



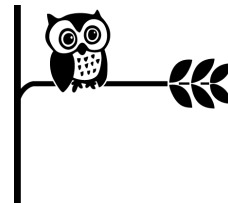
Oswald Road Primary School

Staff Policy

Safeguarding Policy

Policy approved by Chair of Governors: August 2013
Policy ratified by Governing Body:

Headteacher: Deborah Howard
Chair of Governors: Helen Dobson



To be reviewed in 3 years.

CHILD PROTECTION POLICY

This policy will be discussed by staff and governors in October 2013 and will be reviewed annually. Whole staff training will be provided annually, in order to keep all members of staff up to date with the current policy.

INTRODUCTION

1. This policy has been developed in accordance with the principles established by the Children Act 1989 and Education Act 2002 and in line with government publications

- Working Together to Safeguard Children 2006
- Framework for the Assessment of Children in Need and their Families 2000
- What to do if You are worried a Child is Being Abused 2003
- DfES guidance "Safeguarding Children and Safer Recruiting in Education" and the
- Rochdale Child Protection and Safeguarding Procedures (see www.rbscb.org)

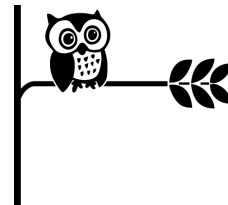
2. The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of pupils, and to work together with other agencies to ensure adequate arrangements within our school to identify, assess and support those children who are suffering harm

3. We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

4. All staff believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical, emotional and moral development of the individual child.

5. THE AIMS OF THIS POLICY ARE:

- To support the child's development in ways that will foster security, confidence and independence
- To provide an environment in which children and young people feel safe, secure, valued and respected and feel confident and know how to approach adults if they are in difficulties believing they will be effectively listened to
- To raise awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children
- To emphasise the need for good levels of communication between all members of staff
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse
- To ensure that all adults within our school who have substantial access to children have been checked as to their suitability



PROCEDURES

6. Our school procedures for safeguarding children will be in line with the MSCB Procedures and Protocols. We will ensure that:

- All members of the governing body understand and fulfil their responsibilities
- We have a nominated designated member of staff (Headteacher – Deborah Howard, Learning Mentor – Debbie Carter in HT's absence). Note that the Designated Person for the Local Authority is called: Majella O'Hagan and can be emailed on majella.o'hagan@manchester.gov.uk
- Our designated member of staff has undertaken the initial designated member of staff training and subsequent refresher course every two years delivered through the MSC Safeguarding Board
- We have a member of staff who will act in the designated member of staff's absence
- All members of staff are provided with Child Protection Training every three years.
- All members of staff, volunteers and governors know:

1. The signs and symptoms of concern
2. How to respond to a pupil who discloses abuse
3. What to do if they are concerned about a child

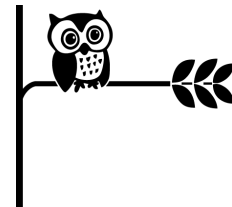
- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Child Protection Policy and reference to it in our school prospectus.
- Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time
- Community users organising activities for children are aware of the school's child protection guidelines and procedures
- We will ensure that our selection and recruitment of staff meet the requirements as set down in the Safer Recruitment guidance
- We will ensure that at least one member of each interview panel has completed the safer recruitment course

7. Our procedures will be regularly reviewed and up-dated, at least once annually
8. The name of the designated member of staff for Child Protection will be sent to all school staff
9. All new members of staff will be given a copy of our child protection policy and it will be included in induction pack

RESPONSIBILITIES

10. The Designated Member of Staff is responsible for:

- Referring a child if there are concerns about possible abuse, to the Social Care Team and acting as a focal point for staff to discuss concerns. A written record of the referral will be sent to the Assessment Team by the end of the working day the referral is made.
- Ensuring staff keep written records of concerns about a child even if there is no need to make an immediate referral
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records
- Ensuring that an indication of further record keeping is marked on the pupil record
- Liaising with other agencies and professionals
- Ensuring that they, the class teacher, or SENCO attends the Child Protection



Conferences, core groups or other multi-agency meetings, contributes to assessments and provides a report which has been shared with the parents.

