



Child Protection Policy

Date of Adoption by Governing Body: _____

Chair of Governor's Signature: _____

Date to be Reviewed: July 2017

CONTENTS

Introduction

School Commitment

Providing a Safe and Supportive Environment

1. Safer Recruitment and Selection
2. Safe Practice
3. Safeguarding Information for Pupils
4. Partnership with Parents
5. Partnership with Others
6. School Training and Staff Induction
7. Support, Advice and Guidance for Staff
8. Related School Policies
9. Pupil Information
10. Roles and Responsibilities:
 - Governing Body*
 - Headteacher*
 - Designated Senior Person*
 - All Staff and Volunteers*

Identifying Children who are suffering or likely to suffer Significant Harm

Definitions

Taking Action to Ensure that Children are Safe at School and at Home

1. Staff will immediately report
2. Responding to Disclosure
3. Action by Designated Senior Person
4. Action following a Child Protection referral
5. Recording and Monitoring
6. Supporting the Child and Partnership with Parents

Allegations regarding person(s) working in or on behalf of school

INTRODUCTION

We acknowledge the original information provided by City of York Council (CYC).

This policy applies to all adults, including volunteers, working in or on behalf of the school.

'Everyone working in or for our school service shares an objective to help keep children and young people safe by contributing to:

- providing a safe environment for children and young people to learn and develop in our school setting, and
- identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting'

SCHOOL COMMITMENT

The Joseph Rowntree School is committed to Child Protection, Safeguarding and Promoting the Welfare of all of its pupils. Each pupil's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils. The school is aware of its Prevent responsibilities and will monitor students accordingly.

PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

1. Safer Recruitment and Selection

The school follows the CYC 'Recruitment and Selection Policy'.

In line with statutory changes, underpinned by regulations, the following will apply:

- A DBS Enhanced Disclosure is obtained for **all** new appointments to our school's workforce through staffing personnel and payroll;
- This school is committed to keep an up to date single central record (SCR) detailing a range of checks carried out on our staff. A full SCR is also kept up to date by CYC detailing all staff employed by CYC who work in schools;
- All new appointments are also done in accordance with the CYC 'Eligibility to Work in the UK' policy;
- Our school ensures that supply staff have undergone the necessary checks;
- Identity checks must be carried out on all appointments to our school workforce before the appointment is made, in accordance with CYC.

There are members of the senior leadership team who have undertaken the Safer Recruitment in Education Training who will be involved in all staff and volunteer appointments.

2. Safe Practice

Our school will comply with the current guidance in accordance with CYC 'Employee Code of Conduct Policy'. Safe working practice ensures that pupils are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- work with other colleagues where possible in situations open to question
- discuss and/or take advice from school management over any incident which may give rise to concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of gender or sexuality;
- be aware of confidentiality policy;
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

3. Safeguarding Information for pupils

All pupils in our school are aware of a number of staff who they can talk to ranging from classroom staff, form tutors, Heads of Year, Pastoral Managers and members of the Senior Leadership team. The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have one of the Deputy Headteachers, Andrew Haigh with responsibility for child protection and know who this is. Andrew Haigh is also the schools designated teacher for looked after children. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. Citizenship lessons, ICT lessons and assemblies are used to help pupils learn how to keep safe and are used to enable pupils to express and challenge views in a controlled and safe manner.

4. Partnership with Parents

The school shares a purpose with parents to educate and keep children safe from harm and to have their welfare promoted.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission to or it is necessary to do so in order to protect a child.

The Joseph Rowntree School where necessary will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

5. Partnerships with others

Our school recognises that it is essential to establish positive and effective working relationships with other agencies. These include CYC, Police, and Health Authorities. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

6. School Training and Staff Induction

The school's senior member of staff with designated responsibility for child protection undertakes child protection training and training in inter-agency working at 2 yearly intervals. The Head of Inclusion, Tanya Elsworth is suitably trained to deputise for Andrew Haigh in his absence. If the Head of Inclusion is also absent, then all child

protection concerns should be passed to the Headteacher (Richard Crane) or the other Deputy Headteacher (Gareth Davies) who have also undertaken additional training. All other school staff, including non teaching staff, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training at 3 yearly intervals. Details of this training is held centrally in individual's HR file.

E-learning Basic Awareness Course and Child Protection is available at:
<http://www.safeguardingchildren.co.uk>

All staff are made aware of the schools Child Protection Policy and are required to be familiar with its contents.

7. Support, Advice and Guidance for Staff

For support and guidance on child protection matters contact Andrew Haigh, Deputy Headteacher in the first instance.

For support and guidance on school policies and procedures contact Paul Kear, School Business Manager in the first instance.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team. If concerns remain then this can be reported via the school's Whistleblowing Policy.

