



Child Protection Policy

Date	Review Date	Coordinators	Nominated Governors
March 2017	March 2018	Safeguarding Lead	Full Governing Body

Statement of Intent

Ivel Valley School is committed to safeguarding and promoting the welfare, both physical and emotional, of every pupil, inside and outside the school premises.

This Policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

It will be achieved by:

- Creating a culture of safe recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Educating pupils on how to keep safe and to recognise behaviour that is unacceptable.
- Identifying and making provision for any child that has been subject to abuse.
- Ensuring that members of the governing body, the head teacher and staff members understand their responsibilities, under safeguarding legislation and statutory guidance, to be alert to the signs of child abuse and to refer concerns to the designated safeguarding lead.
- Ensuring that the head teacher and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

The schools designated safeguarding lead is: Gill Needham

In the absence of the designated safeguarding lead, child protection matters will be dealt with by Ann Graves, Sally Redding, Stephen Ford or Sally Rowling

1. Definition

1. For the purposes of this Policy, Ivel Valley School will define safeguarding and protecting the welfare of children as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

2. Legal Framework and Guidance

2.1. This Policy will have consideration for and be in compliance with the following legislation and statutory guidance:

Legal

- Children's Act 1989.
- Children's Act 2004. (This is in addition to and does not replace Children's Act 1989)
- Children and Families Act 2014
- Serious Crime Act 2015
- Modern Slavery Act 2015

Guidance

- Working Together to Safeguard Children March 2015.
- Keeping Children Safe in Education September 2016.
- What to do if you're worried a child is being abused – Advice for practitioners March 2015
- Information Sharing – Advice for practitioners March 2015

3. Roles and Responsibilities

3.1 The Governing body has a duty to:

3.1.1 Ensure that the school complies with its duties under the above child protection and safeguarding legislation.

3.1.2 Ensure that the policies, procedures and training in the school are effective and comply with the law at all times.

3.1.3 Ensure that the school contributes to inter-agency working in line with the statutory guidance '*Working Together to Safeguard Children 2015*'.

3.1.4 Ensure that the school's safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures established by the Local Safeguarding Children Board (LSCB).

3.1.5 Comply with its obligations under section 14B of the Children's Act 2004 to supply the LSCB with information to fulfil its functions.

3.1.6 Ensure that a member of the governing body is nominated to liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the head teacher or other governor/s.

3.1.7 Appoint a member of staff from the school leadership team (SLT) to the role of designated safeguarding lead (Gill Needham) as an explicit part of the role-holder's job description. There should always be cover for the designated safeguarding lead.

3.1.8 Consider how children may be taught about safeguarding, including online, and through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

3.1.9 Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised.

3.1.10 Ensure that at least one person on any appointment panel has undertaken safer recruitment

3.1.11 Ensure that there are procedures in place to handle allegations against members of staff or volunteers.

3.1.12 Ensure that there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. This is a legal duty.

3.1.13 Ensure that there are procedures in place to handle allegations against other children.

3.1.14 Ensure that the child's wishes or feelings are taken into account when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express their views and give feedback.

3.1.15 Appoint a designated teacher (Ruth Ellison) to promote the educational achievement of 'Children Looked After' and to ensure that this person has undergone appropriate training.

3.1.16 Ensure that staff members have the skills, knowledge and understanding necessary to keeping 'Children Looked After' safe, particularly with regard to the child's legal status, contact details and care arrangements.

3.1.17 Put in place appropriate safeguarding responses to children who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation and prevent the risks of their disappearance in future.

3.2 The Head teacher has a duty to:

3.2.1 Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

3.2.2 Ensure that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.

3.3 The designated safeguarding lead has a duty to:

3.3.1 Refer all cases of suspected abuse to the local authority children's social care, the local authority designated officer (LADO) for child protection concerns, the DBS, and the police in cases where a crime has been committed.

