



Child Protection Policy



1 INTRODUCTION

- 1.1 This policy is adapted from one written by Rosemary Cannell and Karen Lewis, North Yorkshire Education Child Protection and Safeguarding Managers, with acknowledgement that they have included information from the CAPE sample school policy.
- 1.2 The policy replaces the LA Sample policy issued 2006 and is in response to:
- Sections 175 and 157 of the Education Act 2002, implemented June 2004
 - 'Safeguarding Children and Safer Recruitment in Education' issued by DfES 2007
- 1.3 The policy is in line with the above, the North Yorkshire Safeguarding Children Board Child Protection Procedures www.safeguardingchildren.co.uk, "Working Together To Safeguard Children" (1999 and 2006) and "What To Do If You Are Worried A Child is Being Abused" (2006), incorporating and following guidance documented in:
- The Children Act 2004
 - Every Child Matters Framework (available from www.everychildmatters.gov.uk)
 - Working Together to Safeguard Children 2006
 - North Yorkshire Children and Young People's Plan (available from <http://www.nysp.org.uk/html/thematic-partnerships/children-and-young-people/>)
- 1.4 **The King James's School Child Protection Policy applies to all adults, including volunteers, working in or on behalf of the school.**
- 1.5 King James's School will follow the procedures set out by the Local Safeguarding Children Board (formerly the Area Child Protection Committee) and take account of guidance issued by the Department for Education and Skills to:
- Provide a safe environment for children and young people to learn in education settings; and
 - Identify children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting.

2 KING JAMES'S SCHOOL COMMITMENT

- 2.1 King James's School recognises 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 When at school, their behaviour may be challenging and defiant or they may be withdrawn.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:
- The content of 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 links to the e-Safety Policy, is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupils know 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 Adolescent Mental Health Service, Education Welfare Service and Educational Psychology Service
- Ensuring that when 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

3 ENSURING A SAFE AND SUPPORTIVE ENVIRONMENT

Safer recruitment and selection

- 3.1 King James's School pays full regard to DfES guidance 'Safeguarding Children and Safer Recruitment in Education' (January 2007). We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including eg. volunteers and staff employed by contractors.
- 3.2 Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that candidate has the health and physical capacity for the job. It also includes undertaking interviews and, where appropriate, undertaking List 99 and Criminal Records Bureau (CRB) checks.
- 3.3 Statutory changes, underpinned by regulations, are that:
- A CRB Enhanced Disclosure is obtained for **all** new appointments to the school's workforce
 - Schools must keep a single central record detailing a range of checks carried out on their staff
 - All new appointments to the school workforce who have lived outside the UK are subject to additional checks as appropriate
 - Schools must satisfy themselves that supply staff have undergone the necessary checks
 - Identity checks must be carried out on all appointments to the school workforce before the appointment is made
- 3.4 The following staff have undertaken the National College for School Leadership Safe Recruitment training (www.ncsl.org.uk). One of the staff named will be involved in all staff and volunteer appointments and arrangements (including where appropriate, contracted services):

Mr C Sugden	Headteacher
Mrs Suzanne Morris	School Governor

Safe Practice

- 3.5 The school has adopted IRSC "Guidance for Safe Working Practice for the Protection of Children and Staff in Education settings" (www.n-yorks.net/Protection) and has undertaken Safe Practice training to ensure that staff are safe and aware of behaviours which should be avoided.
- 3.6 Safe working practice ensures that pupils are safe and that all staff:
- Are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
 - Work in an open and transparent way;

- Discuss and/or take advice from school management over any incident which may give rise to concern;
- Record any incidents or decisions made;
- Apply the same professional standards regardless of gender or sexuality;
- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

Safeguarding information for pupils

3.7 The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. PSHCEE materials and assemblies are used to help pupils learn how to keep safe.

