

BROOKFIELD HOUSE SCHOOL

CHILD PROTECTION POLICY

School Designated Person: Gary Pocock
Deputy Designated Person: Lynn Schofield

Revised: September, 2007
Reviewed: September, 2008
Reviewed: September, 2009
Reviewed: March, 2011

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Child Protection Policy
BROOKFIELD HOUSE SCHOOL

**This policy was adopted on 20 / 9 / 07. It is reviewed annually.
The policy is to be next reviewed in March, 2012**

1.0 Introduction

- 1.1 This policy has been developed in accordance with the principles established by the Children Act 1989 and 2004; and in line with the following:

“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” 2006 ¹

“Safeguarding Children and Safer Recruitment in Education” 2007 ²

“London Safeguarding Children Board Procedures” 2006

- 1.2 The Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 (section 157 in relation to the independent sector) to safeguard ³ and promote the welfare of children; 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.
- 1.3 We recognise that all staff⁴ 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.
- 1.4 All staff believe that our school should provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child.

¹ What To Do If You Are Worried A Child is being Abused www.doh.gov.uk/safeguardingchildren/index.htm

² Safeguarding Children and Safer Recruitment in Education (1st January 2007)

³ Safeguarding (as defined in the Joint Inspector’s Safeguarding report is taken to mean “All agencies working with children, young people and their families take all reasonable measures to ensure that the risk of harm to children’s welfare are minimised” and “where there are concerns about children and young people’s welfare, all agencies take all appropriate actions to address those concerns, working to agreed local policies and procedures in full partnership with other agencies”

⁴ “Staff” covers ALL adult staff on site, including temporary, supply and ancillary staff, and volunteers working with children

1.5 The aims of this policy are:

- 1.5.1 To support the child's development in ways that will foster security, confidence and resilience.
- 1.5.2 To provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach teaching or non-teaching staff if they are in difficulties.
- 1.5.3 To raise the 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 or neglect.
- 1.5.4 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 plans for those children.
- 1.5.5 To acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils.
- 1.5.6 To develop a structured procedure within the school that will be followed by all members of the school community in cases of suspected abuse or neglect.
- 1.5.7 To develop effective working relationships with all other agencies, involved in safeguarding children.
- 1.5.8 To ensure that all adults within our school who have access to children have been checked as to their suitability. This includes other community users of our facilities.

1.6 Rationale for our school

- 1.6.1 We believe that children with physical disabilities and all children with special educational needs are potentially extremely vulnerable to abuse for the following reasons:
 - they may be unable to express or understand their own concerns
 - their daily care routines may necessitate being handled intimately
 - their physical condition or behaviour may mean it is common for them to sustain minor injuries
 - their daily lives may involve circumstances where different adults are in control of the situation and they are taught to comply

2.0 Procedures

- 2.1 Brookfield House School procedures for safeguarding children will be in line with The London Safeguarding Children's Board Procedures 3rd edition, and "Working Together to Safeguard Children". We will ensure that:
 - 2.1.1 The Governing Body understands and fulfils its safeguarding responsibilities and monitors the policy annually at their Curriculum Meetings
 - 2.1.2 **Ian Hogg** is the Named Member of staff to take overall responsibility for Child Protection in our school. He has undertaken single agency Designated Member of Staff training as delivered by the LA Education Child Protection Officer. This training should be attended every two years.
 - 2.1.3 **Lynn Schofield** is the member of staff who will act in the Designated Member of staff's absence who has also received Designated Member of Staff Training, and who will have been briefed in the role.
 - 2.1.4 Each member of staff is provided with Child Protection training within school at least every three years and regular recognised training by an external Child Protection Officer in order to develop their understanding of the signs of abuse or neglect
Regular reminders take place in staff meetings and INSET.
 - 2.1.5 Each member of staff, volunteers, and Governors know how to respond to a pupil who discloses abuse or neglect and the procedure to be followed in appropriately sharing a concern or disclosure of possible abuse or neglect.
 - 2.1.6 Each parent/carer is made aware of the school's responsibilities in regard to child protection procedures through publication of the school's Child Protection Policy.
 - 2.1.7 Our lettings policy will ensure the suitability of adults working with children on school sites at any time.
 - 2.1.8 Community users organising activities for children are aware of and understand the need for compliance with the school's child protection guidelines and procedures.
 - 2.1.9 Our selection and recruitment policy includes all checks on staff suitability including Criminal Records Bureau checks as recommended by the DCSF and in accordance with current legislation.
 - 2.1.10 The name of any member of staff considered to be not suitable to work with children will be notified to the DFCS, with the advice and

support of Human Resources and in accordance with the NEOST guidance and related regulations⁵

2.1.11 The School's Child Protection procedures are annually reviewed and up-dated.

2.1.12 The name of the Designated Member of Staff will be clearly displayed in the school.

2.1.13 All adults, new to our school will be made aware of the school's policy and procedures, the name and contact details of the Designated Person.