3.3.2 Liaise with the head teacher to inform of safeguarding issues, especially ongoing enquiries under section 47 of the Children's Act 1989 and police investigations.

3.3.3 Act as a source of support, advice and expertise to staff members on matters of safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

3.3.4 Understand the assessment process for providing early help and intervention.

3.3.5 Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.

3.3.6 Ensure each member of staff has access to and understands the school's Child Protection Policy and procedures, especially new and part-time staff members.

- 3.3.7 Be alert to the specific needs of children, including special educational needs and/or disabilities and young carers.
- 3.3.8 Be able to keep detailed, accurate and secure records of concerns and referrals.
- 3.3.9 Obtain access to resources and attend any relevant or refresher training courses.
- 3.3.10 Encourage among all staff members, a culture of listening to children and taking account of their wishes and feelings; in any measures the school may put in place to protect them.
- 3.3.11 Ensure the school's Child Protection Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the governing body regarding this duty.
- 3.3.12 Ensure the school's Child Protection Policy is available publically and parents are aware of the fact that referrals regarding suspected abuse or neglect may be made and the role of the school in this.
- 3.3.13 Link with the local LSCB to make sure that staff members are aware of the training opportunities available and the latest local policies on child protection.
- 3.3.14 Ensure that the pupil's child protection file is copied when transferring to a new school.
- 3.3.15 To have a designated member of staff (Ian Hall) as the online-safety co-ordinator.

3.4 Other staff members should:

- 3.4.1 Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- 3.4.2 Provide a safe environment in which children can learn.
- 3.4.3 Be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school's policy and procedures with regards to peer on peer abuse. (See Bullying Policy)
- 3.4.4 If a **teacher**, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the teacher has a duty and must report this to the police.
- 3.4.5 Identify children who may be in need of extra help or who are suffering, or likely to suffer, significant harm.
- 3.4.6 Take appropriate action, working with other services as required.
- 3.4.7 Support social workers to take decisions about individual children, in collaboration with the designated safeguarding lead.

4 Safer recruitment

- 4.1 An enhanced DBS check with barred list information will be undertaken for all staff and governor members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:
- Will be responsible on a daily basis, for the care or supervision of children.
 - Regularly work in the school at times when children are on school premises.
 - Regularly come into contact with children under 18 years of age.
 - Are a member of the Governing Body
- 4.2 The governing body delegates responsibility to the Head Teacher to assess the suitability of prospective employees by:
- Verifying the candidate's identity, preferably from current photographic ID and proof of address except where, for exceptional reasons, none is available.
 - Obtaining a certificate for an enhanced DBS check with barred list information where the person will be engaged in regulated activity.
 - Obtaining a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available.
 - Checking that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State for Education, using the Employer Access Online service.
 - Verifying the candidate's mental and physical fitness to undertake their working responsibilities, including asking relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role.

- Verifying the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, then the school will follow the advice set out on the GOV.UK website.
- If the person has lived or worked outside the UK, making any further checks that the school considers appropriate.
- Verifying professional experience and qualifications, as appropriate.

4.3 A DBS certificate will be obtained from the candidate before or as soon as practicable after appointment.

4.4 An online update check may be undertaken through the DBS Update Service if the applicant has subscribed to it and gives their permission.

4.5 An enhanced DBS check with barred list information may be requested if there are concerns about an applicant even if he/she has worked in regulated activity in the three months prior to appointment.

4.6 An enhanced DBS check may be requested for anyone working in the school that is not in regulated activity, but not with a barred list check.

4.7 Written information about previous employment history will be obtained from the candidate and the appropriate checks undertaken to ensure information is not contradictory or incomplete.

4.8 References will be obtained directly from the referee and scrutinised with all concerns satisfactorily resolved, prior to confirmation of employment.

4.9 References will be sought on all short-listed candidates, including internal ones, before interview and checked on receipt to ensure that all specific questions were answered satisfactorily.

4.10 Information about past disciplinary action or allegations will be considered carefully when assessing an applicant's suitability for a post.

