



Range High School

**CHILD PROTECTION  
POLICY**

## Child Protection

A range of documents, circulars and guidance for good practice provided the framework of Range High School's Child Protection Policy and its implementation. The key documents which inform this section are:

- DfES circular 10/95 – Protecting children from abuse: The role of the Education Service
- DfES circular 11/95 – Misconduct of teacher and workers with children and young persons
- Working Together to Safeguard Children 2000
- Child Protection Procedures Handbook – Sefton Area Child Protection Committee (ACPC) 2001
- Framework for the Assessment of Children in Need – Sefton Area Child Protection Committee (ACPC) – Sefton Council & Sefton Health 2001
- Ofsted Report 'Safeguarding Children' October 2002
- The Management of Allegations and Concerns regarding the Professional Conduct of Staff – DfES May 2003
- Education Act 2003
- The Children Act 2004

### Mission Statement

Range High School is committed in its responsibility to protect and safeguard the children and young people in our school and recognises that it has a role to play in supporting and protecting children who are being, have been or have inflicted abuse on themselves or others. The school recognises that because of their day to day contact with children, staff are well placed to observe signs of child abuse and is committed to responding to all cases where child abuse is suspected or where there is a genuine concern. The school recognises that it can help children to resist abuse through prevention work in the curriculum (DfEE Circular 10/95 and Working Together under the Children Act 1989).

### Aims and Objectives

The central aim is to safeguard the welfare and personal safety of the children and young people in our care through actively promoting awareness of child abuse issues, effective child protection procedures and good practice. Where any form of child abuse is suspected, our paramount responsibility is to the child or young person. To help achieve this, the school needs to ensure that:

- **All** staff, teaching, non-teaching and ancillary, are made aware of the school's child protection policy; the nature, types and possible symptoms of abuse; referral procedures that have to be adhered to and their responsibilities in identifying and reporting suspected cases of child abuse.
- Children identified as being 'at risk' are carefully monitored.
- Particular care is taken with children with disabilities and special educational needs (SEN).
- Known procedures and strategies are in place to deal with allegations or suspicions of abuse and early intervention support systems are employed to protect the child including outside agencies where appropriate.
- Key issues relating to child protection are integrated into, and delivered through, the curriculum, particularly through Social, Personal, and Educational Development (PSHE).
- An environment exists in which the children feel safe and secure and have the confidence of knowing their views are valued and respected and are encouraged to talk and be listened to.
- Policies are reviewed annually and amended if necessary to take account of experiences and child protection trends and legislation.
- Ongoing child protection training for all adults working within the school environment takes place.

### Organisation

#### Designated Teachers

In accordance with Circular 10/95 Range High School has child protection liaison teachers. These are:

Ms Clair Quinn (CQ)	-	Assistant Headteacher (Wellbeing)
Mr G Aldridge	-	Headteacher
Mr T Dolly	-	Deputy Headteacher
2 x Head of House		

The designated teacher is Ms C Quinn and in her absence the designated teacher is the Headteacher. In the event of both being absent any case of suspected child abuse should be referred to any senior member of staff.

The responsibilities of the designated teachers are:

- To ensure all staff are aware of whom the Child Protection liaison staff are.
- To ensure all staff (teaching, non-teaching and ancillary staff) are aware of the school's Child Protection policy and the school's and their own child protection responsibilities within the Safeguarding Board's Procedures.
- To refer, promptly, all cases of suspected child abuse to Social Services and other agencies as appropriate.
- To support and advise staff in their child protection work by organising regular training on Child Protection within the school; raising staff awareness and confidence on child protection issues and ensure new staff are aware of these procedures.
- Ensure all staff know about and have access to the Safeguarding Board's guidelines. In the event of a member of staff having a child protection concern about a pupil, s/he must inform the designated teacher and record accurately the event(s) giving rise to the concern. The action to be taken is detailed in the guidance section of the Safeguarding Board and this guidance will be followed. Copies of these are held with the Headteacher, CQ and the School Office.
- To co-ordinate action where child abuse is suspected.
- To facilitate and support the development of a whole school policy on Child Protection including providing input into the planning of the content and the delivery of the Personal, Health, Social Education (PSHE) curriculum.
- To maintain and update as necessary the Child Protection Monitoring Register; attend case conferences or nominate an appropriate member of staff to attend on his/her behalf; maintain records of case conferences securely and disseminate information where appropriate on a 'need to know' basis only; pass on records and inform the key worker when a child on the Register leaves the school.
- Regularly attend appropriate Child Protection training courses to maintain knowledge and awareness of current and proposed issues, policy and practice of Child Protection.
- Review the school's Child Protection Policy on an annual basis.