3.8 The following information and services are made available to pupils:

- KJS Health Zone (via school intranet accessible from school and home)
- NSPCC (0808 800 5000 or www.nspcc.org.uk)
- Childline (0800 11 11 or www.childline.org.uk)
- www.missdorothy.com
- Crucial Crew (www.crucial-crew.org)
- Every Child Matters (www.everychildmatters.gov.uk)
- Youth Service 'Just Ask' (Mondays)
- District Nurse Health Drop-in (Thursdays – CHAT)
- Drop down days

3.9 The school's arrangements for consulting with and listening to pupils are:

- School Council and Year Councils
- Peer support scheme
- Relate Counsellor
- School Nurse
- Anti-bullying boxes
- Non-teaching Heads of Year
- HLTAs

3.10 The school makes pupils aware of these arrangements through:

- Assemblies
- School Bulletin
- PSHCEE lessons
- Student Services Reception
- Lunchtime drop-in sessions

Partnerships with Parents

3.11 The school works with parents to keep children safe from harm and to have their welfare promoted.

3.12 We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

3.13 School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm (see paras 5.7 & 5.8).

3.14 We encourage parents to discuss any concerns they may have. We make the policy available to parents through the school website and parents are made aware of this through the School Prospectus and Head's Newsletters.

Partnerships with others

3.15 The school recognises that it is essential to establish positive and effective working relationships with other agencies. We promote a safe and supportive environment through links with:

- Extended Service Providers
- Children's Centre, Knaresborough

School Training and Staff Induction

3.16 The school's senior member of staff with designated responsibility for child protection (Sue Midgley) undertakes basic child protection training and training in inter-agency working (that is provided by, or to standards agreed by, the NYSCB) and refresher training at 2 yearly intervals. Steve Keeble, Janice Copperthwaite, Bryan McMillan and Ian Simpson have also attended the Basic Awareness training course.

3.17 The Headteacher and all other school staff, including non-teaching staff, new staff and NQTs, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training at 3 yearly intervals or completing the Basic Awareness course online (www.safeguardingchildren.co.uk/course-signup.html).

Support, advice and guidance for staff

3.18 Staff will be supported by inset training. The designated senior person will be supported by the Deputy Head Student Services.

3.19 Advice and support is always available from the Educational Social Work Service. Advice is available from Children's Social Care duty social worker and the Police Child Abuse Investigation Team.

Related School Policies

3.20 "...safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health and safety and bullying And a range of other issues, for example, arrangements for meeting the medical needs of children .. providing first aid, school security, information on drugs and substance misuse, etc. There may also be other safeguarding issues that are specific to the local area or population" *Safeguarding Children and Safer Recruitment in Education DfES 2007*

Confidentiality

3.21 School has regard to "Information Sharing: Practitioner's Guide" HM Government, 2006 www.ecm.gov.uk/deliveringservices/Informationsharing, "Where there is concern that the child

may be suffering or is at risk of suffering significant harm, the child's safety and welfare must be the overriding consideration.

Pupil information

3.22 In order to keep children safe and provide appropriate care for them, the school requires accurate and up to date information regarding:

- Names and contact details of persons with whom the child normally lives
- Names and contact details of all persons with parental responsibility (if different from above)
- Emergency contact details (if different from above)
- Details of any persons authorised to collect the child from school (if different from above)
- Any relevant court orders in place including those which affect any person's access to the child (eg. Residence Order, Contact Order, Care Order, Injunctions, etc)
- If the child is or has been on the Child Protection Register
- Name and contact detail of GP
- Any other factors which may impact on the safety and welfare of the child

3.23 The school will collate, store and agree access to this information.

Roles and Responsibilities

3.24 The **Governing Body** should ensure that:

- The school has a Child Protection Policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request;
- The school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- The school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures;
- A senior member of the school's leadership team is designated to take lead responsibility for child protection and that there is cover for this role;
- Staff undertake appropriate child protection training;
- They remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements;
- The Chair of Governors is nominated to be responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse being made against the Headteacher;
- Where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate;
- They review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged.