Supply teachers/Temporary staff are provided with a 'Welcome Pack' which includes the Child Protection Policy.

3.0 Responsibilities & Action

3.1 We understand that our responsibility to safeguard children requires that we all appropriately share any concerns that we may have about children.

- **Any member of staff, volunteer or visitor to the school should report any concerns immediately to the Designated Person, Ian Hogg or his Deputy, Lynn Schofield.**
- **In most cases, that person will be asked to write down their concerns in detail and sign and date their report.**
- **They should not discuss the issue with anyone else, either at the time or after the event.**
- **If the child discloses information to you, the child should be told that you cannot promise to keep the information a 'secret'.**

3.1.1 We have a Designated Member of Staff, **Ian Hogg**, who is responsible for:

3.1.2 Referring a child if there are concerns about a child's welfare, possible abuse or neglect to the **First Response Team**. A written referral using the Inter Agency Referral Form will be faxed to The First Response Team immediately following the telephone referral.

3.1.3 Ensuring that detailed and accurate written records of concerns about a child are kept even if it is decided that there is no need to make an immediate referral. This decision should be taken in consultation with the LA Education Child Protection Officer.

3.1.4 Ensuring that all such records are kept confidentially and securely and are separate from pupil records, with a front sheet listing dates and brief entry to provide a chronology.

⁵ The 'Barring Regulations' are the Procedures for Barring or Restricting People Working with Children in Education' DfES July 2003 (Revised September 2005) To be replaced by The Safeguarding Vulnerable Groups Act 2006 by (2008).

- 3.1.5 Ensuring that an indication that there is a confidential Child Protection file, (kept in a separate and secure place), is marked on the pupil's records.
- 3.1.6 Acting as a focal point for staff concerns and liaising with other agencies and professionals.
- 3.1.7 Ensuring that either they or another appropriately informed member of staff attends case conferences, family support meetings, core groups, or other multi-agency planning meetings, contributes to the Framework for Assessments process, and provides a report which has been shared with the parents.
- 3.1.8 Ensuring that any absence of two days, without satisfactory explanation, of a pupil subject to a child protection plan is referred to the School's Education Welfare Officer and/or the Child's Social Worker without delay.
- 3.1.9 Ensuring that all school staff are aware of the school's CP policy and procedures, and know how to recognise and refer any concerns.
- 3.1.10 Providing, with the Head teacher, an annual report for the Governing Body, detailing any changes to the policy and procedures; training undertaken by the Designated Member of Staff, and by all staff and Governors; relevant curricular issues, number and type of incidents/cases, and number of children referred to social services and who are subject to a Child Protection Plan.
- 3.1.11 Keeping themselves up to date with knowledge to enable them to fulfil their role, including attending relevant training, at least every two years, provided by a recognised Child Protection Officer.

4.0 Supporting Children

- 4.1 We recognise that a child who is abused or neglected, who has witnessed violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self worth.
- 4.2 We recognise that the school may provide the only stability in the lives of children who have been abused or neglected or who are at risk of harm.
- 4.3 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.
- 4.4 Our school will support all pupils by:
 - 4.4.1 Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum; especially PSHE and with reference to SEAL and the use of Circle Time.

- 4.4.2 Promoting a caring, safe and positive environment within the school.
- 4.4.3 Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- 4.4.4 Notifying the First Response Team as soon as there is a significant concern.
- 4.4.5 Ensuring that a named teacher is designated for Looked After Children (LAC) and that an up to date list of children is regularly reviewed and updated.
- 4.4.6 Providing continuing support to a pupil (about whom there have been concerns) who leaves the school, by ensuring that every effort is made to discover where they have moved to, and such concerns and school medical records are forwarded under confidential cover to the Head teacher at the pupil's new school as a matter of urgency, a photocopy of these records should be kept in a confidential file.

5.0 Confidentiality

- 5.1 We recognise that all matters relating to child protection are confidential.
- 5.2 The Headteacher or Designated Member of Staff will disclose personal information about a pupil to other members of staff on a need to know basis only.
- 5.3 However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 5.4 All staff must be aware that they cannot promise a child that they keep secrets which might compromise the child's safety or well-being or that of another.
- 5.5 We will always undertake to share our intention to refer a child to social 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 First Response Team on this point.

