

Newsham Primary School
Child Protection Policy



Date Written:	September 2017
By:	Anne-Marie Armstrong
Adopted by Governors:	October 2015
Date of Review:	September 2018

This policy has been written in alignment with our school vision and ethos.

INTRODUCTION

Newsham Primary School fully recognises the responsibility it has to have arrangements about safeguarding and promoting the welfare of children.

Rationale

Newsham Primary School believes that pupils have a fundamental right to be protected from harm and that they cannot learn unless they feel secure. We also believe that all staff working in school have a right to personal support and guidance concerning the protection of pupils.

There are four main elements to our policy:

PREVENTION through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos.

PROCEDURES for identifying and reporting cases, or suspected cases, of abuse.

SUPPORT TO PUPILS who may have been abused.

PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN

Our policy applies to all staff and volunteers working in the school including community education staff and governors. Teaching assistants, mid-day supervisors, secretaries as well as teachers can be the first point of disclosure for a child. Concerned parents may also contact school governors.

1. PREVENTION

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps prevention. We will therefore raise awareness of child protection issues and equip children with the skills to keep them safe.

The school will therefore:

- establish and maintain an environment and positive ethos where children feel secure, supported and are encouraged to talk, are listened to, can learn, develop and feel valued;
- ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty;
- include in the curriculum, activities and opportunities for PSHE which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help;
- include, in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills

2. PROCEDURES

We will follow the procedures set out in Interagency Procedures produced by the Northumberland Safeguarding Children Board, and in "Working together to safeguard children" HM Government March 2015 and "Keeping children safe in education" DfE July 2015.

The school will:

- ensure it has a designated senior member of staff, who has undertaken appropriate training. The training should be updated every two years. There are contingency arrangements should the designated member of staff not be available. Newsham Primary School has four Safeguarding Designates (Mrs Armstrong, Mr Jones, Mrs McDonald and Mrs Elton) and Mrs Armstrong is also the Designated Safeguarding Lead (DSL).
- recognise the importance of the role of the designated persons and arrange support and training.
- ensure every member of staff (including temporary and supply staff and volunteers, and on-site contracted services) and every governor knows:
- the name of the designated persons and their role
- that they have an individual responsibility for referring child protection concerns using the proper channels and within the timescales set out in the NSCB procedures

- where the school's Child Protection Procedures and the NSCB procedures are located
- ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations on the school website
- provide training for all staff from the point of their induction, and updated every three years at a minimum, so that they know
 - their personal responsibility,
 - the NSCB procedures,
 - the need to be vigilant in identifying signs of abuse
 - how to support and to respond to a child who tells of abuse
- undertake appropriate discussion with parents prior to involvement of another agency unless the circumstances preclude this.
- notify the locality FACT Team if:
 - it should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently)
 - if there is an unexplained absence of a pupil who is subject to a Child Protection Plan of more than two days duration from school (or one day following a weekend); (or as agreed as part of any child protection or core group plan)
- work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance and written reports at initial child protection conferences, core groups and child protection review conferences;
- keep clear detailed written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to the locality team immediately;
- ensure all records are kept secure and in locked locations;
- ensure that all staff and volunteers recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies

3. SUPPORTING THE PUPIL AT RISK

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self-blame.

The school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.

We recognise that some children actually adopt abusive behaviours and that these children must be referred on for appropriate support and intervention and will need to support them in accordance with his/her agreed child protection plan.

The school will endeavour to support the pupil through:

- the content of the curriculum to encourage self esteem and self motivation (see section 2)
- the school ethos which (i) promotes a positive, supportive and secure environment (ii) gives pupils a sense of being valued (see section 2)
- the school's behaviour policy is aimed at supporting vulnerable pupils in the school. All staff will agree on a consistent approach, which focuses on the behaviour of the offence committed by the child but does not damage the pupil's sense of self worth. The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred.
- liaison with other services which support the pupil such as the Local Intervention Support Team (LIST), Children and Young Persons Service (CYPS), the Educational Psychology Service, Behaviour Support Services and the Education Welfare Service.
- a commitment to develop productive and supportive relationships with parents whenever it is in a pupil's best interest to do so.
- recognition that children living in a home environment where there is domestic violence, drug or alcohol abuse are vulnerable and in need of support and protection.
- vigilantly monitoring children's welfare, keeping records and notifying the locality team if necessary as soon as there is an identified concern.

- Exercising our Prevent duty (due regard to the need to prevent people from being drawn into terrorism)
- transferring information of a pupil subject to a Child Protection Plan to a new school immediately should that child leave the school.

4. PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN **Further implementation of the Vetting and Barring Scheme in 2009**

From 12 October 2009, a new duty to share information and a set of increased safeguards have been introduced under the Vetting and Barring Scheme, as administered by the Independent Safeguarding Authority (ISA). For further information and guidance, visit the 'Vetting and Barring Scheme' section of the Every Child Matters website.

[Link to ISA guidance doc](#)

The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

The school will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents as advised by the County Council's Code of Conduct.

The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of position of trust).

The school will promote responsible use of social networking sites by education staff.

Please refer to circular letter: [20th April '09](#)

<http://www.northumberlandlea.net/courier/1660>



07-01-10 Dealing
with indecent pupil im

OTHER RELEVANT POLICIES

Physical Intervention

Our policy on physical intervention by staff is set out in a separate document and is reviewed annually by the governing body. We acknowledge that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

Bullying

Our policy on bullying is set out in a separate document and is reviewed annually by the governing body. We acknowledge that to allow or condone bullying may lead to consideration under child protection procedures.

Racist Incidents

Our policy on racist incidents is set out in a separate document and is reviewed annually by the governing body. We acknowledge that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

Health & Safety

Our Health & Safety policy, set out in a separate document, is reviewed annually by the governing body. It reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

Children with Educational Health and Care Plans (EHCP)

We recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with profound and multiple disabilities, cerebral palsy, sensory impairment and or emotional and behaviour problems are particularly sensitive to signs of abuse.

Confidentiality and Information Sharing

Staff will ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubts about confidentiality, staff will seek advice from a senior manager or outside agency as required.

The Head Teacher or designated person will disclose any information about a pupil to other members of staff on a need to know basis only.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that they cannot promise a child to keep secrets.

5. GOVERNING BODY CHILD PROTECTION RESPONSIBILITIES

The Governing Body fully recognises its responsibilities with regard to child protection and to safeguarding and promoting the welfare of children. It will;

- designate a governor for child protection who will oversee the schools child protection policy and practice and champion child protection issues. Mrs Crossman (Chair of Governors) is the named governor at Newsham Primary school.
- ensure an annual report is made to the Governing Body, and copied to Children's Services, on child protection matters to include changes affecting CP policy and procedures, child protection training received, the number of incidents/cases (no names) and child protection in the curriculum
- ensure that this policy is annually updated and reviewed

Newsham Primary School's arrangements for child protection as written in this policy shall apply to our Breakfast Club and after school clubs.

Where services or activities are provided separately by another body the governing body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

Missing from Education



FINAL Revised 2009
Missing Out - (Childre

E-safety

Our policy for E Safety at Newsham Primary School is set out in a separate document but should be read in conjunction with this Child Protection policy.

For further information, see <http://ngfl.northumberland.gov.uk/e-safety/>

Our designated members of staff with responsibility for Child Protection issues are:

**Mrs Anne-Marie Armstrong, Headteacher 01670 353124
Last trained: September 2015**

**Mr Neil Jones, Deputy Headteacher 01670 353124
Last trained: February 2015**

**Mrs Patricia McDonald, Assistant Headteacher 01670 353124
Last trained: March 2014**

**Mrs Caroline Elton, Assistant Headteacher 01670 353124
Last trained: September 2015**

**Names Governor for Safeguarding
Mrs Lynsey Crossman (Chair of Governors)
Last trained: May 2014**

Safer Recruitment and Selection on-line training

One member of the selection panel for staff appointments must have completed either the on-line or face-to-face safer recruitment training:

**Mrs Anne-Marie Armstrong, Headteacher
Last trained: March 2014
Mr Neil Jones, Deputy Headteacher
Last trained: March 2013
Mrs Crossman, Chair of Governors
Last trained: May 2014
Mr John Potts, Vice Chair of Governors
Last trained: March 2013**

Contacts

APPENDIX 1

Advice Area	School Contact(s)
Discussion about a CP or child welfare referral	Through school to children's social care teams: Alnwick- 01665 626830 Ashington- 01670 629200 Berwick – 01289 334000 Blyth – 01670 354316 Cramlington – 01670 712925 Hexham – 01434 603582 Disabled Children's team – 01670 516131 Leaving Care Team – 01670 714925
Lead roles in relation to responding to allegations against staff (including those not employed by school)	Chris O'Reilly (as LADO for all allegations against professionals who work with children) 01670 623979 Angie Dyer (01670 623118) or Ian Harbottle (01670 623605) re school staff Wendy Stewart (01670 6236120) for centrally employed education staff
CP Allegations relating to school transport	Chris O'Reilly LADO (01670 623979)
Policy on use of restraint in schools	Chris Farley (01670 624184)
Recruitment and Selection/Vetting and Barring	Angie Dyer /Ian Harbottle/Wendy Stewart
Co-ordination of Training Requirements for Designated staff (CP)	Anne Lambert (01670 623159)
MAPPA – Risk Management re individuals who may pose a risk to children	Patrick Boyle/MAPPA (01670 624035)
Monitoring/Quality Assurance re operation of schools safeguarding arrangements	Jane Walker (01670 622734)
Children Missing from Education	Jill Varney (01670 624187)
Information or advice in relation to role of the Northumberland Safeguarding Children's Board	Robin Harper-Coulson, NSCB Business Manager (01670 624037)