8. Related School Policies

- *Attendance Policy*
- *Anti-Bullying Policy*
- *Behaviour Policy*
- *Exclusions Policy*
- *Recruitment and Selection Policy*
- *PREVENT Policy*
- *Whistleblowing Policy*

Children Missing from Education

Where children on roll at our school do not turn up, and we have made the usual enquiries then the case will be referred to the Local Authority attendance advisor in the usual way. The school will wait for confirmation from them prior to removing the student from on roll.

Confidentiality

The school takes the issue of confidentiality seriously at all times. Staff who have access to confidential information must be aware of:

- a) When information must be shared with police and Social Care where the child/young person is / may be at risk of harm
- b) When the pupil's and/or parent's confidentiality must not be breached
- c) That information is shared on a need to know basis

9. Pupil Information

In order to keep children safe and provide appropriate care for them our school requires accurate and up to date information regarding:

- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility (if different from above)
- emergency contact details (if different from above)
- details of any persons authorised to collect the child from school (if different from above)
- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- if the child is or has been on the Child Protection Register or subject to a care plan
- name and contact detail of G.P.
- any other factors which may impact on the safety and welfare of the child

The school will collate, store and agree access to this information via Data collection sheets which is then input onto the SIMs database. Access to SIMs is restricted. Information regarding students is kept in accordance with the CYC storage of information guidelines.

10. Roles and Responsibilities

Our Governing Body will ensure that:

- the school has a Child Protection Policy and that procedures in place are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request;
- the school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children; and that any panel involved in the recruitment of staff has at least one member who has undertaken the Safer Recruitment Training.
- the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures;
- a senior member of the school's leadership team is designated to take lead responsibility for child protection issues, providing advice and support to other staff, liaising with the local authority and working with other agencies
- staff including the Headteacher undertake appropriate child protection training which is updated at least every three years
- they remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements;
- The Chair of Governors is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the Headteacher;
- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate;
- they review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged.

Our Headteacher will ensure that:

- the policies and procedures adopted by the Governing Body or Proprietor are fully implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities including taking part in strategy discussions and other inter-agency meetings and contributing to the assessments of children;
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.

Senior Member of Staff with Designated Responsibility for Child Protection will:

With Reference to Referrals

- coordinate referral of cases of suspected abuse or allegations to the relevant investigating agencies and liaison with other agencies;
- act as a source of support, advice and expertise within the educational establishment;
- liaise with the Headteacher to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role.

With reference to Training

- recognise how to identify signs of abuse and when it is appropriate to make a referral;
- have a working knowledge of how CYC Safeguarding Children Board operate, the conduct of a child protection case conference and be able to attend and contribute to these and ongoing child protection plans;
- ensure that all staff have access to and understand the school's child protection policy;
- ensure that all staff have safeguarding training as part of their induction;
- keep detailed accurate records of referrals; discussions with other agencies and/or concerns using the Pastoral Log System;
- obtain access to resources and attend any relevant or refresher training courses at least every two years.

Raising Awareness

- the child protection policy is updated and reviewed regularly and is made available to all staff via Staff Handbook;
- parents are made aware of the child protection policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later via the school website;
- where a child leaves the establishment, ensure the child protection file is copied for the new establishment as soon as possible and transferred to the new school separately from the main pupil file. If a child goes missing or leaves to be educated at home, then the child protection file should be copied and the copy forwarded to the Education Social Work Service;
- where the parents inform school that they wish to 'home educate' their child this is referred to the ESW Service.

All staff and volunteers will:

- stay up to date and fully comply with the school's policies and procedures;
- attend appropriate training;
- inform the designated person of any concerns.

IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING SIGNIFICANT HARM

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

All staff should 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. In cases of bullying, staff should follow the Anti-bullying Policy. Cases that go beyond bullying should be reported via the mechanisms described in this document.

Definitions

As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached his/her 18th birthday.

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another.

Development means physical, intellectual, emotional, social or behavioural development.

Health includes physical and mental health.

Ill-treatment includes sexual abuse and other forms of ill-treatment which are not physical.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including

cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE AT SCHOOL AND AT HOME

All staff are required to follow the Joseph Rowntree School Child Protection Procedures.

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the designated senior person with responsibility for child protection (or another senior member of staff in the absence of the designated person) prior to any possible discussion with parents.

1. Staff must immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play;
- any explanation given which appears inconsistent or suspicious;
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play);
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment;
- any concerns that a child is presenting signs or symptoms of abuse or neglect;
- any significant changes in a child's presentation, including non-attendance;
- any hint or disclosure of abuse from any person;
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present);
- 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 must report this to the police.

2. Responding to Disclosure

Disclosures or information may be received from pupils, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity and in accordance with Child Protection Training.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person and make a contemporaneous record.

Principles

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated person in order that s/he can make an informed decision of what to do next.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm;
- try to ensure that the person disclosing does not have to speak to another member of school staff ;
- clarify the information;
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?';
- try not to show signs of shock, horror or surprise;
- not express feelings or judgements regarding any person alleged to have harmed the child;
- explain sensitively to the person that they have a responsibility to refer the information to the senior designated person;
- reassure and support the person as far as possible;
- explain that only those who 'need to know' will be told;
- explain what will happen next and that the person will be involved as appropriate.