### Dealing with Child Disclosures

Staff who are approached by a child with a disclosure about abuse must comply with the guidelines given in the memorandum of Good Practice (Criminal Justice Act 1991).

The following guidelines should be used as a framework for a teachers' response:

- Be accessible and listen to what the child has to say.
- Note down the main points carefully using the child's own words and don't put words into the child's mouth. Record any questions you asked the child. Sign, date and time your notes and get a second person to witness, time, sign and date them.
- Make clear to the child you take what they say seriously – show sympathy and concern.
- Reassure the child they were right to inform you and that what happened to them was not their fault.
- Inform the child that you will seek help for them and make clear at an early point that you must involve others such as Social Services etc, who may want to speak to them and who can help make sure the same thing does not happen again. **It must be made clear to the child that confidentiality cannot be guaranteed in respect of child protection issues.**

Allegations of child abuse must be given the highest priority and referred immediately to the school's designated Child Protection staff who will determine an appropriate course of action based on the Safeguarding Board's guidelines.

Do not:

- Ask leading questions, e.g. was it dad?
- Or questions which require a yes or no answer. Only ask questions you need to know to clarify the immediate safety of the child.
- Re-interview the child. The Social Services or other agencies (e.g. the Police) will form the basis of evidence needed to protect the child.
- Make promises you cannot keep, e.g. that you will not pass on what the child tells you.

### **Allegations against school staff**

Teachers who hear allegations of abuse against another member of staff must immediately inform the Headteacher of such allegations, unless the allegation is against the Headteacher in which case the designated Assistant Headteacher for Child Protection or other designated teacher must be informed who must report the matter to the Chair of Governors. The Safeguarding Board and the DfEE circular 10/95 procedures must then be followed. All staff will receive an annual safeguarding briefing. Training logs will be checked annually.

### **Records and Record Keeping**

Records **must** be kept where there are concerns about a pupil's welfare. Such records are confidential and must be kept in a secure place and not with the pupil's school records. Access to such records must be on a need to know basis and through the designated Child Protection teacher. Parents do **not** have a right to access such records. However, it is preferred practice that parents should be informed of any referral recommended unless it involves an allegation of sexual abuse. However, this is decided on a case by case basis by the appropriate authorities.

Records may be needed for Child Protection conferences or if a case goes to court. Records and reports therefore must be:

- Factual and not opinion bases
- Non-judgemental (no assumptions)
- Accurate
- Clear
- Relevant

### **Monitoring**

Staff who have concerns about a pupil, which may relate to, for example, concerns about a pupil's:

- Physical appearance, health or emotional state
- Attendance and punctuality record
- Home conditions or situation
- Deterioration in behaviour or educational progress

must keep the designated child protection staff informed.

If there is concern about potential significant harm to a pupil which prompts a referral being made, as much information as possible should be provided about the nature of suspicions, the child and the family.

Referrals made by telephone to Social Services must be recorded and include the name of the Duty Officer contacted, date and time and whether the parents/guardians of the pupil have been informed on the referral. This must be confirmed in writing and a copy kept in the pupil's confidential file.

### **Parents**

The school prospectus will inform parents/guardians/carers, of the school's responsibilities in the area of Child Protection and the Safeguarding Board guidelines staff are expected to follow where there are concerns of possible child abuse. This will be in the form of a statement:

“Range High School is committed to taking all reasonable steps to ensure the safety, health and wellbeing of all pupils at the school. If staff have concerns regarding possible abuse of a child whether it relates to ill-treatment, neglect or any other form of abuse or appears at risk of abuse, they will, in the best interests of the child, follow the procedures laid down by the Safeguarding Board. A full version of the school’s Child Protection Policy is available on request.”

**Such action in no way implies the parent/guardian/carer or other individual is being accused of wrongdoing.**

#### **RELATED POLICIES**

Our Child Protection section links with and should be read in conjunction with the other sections of the Safeguarding Policy