Appendix B

Standards for Effective Child Protection Practice in Schools

In best practice, schools:

1. operate safe recruitment practices including ensuring appropriate CRB and reference checks are undertaken according to "Keeping children safe in education". DfE July 2015
2. have an ethos in which children feel secure, their viewpoints are valued, and they are encouraged to talk and are listened to;
3. provide suitable support and guidance so that pupils have a range of appropriate adults to whom they can turn if they are worried or in difficulties;
4. work with parents to build an understanding of the school's responsibility to ensure the welfare of all children and a recognition that this may occasionally require children to be referred to investigative agencies as a constructive and helpful measure;
5. are vigilant in cases of suspected child abuse, recognising the signs and symptoms, have clear procedures whereby teachers report such cases to senior staff and are aware of local procedures so that information is effectively passed on to the relevant professionals;
6. monitor children who have been identified as at risk, keeping, *in a secure place*, clear records of pupils' progress, maintaining sound policies on confidentiality, providing information to other professionals, submitting reports to case conferences and attending case conferences;
7. provide and support child protection training regularly to school staff every three years and in particular to designated teachers every two years to ensure their skills and expertise are up to date, and ensure that targeted funding for this work is used solely for this purpose;
8. contribute to an inter-agency approach to child protection by developing effective and supportive liaison with other agencies;
9. use the curriculum to raise pupils' awareness and build confidence so that pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others, taking into account of Sex and Relationships guidance. See "Sex and relationships education, support for school governors" 2003

10. provide clear policy statements for parents, staff and children and young people on this and on both positive behaviour policies and the schools approach to bullying;
11. have a clear understanding of the various types of bullying - physical, verbal and indirect, and act promptly and firmly to combat it, making sure that pupils are aware of the schools position on this issue and who they can contact for support;
12. take particular care that pupils with SEN in mainstream and special schools, who may be especially vulnerable to abuse, are supported effectively with particular attention paid to ensuring that those with communication difficulties are enabled to express themselves to a member of staff with appropriate communicative skills;
13. have a clear policy about the handling of allegations of abuse by members of staff, ensuring that all staff are fully aware of the procedures and that they are followed correctly at all times, using the *Guidance: Keeping children safe in education* (DfE July 2015) and *Safeguarding children and safer recruitment in education* (DfE 2007)
14. have a written whole school policy, produced, owned and regularly reviewed by schools staff and which clearly outlines the school's position and positive action in respect of the aforementioned standards.
15. the school will ensure that specified information is passed on in a timely manner to Children's Services for monitoring purposes

Appendix C

Frequently Asked Questions

What do I do if I hear or see something that worries me?

Tell the designated member of staff or head teacher.

If that is not possible, telephone Children's Services (Locality FACT Team) as quickly as possible. (In an emergency call 999 for the police)

What are my responsibilities for child protection?

To know the name of your designated member of staff for Child Protection and/or Looked after Children

To respond.

You cannot ignore concerns.

It is unacceptable to do nothing

Can I go to find someone else to listen?

No. You should never stop a child who is freely recalling significant events.

Can I promise to keep a secret?

No! The information becomes your responsibility to share in order to protect. As an adult, you have a duty of care towards a child or young person

Can I ask the child questions?

No! Nor can you make judgements or say anything about the alleged abuser; it may be construed as contriving responses.

*You **can** ask a child to repeat a statement.*

Do I need to write down what was said?

Yes, as soon as possible, exactly what was said. (Date and signature). An "If in Doubt Shout" proforma and an "If Extreme Scream" proforma are available in pastoral files for staff use.

Further references:

Revised Working together to safeguard children. HM Government 2015

Keeping children safe in education. DfE July 2015

Section 26 of the Counter-Terrorism and Security Act 2015

The Ofsted Inspection Handbook. September 2015

The role and responsibilities of the designated teacher for looked after children:
Statutory guidance for school governing bodies

The Child Protection and Safeguarding Handbook for Schools

NSCB Training Programme 2015-2016

Safer Working practice for Adults who work with Children DCSF revised version 2009

HM Government Information Sharing Guidance 2008

Preventing harm to children from parents with mental health needs