- Ensuring that any pupil who is subject to a child protection plan who is absent without explanation for more than two days is referred to their key worker's Social Care Team
- Organising Child Protection Training for all school staff
- Providing, with the Headteacher, an annual report for the governing body, detailing any changes and reviews relevant policy and procedures; training undertaken; number and type of incidents/cases and if appropriate, number of children subject to a child protection plan (anonymised)

SUPPORTING CHILDREN

11. We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves and find it difficult to develop and maintain a sense of self worth

12. We recognise that the school may provide the only stability in the lives of children who have been abused or are at risk of harm

13. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn

14. Our school policy supports all pupils by:

- Encouraging self-esteem and self-assertiveness through the curriculum as well as our relationships, whilst not condoning aggression or bullying
- Promoting a caring, safe and positive environment within the school
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children
- Notifying the Assessment Team as soon as there is a significant concern
- Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under the confidential cover to the pupil's new school and ensuring the school medical records are forwarded as a matter of policy

CONFIDENTIALITY

15. We recognise that all matters relating to child protection are confidential

16. The Headteacher or CPO will disclose any information about a pupil to other members of staff on a need to know basis only

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

18. All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing

19. We will undertake to share our intention to refer a child to Children's Services with their parents/carers unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt we will consult with the Duty Manager at RMBC.

SUPPORTING STAFF

20. We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting

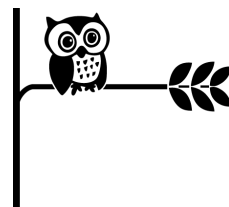
21. We will support such staff by providing an opportunity to talk through their anxieties with the HT and to seek further support as appropriate

ALLEGATIONS AGAINST STAFF

22. All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with children or parents to be conducted in view of other adults.

23. All staff should be aware of the school's own Behaviour Management Policy

24. We understand that a pupil may make an allegation against a member of staff



25. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher
26. The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer
27. If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in 7.5 above, without notifying the Headteacher first
28. Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the Human Resources Team
29. In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors with advice as in 7.7 above

WHISTLEBLOWING

30. We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so
31. All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues, see 'Whistleblowing Policy'

PHYSICAL INTERVENTION

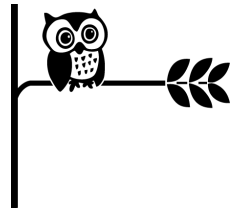
32. Our policy on physical intervention by staff is set out separately and acknowledges that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be using the Team Teach technique
33. Such events should be recorded and the process is supported by the school's 'Behaviour Policy' and 'Health and Safety Policy'
34. Staff who are likely to need to use physical intervention will be appropriately trained in the Team Teach technique
35. We understand the physical intervention of a nature, which causes injury or distress to a child, may be considered under child protection or disciplinary procedures.

PREVENTION

36. We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.
37. The school community will therefore:
 - Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to
 - Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty
 - Include across the curriculum, including PSHCE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help

HEALTH AND SAFETY

38. Our Health and Safety policy set out is a separate document, reflects the consideration we give to the protection of our children both physically within the school environment and for example in relation to internet use, and when away from the school when undertaking school trips and visits.



CHILD PROTECTION RECORDING POLICY

INTRODUCTION

This policy has been created to work together with the Child Protection Policy and summarises how records are kept at Oswald Road Primary School and the effective procedure in place to ensure all children and staff are safeguarded from harm.

RECORD KEEPING FOR CHILD PROTECTION

BEST PRACTICE FOR ALL STAFF

1. This guidance follows the recommendations of Manchester Child Protection and Safeguarding Team and is to ensure consistency at Oswald Road Primary School
2. Not all child protection information results in a referral – small pieces of information may not be significant on their own, but can help to contribute to a jigsaw picture of a child's experience.
3. All staff should

- Make a record of all information and their concerns using the 'Welfare Concern Note' sheet, including the skin map where necessary
- Include 'nagging doubts' and 'hearsay'
- Pass the information onto the Designated Teacher for Child Protection

SAFEGUARDING TEAM

4. A representative from each Key Stage will meet once every half-term to discuss child protection issues, children in need and children being monitored.
5. This team will always work in pairs, to ensure best practice is maintained.
6. The school is committed to CPD and will ensure members of the team have specific expertise in different safeguarding areas.

