

Gretton Primary School

Child Protection Policy Summary (Autumn 2016)

Rationale

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth; the school may be the only stable, secure and predictable element in the lives of children at risk. All members of the school community should fully recognise their responsibilities for child protection and the Child Protection Policy applies to all staff, governors and volunteers working in the school. It has been written following advice and guidance from the Gloucestershire Safeguarding Children Board (www.gscb.org.uk)

Aims

There are five main aims to our policy:

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

Essentials for Staff

- Know that the Designated Safeguarding Leads (DSLs) responsible for child protection are Mrs J Kelly and Mrs Netting and that the Governor responsible for safeguarding is Alicia Amos.
- Understand the responsibility of being alert to the signs of abuse and for referring any concerns to the DSL.
- Attend 'safeguarding' training every 3 years.
- Implement procedures for identifying and reporting cases, or suspected cases, of abuse. (Following a staff referral, the DSL will ensure that the concern is logged in school and will either discuss the concern with a Social Care practitioner or refer it to the Children's Helpdesk within Social Care. Parents will be notified of the concern unless to do so would endanger the child or the concern is about sexual abuse or severe physical abuse).
- Be aware of the summaries of CME (Children Missing from Education) process and Local Child Protection Procedures (attached at Appendix 2 of policy). A more detailed explanation of procedures, including allegations of abuse by Head teachers is set out in Chapter 2 & 4 of GSCB Safeguarding Children Handbook (www.gscb.org.uk/handbook)
- In cases where staff suspect children under 16 are engaged in or planning to be engaged in sexual activity, refer to the GSCB Child Protection Procedures (www.gscb.org.uk/procedures)
- In cases of Private Fostering it is the duty of the Local Authority to be satisfied that the welfare of children who are, or will be, privately fostered is satisfactorily safeguarded and promoted. If any staff think a child is being privately fostered the DSP should be informed.
- Understand the procedures relating to the powers (not duty) to search young people without consent if there are reasonable grounds to suspect a pupil has a knife or other weapon.

The procedure is that the Headteacher needs no authorisation in these circumstances however *any other member of staff needs to have express written consent from the Head teacher to do so and must have reasonable grounds for suspicion.*

- Ensure safer recruitment practices are followed by checking the suitability of staff and volunteers to work with children
- Be aware of the 'whistle blowing' policy to enable any unsafe practice to be challenged.
- 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.
- Contribute to child protection through the curriculum by raising awareness of child protection issues through safety education as part of the non-statutory framework for Personal, Social and Health Education (PSHE).

As part of developing a healthy safer lifestyle pupils should be taught to:

- Recognise different risks in different situations and then deciding how to behave responsibly.
 - Judge what kind of physical contact is acceptable or unacceptable.
 - Manage risk and make safer choices, including recognising when pressure from others (including people they know) threatens their personal safety and well-being.
 - Develop effective ways of resisting pressures including knowing when and where to get help.
 - Use assertiveness techniques to resist unhelpful pressure.
 - Develop skills to cope with emergency situations.
- Be aware that children who are abused or witness violence may feel helplessness, humiliation and some sense of blame. When at school their behaviour may be challenging and defiant or they may be withdrawn. We endeavour to support the pupil through:
 - The content of the curriculum.
 - The school ethos, which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
 - Ensuring that the pupil knows that some behaviour is unacceptable but they are valued and are not to be blamed for any abuse which has occurred.
 - Developing effective links with other agencies that support the pupil such as social services, Child and Adult Mental Health Service, education welfare service and educational psychology service; and attending case conferences.
 - Ensuring that, where a pupil with a Child Protection Plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.
 - Notifying social care if there is an unexplained absence of more than two days of a pupil who has a child protection plan.
 - Keeping written records of concerns about children, even where there is no need to refer the matter immediately.
 - Ensuring all records are kept securely, separate from the main pupil file, and in locked locations.