6.0 Supporting Staff

- 6.1 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.
- 6.2 We will support such staff by providing an opportunity to talk through their anxieties with the Designated Member of Staff and to seek further support. This could be provided for all staff by, for example, the Head teacher, by Occupational Health, and/or a teacher/trade union representative as appropriate.

- 6.3 We understand that staff should have access to advice on the boundaries of appropriate behaviour. The document “Guidance on Safe Working Practices for the Protection of Children and Staff in Education Settings” provides advice on this and the circumstances, which should be avoided in order to limit complaints against staff of abuse of trust, and/or allegations of physical or sexual abuse. These matters form part of staff induction and are referred to in the staff handbook.
- 6.4 We recognise that designated staff should have access to support (as in 6.2 above) and appropriate workshops, courses or meetings as organised by children’s services or the local safeguarding children’s board.

7.0 Allegations against staff

- 7.1 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 individual children or parents to be conducted in view of other adults. (See also 6.3 above)
- 7.2 All staff should be aware of the school’s behaviour/discipline policy. This can be found **with the Headteacher / Deputy Headteacher.**
- 7.3 We understand that a pupil may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher or the most senior teacher if the Headteacher is not present.
- 7.3.1 The Headteacher/senior teacher on all such occasions will discuss the content of the allegation with the LA Education Child Protection Officer.
- 7.3.2 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 7.3.1 above, without notifying the Headteacher first.
- 7.3.3 The school will follow the Local Authority procedures for managing allegations against staff as outlined in “Safeguarding Children and Safer Recruitment in Education 2007”. This is to be read in conjunction with the LSCB agreed LBWF process flowchart, a copy of which can be found **with the Child Protection Officer.**
- 7.3.4 Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult with the LA Education Child Protection Officer and the school’s Human Resources advisor.
- 7.3.5 Our lettings agreement for other users requires that the organiser will manage the suspension of adults where necessary from school premises.

8.0 Whistleblowing

- 8.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 8.2 All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary, they should speak to the delegated 'whistleblowing' Governor or the Local Authority Designated Officer for Child Protection.

9.0 Positive Handling

- 9.1 Our policy on positive handling by staff is set out separately, as part of our Behaviour Policy. It complies with DfES guidance on positive handling strategies (2001) and circular 10/98, 'The Use of Force to Control or Restrain Pupils'. This guidance states that staff must only ever use physical intervention as a last resort, eg. when a child is endangering him/herself or others and that, at all times it must be the minimal force necessary to prevent injury to another person, reasonable and proportionate.
- 9.2 Such events should be recorded and signed by a witness.
- 9.3 Staff who are likely to need to use specialist positive handling techniques should be appropriately trained. Individual training in the form of the Team-Teach approach is supplied to LBWF schools upon request by the LA Education Child Protection Officer and focuses on de-escalation, diversion and diffusion strategies. Positive handling techniques can be devised to meet the individual needs of children with challenging behaviour.
- 9.4 We understand that positive handling of a nature that causes injury or distress to a child may be considered under child protection or disciplinary procedures.

10.0 Anti-Bullying

- 10.1 Our policy on the prevention and management of bullying is set out in a separate policy. We acknowledge that to allow or condone bullying may lead to consideration under child protection procedures.

11.0 Racist Incidents

- 11.1 Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

12.0 Prevention

- 12.1 We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with effective lines of communication with trusted adults, supportive friends and an ethos of protection within their duty of care.
- 12.2 The school community will therefore:
 - 12.2.1 Establish and maintain an ethos, which is understood by all staff, which enables children to feel secure and encourages them to talk knowing that they will be listened to.
 - 12.2.2 Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
 - 12.2.3 Provide across the curriculum, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

14.0 Health & Safety

- 14.1 Our Health & Safety policy, set out in 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.

15.0 Pre School Children and After School Services

- 15.1 We recognise that pre-school children and the extended use of school premises play an important part in the lives of large numbers of children. Professionals working within these settings should know how to recognise and respond to the possible abuse or neglect of a child.
- 15.2 After school activity providers should ensure that they have pupil contact numbers available in any emergency.

16.0 Policy Review

- 16.1 The Governing Body of our school is responsible for ensuring the annual review of this policy through the Governor's Curriculum Committee, and for reporting back to Children's Services.

Acknowledgement of this policy as developed by Cambridgeshire Social Services and adapted by the Child Protection Officer/Trainer London Borough of Redbridge.