3. Action by the Designated Senior Person (or other senior person in their absence)

Following any information raising concern, the designated senior person will consider:

- any urgent medical needs of the child;
- making an enquiry to find out if the child is subject to a Child Protection Plan details of which will be held on the Pastoral Log system;
- discussing the matter with other agencies involved with the family;
- consulting with appropriate persons e.g. Social Care;
- the child's wishes.

Then decide:

- wherever possible and suitable, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk;
- whether to make a child protection referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately

OR

- not to make a referral at this stage;
- if further monitoring is necessary prior to any action being taken;
- if it would be appropriate to undertake an assessment and/or make a referral for other services.

All information and actions taken, including the reasons for any decisions made, will be fully documented.

4. Action following a child protection referral

The designated senior person or other appropriate member of staff will:

- be in contact with the Social worker involved to stay informed;
- wherever possible, contribute to the Strategy Discussion;
- provide a report for, attend and contribute to any subsequent Child Protection Conference ;
- if the child or children are made the subject of a Child Protection Plan, contribute to the Child Protection Plan;
- where appropriate and possible, share all reports with parents prior to meetings;
- where a child on the protection plan moves from the school or goes missing, immediately inform the key worker in Social Care.

5. Recording and monitoring

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be electronically logged and dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

All Child Protection documents will be retained in a 'Child Protection' file, separate from the child's main file. This will be locked away and only accessible to the designated senior person. These records will be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Person Child Protection.' If the child goes missing from education or is removed from roll to be educated at home then any Child Protection file should be copied and the copy sent to the Education Social Work Service. Original copies will be retained until the child's 25th birthday.

6. Supporting the Child and Partnership with Parents

- School recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents;
- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child;
- We will provide a secure, caring, supportive and protective relationship for the child;
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why;
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Senior Person will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child.

Allegations regarding person(s) working in or on behalf of school

Any allegations must be dealt with in accordance with the CYC 'guidelines for staff facing abuse' policy available from the HR Manager. The LADO should be consulted regarding the allegation as soon as possible.

Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at <https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college's designated safeguarding lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

APPENDIX 1 - CONTACTS

City of York Safeguarding Children Board	Tel no: 01904 555694 Mobile no: 07717571801 Email: juliet.burton@york.gov.uk
Assistant Director – Children’s Specialist Services	Tel no: 01904 554212 Email: eoim.rush@york.gov.uk
Local Authority Designated Officer (LADO)	<u>Karen Lewis</u> 01609 534200 or 07715 540711 <u>Dave Peat</u> 01609 535646 or 07814 533363 <u>Rosemary Cannell</u> 01609 534974 or 077150540723 <u>Susan Crawford</u> 01609 532152 or 07813 005161 Where appropriate, a referral should be sent to the Local Authority Designated Officer using the LADO Referral Form , giving as much detail as possible. The Form is available on the CYSCB Website and also on the Children’s Social Care Forms Library. Completed LADO Referral Forms should be emailed using secure mail (e.g. gcsx, pnn, cjsm, nhs.net, etc.) to: social.custodian@northyorks.gcsx.gov.uk . If you do not have secure email please contact 01609 532477.
HR Business Partner	Tel no: 01904 554519 Email: claire.waind@york.gov.uk
Assistant HR Business Partner	Tel no: 01904 554593 Email: lisa.pannitt@york.gov.uk

Advice, Assessment and Early Intervention
West Offices, Station Rise, York YO1 6GA
tel: (01904) 551900
email: childrensfrontdoor@york.gov.uk
8.30am to 5pm Monday to Friday

Emergency duty team
tel: 0845 034 9417
Mondays to Thursdays: 5.00pm to 8.30am Weekends: 4.30pm on Fridays until 8.30am on Mondays Bank holidays: on duty all over the bank holidays

APPENDIX 2 - REFERENCES

Websites

CYC Policies & Procedures can be accessed via the Council Web-site

Other web-sites that may contain useful information:

www.teachernet.gov.uk/childprotection

www.kidscape.org.uk

www.childline.org.uk

www.nspcc.org.uk

www.ceop.org.uk/thinkuknow

www.childnet.com

www.kidsmart.org.uk

Documents

Keeping Children Safe in Education (DfE September 2016)

Working Together to Safeguard Children (DfE March 2015)

What to do if you're worried a child is being abused (March 2015)

Guidance for Safer Working Practice for the Protection of Children and Staff in Education Settings (October 2015 – Safer Recruitment Consortium)

Protecting children from radicalisation; the prevent duty

www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty.

The use of social media for online radicalisation (July 2015)

www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation.

Training Materials

Workforce Development Unit - www.yor-ok.org.uk/wdu

E-learning Basic Awareness Course and Child Protection:

<http://www.safeguardingchildren.co.uk>

PREVENT training - http://course.ncalt.com/Channel_General_Awareness