- Injuries/marks, past and present
- Multi agency reports, case reviews etc.

## **15.0 Preventative approaches**

15.1 Children will be taught in an age-appropriate way, through the curriculum, in PSHE and Citizenship, and in meetings with teachers and learning mentors about the risks of different kinds of child abuse and neglect, equipping them with the skills they need to help them stay safe.

15.2 A child's safeguarding programme will be established to support the child's development in ways which will foster security, confidence and independence. It will be regarded as central to the well-being of the child and is, therefore, seen to be an intrinsic part of all aspects of the curriculum. The most appropriate approach is skills-based, set alongside a knowledge component, with an emphasis on helping children to develop the personal and social skills they need to keep themselves safe and to become responsible and independent adults.

15.3 Child safeguarding will be interwoven with many aspects of the existing curriculum. It can help children to:

- Promote their understanding of relationships, the interaction between relationships and the key concepts
- Increase self-esteem and awareness
- Make judgements and solve problems
- Be assertive
- Recognise, accept and express feelings
- Explore the nature of trust

- Identify 'okay' adults within personal safety networks
- Take decisions and accept responsibility for self and others
- Be self-reliant and independent

15.4 The academy will encourage children to feel safe and to talk about their feelings, thereby:

- Reducing isolation in the emotions they experience
- Relieving tension by enabling children to talk and be listened to
- Providing an opportunity to develop an appropriate vocabulary, making violence less likely as a way of expressing needs
- Allowing children to perceive situations more clearly for planning an action or change
- Making children feel protected by a culture which actively promotes a 'listening environment'

15.5 All children need to know what to do in case someone tries to harm them. Knowing that when children are abused or harmed, the abuse or harm may be perpetrated by someone they know, teaching children to avoid dangerous situations, and to recognise inappropriate touching and comments can encourage them to trust their own judgement and to feel safer, more aware and confident.

## **16.0 The role of the Local Education Advisory Board**

- 16.1 The Local EAB will review this policy annually, monitor and evaluate its effectiveness and be satisfied that it is complied with.
- 16.2 They will ensure that the Principal has appointed a DDSP and that a nominated EAB member for Child Protection is in place.
- 16.3 EAB members will ensure that there are safe and effective recruitment policies and disciplinary procedures in place which adhere to 'Safeguarding Children and Safer Recruitment in Education 2007'.
- 16.4 Governors will recognise the contribution the academy can make in helping children keep safe through the teaching of self-protection skills and encouraging responsible attitudes to adult life through the PSHE and Citizenship programmes of study.

## **17.0 The role of the Principal**

17.1 The Principal will:

- Establish procedures for handling cases of suspected abuse (including allegations against staff and volunteers) which are consistent with those agreed by the Local Authority. These will be well-publicised to all staff
- Liaise with the nominated EAB member on child protection issues and academy policy in this area
- Appoint a Deputy to co-ordinate action within the academy, who will if necessary liaise with other agencies on suspected abuse cases
- Ensure that the DDSP receive appropriate training and support and is trained herself
- Ensure that all staff recognise, and are alert to, signs of possible abuse and know what to do if they have any concerns or suspicions
- Make parents/carers aware of the academy's Child Protection Policy

- Work with local partners to create a safe environment for students at the academy



## **18 Monitoring and Review**

The **Principal** will ensure that this policy is well-publicised to all staff, including those who join the academy on a temporary basis. This person will ensure that all procedures in this policy are robustly and routinely carried out and that in the event of any changes regarding best practice or statutory legislation, staff and EAB members will be clearly and promptly informed.

The **Principal** will make an annual report to the Local EAB on any changes to this policy and implementation of this.

## **19 Approval by Local Education Advisory Board and Review Date**

The Local Education Advisory Board will review this policy every year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy.

This policy has been formally approved and adopted by the Local EAB at a formally convened meeting