3.25 The **Headteacher** should ensure that:

- The policies and procedures adopted by the Governing Body are fully implemented and followed by all staff;
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities; and
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.

Senior member of staff with designated responsibility for child protection

3.26 Referrals:

- Refer cases of suspected abuse or allegations to the relevant investigating agencies;
- Act as a source of support, advice and expertise within the educational establishment;
- Liaise with Headteacher to inform him of any issues and ongoing investigations and ensure there is always cover for this role.

3.27 Training:

- To recognise how to identify signs of abuse and when it is appropriate to make a referral;
- Have a working knowledge of how LSCBs operate, the conduct of a child protection case conference and be able to attend and contribute to these;
- Ensure that all staff have access to and understand the school's Child Protection Policy;
- Ensure that all staff have induction training;
- Keep detailed accurate secure written records and/or concerns
- Obtain access to resources and attend any relevant or refresher training courses at least every 2 years.

3.28 Raising awareness:

- Ensuring the Child Protection Policy is updated and reviewed annually and work with the governing body regarding this;
- Ensure parents are made aware of the Child Protection Policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later;
- Where a child leaves the establishment, ensure the child protection file is copied for the new establishment as soon as possible and transferred to the new school separately from the main pupil file;
- If a child goes missing or leaves to be educated at home, then the child protection file should be copied and the copy forwarded to the Principal Education Social Worker, County Hall, Northallerton, DL7 8AE;
- Notify Social Services if there is an unexplained absence of a pupil who is on the Child Protection Register of more than two days.

3.29 All staff and volunteers:

- Fully comply with the school's policies and procedures
- Attend appropriate training
- Inform the designated person of any concerns

4 IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING SIGNIFICANT HARM

4.1 Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

4.2 Definitions:

- **Child**
As in the Children Acts 1989 and 2004, a child is anyone who has not yet reached his/her 18th birthday

- **Harm**
Means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; Development means physical, intellectual, emotional, social or behavioural development; Health includes physical and mental health; Ill-treatment includes sexual abuse and other forms of ill-treatment.
- **Abuse and neglect**
Forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them, or more rarely, by a stranger. They may be abused by an adult or adults or another child or children.
- **Physical Abuse**
May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.
- **Sexual Abuse**
Involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (eg. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.
- **Emotional Abuse**
Is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve serious bullying causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.
- **Neglect**
Is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:
 - Provide adequate food and clothing, shelter (including exclusion from home or abandonment)
 - Protect a child from physical and emotional harm
 - Ensure adequate supervision (including the use of inadequate caretakers)
 - Ensure access to appropriate medical care or treatment
 It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

5 TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE AT SCHOOL AND AT HOME

- 5.1 All staff follow the North Yorkshire SCB Child Protection Procedures which are consistent with 'Working Together to Safeguard Children' and 'What to do if you are worried a child is being abused'.

5.2 It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the designated senior person with responsibility for child protection (or another senior member of staff in the absence of the designated person) prior to any discussion with parents.

5.3 Staff will **immediately report**:

- Any suspicion that a child is injured, marked or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- Any explanation given which appears inconsistent or suspicious
- Any behaviours which give rise to suspicions that a child may have suffered harm (eg. worrying drawings or play)
- Any concerns that a child may be suffering from inadequate care, ill treatment or emotional maltreatment
- Any concerns that a child is presenting signs or symptoms of abuse or neglect
- Any significant changes in a child's presentation, including non-attendance
- Any hint or disclosure of abuse from any person
- Any concerns regarding person(s) who may pose a risk to children (eg. living in a household with children present)

Responding to Disclosure

5.4 Disclosures or information may be received from pupils, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity. Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person and make a contemporaneous record.

5.5 **Principles:** Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated person in order that s/he can make an informed decision of what to do next.