4.11 Written notification will be obtained from any agency or third-party organisation contracted by the school, confirming that the organisation has carried out the same checks on an individual who will be working at the school that the school would otherwise perform.

4.12 Checks will be conducted to ensure that the contractor presenting themselves for work is the same person on whom the checks have been made.

4.13 An enhanced DBS certificate and barred list check must be obtained for all trainee teachers.

4.14 The school will refer to the DBS anyone who has harmed a child, poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity.

4.15 A supervised volunteer who regularly teaches or looks after children is not in regulated activity.

4.16 No volunteer will be left unsupervised or allowed to work in regulated activity.

4.17 An enhanced DBS certificate will be obtained for new volunteers not in regulated activity.

4.18 Governors that are volunteers shall be treated on the same basis as other volunteers.

4.19 The school will ensure that any contractor or employee of the contractor, working at the school has been subject to the appropriate level of DBS check.

4.20 Contractors without a DBS check will be supervised if they will have contact with children.

4.21 The identity of the contractor will be checked upon their arrival at the school.

4.22 The school will ensure that policies and procedures are in place to protect children from harm during work experience placements.

4.23 The school will set up and maintain a single central record of whether or not the following checks have been carried out or certificates obtained from members of the governing body and all staff members, volunteers and other individuals working with children in school:

- An identity check.
- An enhanced DBS check with barred list check
- A prohibition from teaching check.
- Further checks on people living or working outside the UK.
- A check of professional qualifications.
- A check to establish the person's right to work in the UK.

4.24 DBS certificates will be securely destroyed as soon as practicable, but not retained for longer than six months from receipt, as outlined in the Data Protection Act 1998.

4.25 A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications will be kept for the personnel file.

5 Training

5.1 Staff members will be made aware of systems and policies within their school which support child protection during their inductions.

5.2 The designated safeguarding lead should undergo updated child protection training every two years.

5.3 The head teacher and all staff members should undergo child protection training which is updated regularly, in line with LSCB advice.

5.4 The head teacher and all staff members should undergo on line safety training and PREVENT training which is regularly updated.

6 Reporting

6.1 Staff members should raise any concerns that they may have about a child with the school's designated safeguarding lead, including situations of abuse which may involve other staff members.

6.2 The safeguarding lead will decide whether to make a referral to children's social care, but any staff member can refer their concerns to children's social care directly.

6.3 The referrer shall press children's social care for re-consideration if the decision was taken not to undergo an early help assessment and the child's situation does not improve.

6.4 The EHA assessment should be undertaken by a lead professional who could be a teacher, special educational needs co-ordinator (SENCO), general practitioner (GP), family support worker, and/or health visitor.

6.5 An inter-agency assessment will be undertaken where a child and family could benefit from coordinated support from more than one agency. These assessments should identify what help the child and family require in preventing needs escalating to a point where intervention would be needed.

6.6 A child will immediately be referred to children's social care if there is a risk of immediate serious harm to a child.

7 Support

7.1. Supporting Children

7.1.1 We recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self-blame.

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

7.1.3 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.

7.1.4 We recognise that adults who wish to abuse may pose as children to engage and then meet up with the children or young people they have been in communication with using the internet or mobile technologies.

7.1.5. Our school will support all pupils by:

- Encouraging self-esteem and self-assertiveness 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 Social Services 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 confidential cover to the pupil's new school.
- Working in line with our on-line safety policy to ensure that children should be confident in a no-blame culture when it comes to reporting inappropriate incidents involving the internet or mobile technologies.
- Exploring the best and most appropriate ways to give pupils awareness of what safeguarding and abuse is, of who they can talk to and how the school ensures their safety.

7.2 Supporting Staff

7.2.1 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.

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

8. Allegations against Staff

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

8.2 If such an allegation is made, the member of staff receiving the allegation will immediately inform the Head Teacher.