HOW NOTES SHOULD BE MADE

20. Notes may be hand written or word processed.
21. Include the following:

- Date and time of incident/information being received
- Date and time of record being made
- Name and date of birth of the child(ren) concerned
- A factual account of what happened (verbatim reports from the child if possible)
- A note of any other people involved, e.g as witnesses

- Action taken and any further plans e.g. monitor and review
- Printed name of the person making the record

SOME USEFUL POINTS ABOUT RECORD-KEEPING PROCEDURES

22. Identify the source of the information e.g. 'Mrs. Smith, a midday supervisor, informed me that ...' or 'I saw Ben on the school field at break time...'
23. Information should be factual or based on fact.
24. Record what you saw, heard etc and try to be specific (e.g. 'Kylie was crying and rocking' rather than 'Kylie was upset').
25. Opinion is okay as long as you can justify it in some way. E.g. Melanie ran out of the classroom and hid in the toilets when her stepfather arrived. She appeared to be frightened.
26. Make a note of the information and with whom you shared it.
27. Avoid specialist jargon (e.g. Joseph scored below 5 on his baseline assessment) which a member of another agency may not understand.
28. If rough notes are made at the time, write up in greater detail as soon as possible. Do not destroy the rough notes as these may also be needed as evidence should any court proceedings be necessary.

INFORMATION FOR THE DESIGNATED PERSON RE: RECORD KEEPING

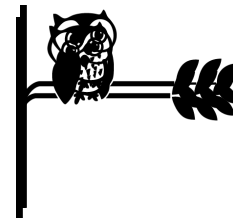
29. You are responsible for keeping all child protection information securely and for keeping all the pieces of the jigsaw together. If a pattern begins to emerge, it is your job to seek advice.
30. If a referral is made to Children Social Care or the Police, fill in the Referral form. Keep a copy for your file.
31. Copies should be sent to Children Social Care (confirming the referral)
32. Keep all child protection notes together in a secure place i.e. a locked filing cabinet.
33. Extended family members should be kept together or cross referenced.

WHO SHOULD HAVE ACCESS TO CHILD PROTECTION INFORMATION?

- Should be on a 'need to know' basis among the staff
- Notes are not shared with families, except for child protection reports to the Child Protection Conference.
- Other statutory agencies (Solicitors are not statutory agencies. Where unsure seek advice).

WHAT HAPPENS TO THE INFORMATION WHEN THE CHILD LEAVES OUR SCHOOL?

34. If a child (under 18) for whom there have been child protection concerns (whether subject to a child protection plan or not) is moving to another school.
 - The whole child protection file should be sent, separately from the school file, to the receiving school.
 - It should be marked 'confidential, addressee only' and should be sent to the Headteacher of the receiving school.
 - For extra security, space permitting, keep a copy of the sent file as 'dormant' in case the original gets lost in transit.
 - Give the name and contact number of the key worker (from Children's Social Care) who dealt with the family if applicable.
 - If you do not know the details of the receiving school/college, wait 21 days for the school to contact you. If you hear nothing by then, contact your LA Designated Officer for Child Protection for advice.
 - If a child is removed from the school's roll to be electively home educated, or is referred to the Children Missing Education Team, the file should be copied to the Local Education Authority (The Manager of the CME & EHE Team).



HOW LONG SHOULD RECORDS BE KEPT?

35. When a referral is made to a Children's Social Care (or to the Police) it is advisable to provide as much relevant information as possible. It would be useful to have the following information to hand before you make the call.

- The referrers details: name, place of work and job title.
- The child's
 - o Name
 - o Date of Birth
 - o Address
 - o Gender
 - o Ethnic origin
 - o Religion
 - o Language
- The name and address of the GP.
- Whether the child is currently safe – are there any deadlines approaching e.g. the end of the school day?
- When the child was last seen by you/other member of staff.
- Other names the child or family is/has been known by.
- The name(s) of the parent(s)/carer(s) with Parental Responsibility.
- Any significant relationships the child has with others e.g. child minder or respite care at weekends from foster carers.
- Details of your concern.
- The source of the information.
- If the family is unaware that the referral is being made – reasons why you have not contacted them (only when an allegation of sexual abuse has been made or you have fears that the child would be placed at risk of further harm).
- The parents/carers response to your concerns and their response to you seeking permission to refer.
- Any changes in the child's behaviour or presentation recently.
- Whether or not the child has any disability or special needs, the nature and degree of the disability and the affect, if any, on the child's ability to communicate.
- The level of comprehension and concentration.
- Any network of support provided by the family.
- Any history of your own agency's contact with the family.
- The family's contact with other agencies, if known to you.
- The names, ages, schools of other children who are living in the household.
- If the abuse has been perpetrated by another child refer both children (i.e. abuser and abused).

36. It is important that you tell the child who discloses abuse exactly what you are going to do, and whenever possible allow the child to be supported by the adult to whom s/he made the disclosure.

37. This may require some re-organisation of cover within your establishment; it is a good idea to have discussed such an eventuality in advance with your colleagues, and to have drawn up contingency plans.

38. Having made a referral you should follow it up in writing within 24 hours or next working day.