5.6 Staff will:

- Listen to and take seriously any disclosure or information that a child may be at risk of harm
- Clarify the information
- Try to keep questions to a minimum and of an 'open' nature eg. 'Can you tell me what happened?', rather than 'Did x hit you?'
- Try not to show signs of shock, horror or surprise
- Not express feelings or judgements regarding any person alleged to have harmed the child
- Explain sensitively to the person that they have a responsibility to refer the information to the senior designated person
- Reassure and support the person as far as possible
- Explain that only those who 'need to know' will be told
- Explain what will happen next and that the person will be involved as appropriate

Action by the Designated Senior Person (or other senior person in their absence)

5.7 Following any information raising concern, the senior designated person will consider:

- Any urgent medical needs of the child
- Making an enquiry to the child Protection Register (01845 574742)

- Discussing the matter with other agencies involved with the family
- Consulting with appropriate persons eg. ESW service, Social Care
- The child's wishes

Then decide:

- Wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- Whether to make a child protection referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately

OR

- Not to make a referral at this stage
- If further monitoring is necessary
- If it would be appropriate to undertake an assessment (eg. CAF) and/or make a referral for other services

5.8 All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to social care will be accompanied by a standard referral form.

Action following a child protection referral

5.9 The designated senior person or other appropriate member of staff will:

- Make regular contact with Social Care
- Wherever possible, contribute to the Strategy Discussion
- Provide a report for, attend and contribute to any subsequent Child Protection Conference
- If the child or children are placed on the Child Protection Register, contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences
- Where possible, share all reports with parents prior to meetings
- Where in disagreement with a decision made eg. not to apply Child Protection Procedures or not to convene a Child Protection Conference, discuss this with the Education Safeguarding and Child Protection Manager
- Where a child on the child protection register moves from the school or goes missing, immediately inform the key worker in Social Care

Recording and monitoring

5.10 Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

5.11 All child protection documents will be retained in a 'Child Protection' file, separate from the child's main file. This will be locked away and only accessible to the headteacher and senior designated person. These records will be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Person Child Protection'. If the child goes missing from education or is removed from roll to be educated at home then any Child Protection file should be copied and the copy sent to the Principal Education Social Worker, County Hall, Northallerton, DL7 8AE. Original copies will be retained until the child's 25th birthday.

Supporting the Child and Partnership with Parents

- 5.12 School recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents.
- 5.13 Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child.
- 5.14 We will provide a secure, caring, supportive and protective relationship for the child.
- 5.15 Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why.
- 5.16 We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Senior Person will determine which members of staff 'need to know' personal information and what they 'need to know' for the purpose of supporting and protecting the child.

6 ALLEGATIONS REGARDING PERSON(S) WORKING IN OR ON BEHALF OF SCHOOL (INCLUDING VOLUNTEERS)

- 6.1 Where an allegation is made against any person working in or on behalf of the school, that he or she has:
- behaved in a way that has harmed a child or may have harmed a child
 - possibly committed a criminal offence against or related to a child or
 - has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

we will apply the same principles as in the rest of this document and we will always follow the NYSCB procedures www.safeguardingchildren.co.uk 8.0 "Child Protection in Specific Circumstances" section 8.13 "Allegations Made Against a Person who Works with Children". Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely.

- 6.2 Whilst we acknowledge such allegations (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

Initial Action

- 6.3 Initial action:

- The person who has received an allegation or witnessed an event will immediately inform the headteacher and make a record
- In the event that an allegation is made against the headteacher, the matter will be reported to the Chair of Governors who will proceed as the 'headteacher'
- The headteacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the **immediate** safety of children
- The headteacher may need to clarify any information regarding the allegation, however no person will be interviewed at this stage
- The headteacher will consult with Education LADO (see Contacts list) in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to social care and/or the police for investigation

- Consideration will be given throughout to the support and information needs of pupils, parents and staff
- The headteacher will inform the Chair of Governors of any allegation.