8.3 The Head Teacher on all such occasions will discuss the content of the allegation with the LA Designated Officer for Safeguarding.

8.4 If the allegation made to a member of staff concerns the Head Teacher, the designated teacher will immediately inform the Chair of Governors who will consult with the LAs Designated Officer for Safeguarding and follow the appropriate protocols.

9. Whistleblowing

9.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

9.2 All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues and will be made aware of the content of Ivel Valley School's Whistleblowing Policy

10. Physical Intervention

10.1 Our policy on physical intervention by staff is set out in a separate policy and acknowledges that staff must only ever use physical intervention as a last resort (by those trained in Team Teach), and that at all times it must be the minimal force necessary to prevent injury.

10.2 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.

11. Behaviour Management

11.1 Our policy on behaviour management is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

12. Internet safety

12.1 Our policy is set out in our on-line safety policy which recognised the dangers of the internet and mobile technologies and sets out procedures if there are concerns that a child or young person might be at risk or suffering harm as a result of use of these technologies.

13. Prevention

13.1 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.

13.2 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 in the curriculum opportunities for PSHE/on-line safety which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

14. Health and 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 within the school environment and when away from the school when undertaking school trips and visits.

15. Disciplinary Action

15.1 If, following investigation, the school has evidence that an employee has not acted in accordance with the Child Protection and associated policies, disciplinary action shall be taken, in accordance with the school's disciplinary procedure.

Appendix

IVEL VALLEY SCHOOL

Procedure for raising concerns about children in relation to safeguarding.

Designated Safeguarding Teachers and Teaching Assistants:

Gill Needham, Ann Graves, Sally Redding, Stephen Ford, Sally Rowling

What to do if you're worried a child is being abused....

Don't sit on your concerns! Remember you have a statutory duty to share those concerns.

1. Speak to the designated safeguarding teacher (DST) in confidence and with anonymity if you wish.
 - However, you may wish to discuss concerns first with your immediate line manager. This may be a teacher or a member of the SMT.
 - Once you have alerted a line manager of your concerns (and those concerns have been passed on to Gill or Ann), they will keep you and relevant people abreast of developments and action taken.
 - You will be advised of any action you need to take yourself, for example, keeping records.
 - Information about safeguarding procedures will be on a need to know basis, in order to protect confidentiality.
2. The DST will decide how to proceed. This is likely to be to:
 - a) Maintain informal observation to monitor the situation or
 - b) Begin written records of observations/conversations.
3. If a) relevant parties may report further suspicions. If b) the DST will suggest a formal system for record keeping. In this instance it may be that information is on a 'need to know' basis (e.g. may only involve the class team). The matter should be kept strictly confidential from those persons who do not have any involvement in the matter. Records should be kept centrally in one place with the DST and not duplicated.
4. Any dialogue with parents should be discussed with the DST before making contact. Ideally, parents should be kept informed, but there may be circumstances where this is not appropriate and Social Services will often advise on this.
5. Dialogue with Social Services by the DST is the next step, either at informal or formal referral level. There may be occasions where informal advice is sought which leads to Social Services insisting on a formal referral.
6. Verbal and/or standard referral form (if verbal referral this is followed up in writing within 48hours).

Notes on Record Keeping

- Records should be made at the time of the incident or observation and always within 24 hours.
- Records must be dated, timed and signed.
- They must be accurate.
- They must be factual and descriptive (who said/did what?).
- They must not make assumptions.
- It may be OK to state an opinion in some instances, but this must go with information that forms the basis of the opinion.
- 'Gut reactions' may be OK in certain instances; again it needs to be stated that this is a gut reaction and the reasons for it given.
- The source of information should be stated. Hearsay is permissible if it is recorded as such.
- The intended action should be stated, however minimal.
- It should be stated if the information was shared with anyone.
- Photographs of injuries/marks are not permissible. Injuries/marks that are cause for concern can be indicated on a body map available from the safeguarding team.

At all times the confidential nature of the concerns are paramount