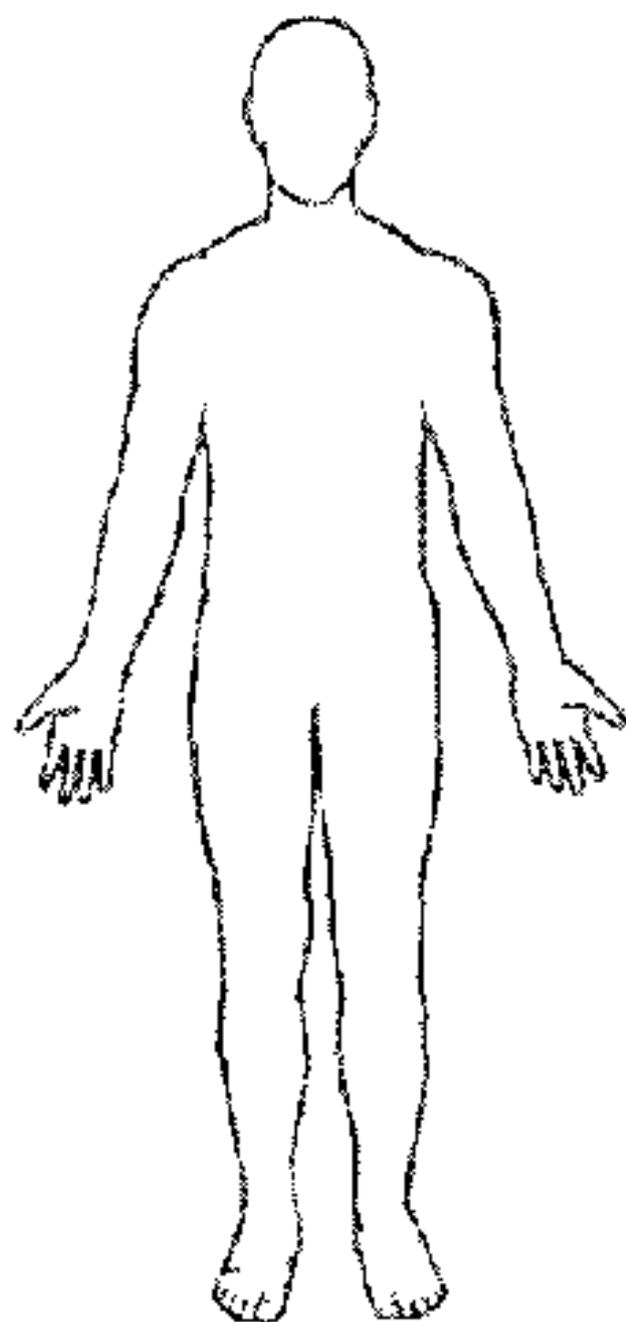


## Appendix 1: Logging a Concern about a Student's Safety and Welfare

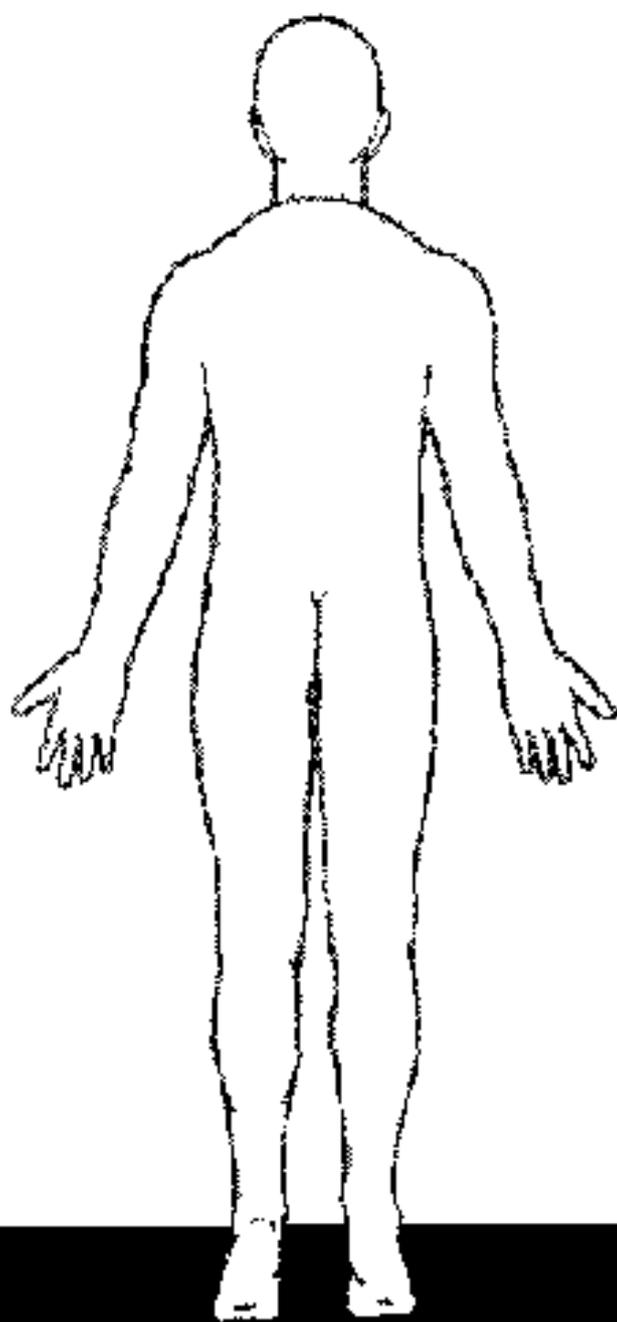
Student's Name:		d.o.b.
Date:		Time:
Member of Staff logging concern: (please print)		
Position:		
Note the reason(s) for recording the concern.		
Record the following factually:	Who?	
	What?	
	Where?	
	When?	
Use the Body Map overleaf if useful		
Use dates and times if known		
Offer an opinion where relevant (how and why might this have happened?)		

Substantiate the opinion. Note action taken, including names of anyone to whom your information was passed.

Signed: .....



**Front**



**Back**

## Appendix 2: Auditing Student Safeguarding Files Kept by the Academy

The DSP will, as good practice, carry out an occasional audit of the academy's safeguarding students' files to ensure that adequate records are being kept in an appropriate manner.

The check should cover the following:

- Facing sheet with name, address, d.o.b., family members and name, address and contact number of Social Services (if the student is on the child protection register this should be the key worker).
- Review of student's regular academy file
- File cross-referenced with other family members, if appropriate
- Cross reference to additional files, if appropriate
- Records and notes typed or written in legible handwriting
- Incident date (including year!), time, place
- Name, address and d.o.b. of student(s) concerned recorded on each sheet
- Factual outline of incident /concern/allegation/disclosure
- Opinion substantiated, if given
- Clear names, job titles of staff involved
- Signature, printed name, job title of person making record
- Note of action taken, and with whom information was shared
- Note of copy sent to relevant Children's Services Social Care and Education

**FRONT SHEET: STUDENT PROTECTION RECORD**

Date file started
Name of student
Any other names by which this student is known, if relevant
Date of birth
Address
Other family members (include full name, relationship e.g. mother, stepfather etc. For U18s, include age, if known)
Are any other child protection files held in academy relating to this student or another student closely connected to him or her? <b>YES/NO</b>
If yes, which files are relevant?
Name and contact number of key worker (Social Services), if known
Name and contact number of GP, if known