



Child Protection Policy

Status: Statutory

Purpose: The Bankfield School fully recognises its responsibilities for safeguarding children. Our policy applies to all staff, governors and volunteers working in the school, as any of them could be the first person the student makes aware of an incident.

The policy has been developed in accordance with the principles established in the Children Act 1989 and with the Children Act 2004, Working Together to Safeguard Children 2010, What to do if you worry a Child is being Abused 2006, Safeguarding Children and safer recruitment in Education 2006, Halton and Safeguarding Children Board Procedures for Safeguarding Children 2007 and "Guidance on Safe Working Practices for the Protection of Children and Staff in Education Settings"-updated March 2009

The Governing Body of The Bankfield School takes seriously its duty under section 175 of the Education Act 2002 to safeguard and promote the welfare of children and work together with other agencies to ensure adequate arrangements are in place to identify, assess and support children who are at risk of abuse and neglect which may cause significant harm to their health and development.

We recognise that all adults in the school whether paid staff (permanent/ temporary/ancillary/supply) students or volunteers have a full and active part to play in safeguarding and promoting the welfare of students.

Name of Designated Person for Child Protection

Assistant Head- Inclusion

Name of anyone who deputises in the absence of the Designated Person:

Headteacher

Purpose:

- To support the duty of the local authority and the schools governing body to safeguard and promote the welfare of children.
- To support the student's development in ways that foster security, confidence and resilience.
- To provide a secure framework for staff to work within and to set out clearly the responsibilities of adults working in school.
- To support the ethos and values of The Bankfield School.
- To explain how school will respond to relevant legislation and practice.

Aims: We recognise that high self esteem, confidence, supportive friends, and good lines of communication with a trusted adult helps prevention because of the day to day contact with children. School staff are well placed to observe the outward signs of abuse. The school therefore aims to:

- Establish and maintain an environment where students feel secure, are encouraged to talk, and are listened to.
- Ensure students know that there are adults in the school whom they can approach if they are worried or in difficulty.
- Include in the curriculum, activities and opportunities which equip students with the skills they need to stay safe from abuse, and to know whom to turn to for help.
- Include in the curriculum material which will help students develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills.

Implementation:

The role of the school in safeguarding the welfare of students

The Bankfield School recognises that in order to achieve our objective to safeguard and promote the welfare of students we need systems in place which:

- Identify when there are grounds for concern about a child's welfare, and initiate or take action to keep them safe
- Prevent unsuitable people working with students
- Promote good practice and challenge poor or unsafe practice
- Contribute to effective partnership working between those involved in providing services for students at the Bankfield School

The welfare of students attending this school is our paramount concern. We realise that staff in school through their day to day contact with children are well placed to recognise any outward signs of harm to students.

The school will therefore:

Establish and maintain an environment in which students are able to feel safe and secure, where they are encouraged to talk about their issues and concerns and where they are confident that they will be listened to.

Ensure that students know that adults working in school care about them and will do all they can to help them

Include opportunities in the curriculum for students to develop the skills and language they need to recognise behaviours, which are harmful to them and to build resilience.

The **Headteacher** will:

- Follow the procedures set out by Halton Safeguarding Children Board and will also take account of guidance issued by the Department for Children Schools and Families
- Appoint Senior Designated Person for child protection who has received appropriate training and support for this role through Halton Safeguarding Children Board Child Protection Policy and Practice training and by attending termly Designated Person's Network Meetings organised by the Safeguarding in Education Development Officer
- Ensure the Senior Designated Person for Child Protection will refresh their training at least once every 2 years and have a member of staff who acts in the absence of the designated person who has also received training and who has been briefed about the role
- Have a nominated governor for child protection
- Ensure that every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of that person and the importance of their role to the protection of children. The name of the senior designated person is displayed within the staff room
- Ensure all new staff and volunteers will be given induction at an appropriate level, which addresses key policies associated with safeguarding and promoting welfare. This includes being made aware of the name of the Designated Person and their deputy and of school's Child Protection Policy
- Ensure that parents have an understanding of the responsibility placed on school and staff for child protection through publication of the school's Child Protection Policy, by setting out our obligations in the school prospectus and raising awareness during induction
- Ensure school staff will co-operate with child protection enquiries made by Children's Social Care in relation to our pupils
- Recognise the importance of sharing information with other agencies in the best interest of the child's welfare. School will contribute to child protection case conferences, core groups and reviews, wherever possible by staff representation and when this is not possible by submitting a report
- Following safer recruitment practices are followed in line with current legislation and guidance including the maintenance of a single central record of checks made on staff and volunteers in regular contact with students via this school
- Ensure the lettings policy will seek to ensure the suitability of adults working with children on school sites at any time
- Ensure community users organising activities for children are made aware of the need for compliance with the school's Child Protection Policy and procedures

The **School's Senior Designated Person (Child Protection Co-ordinator)** will:

- Receive all concerns from staff and volunteers in relation to child welfare
- Co-ordinate action within school and liaise with children's social care and other organisations over cases of abuse or suspected abuse
- Act as a source of advice within school
- Ensure that all staff are familiar with policy and procedures
- Ensure that clear accurate records of incidents/concerns and decision making are kept confidentially and securely and are separate from student records
- Ensure an indication of further record keeping should be marked on the student record
- Produce a front diary sheet, listing dates and a brief entry to provide a chronology will support the filing of incident /concern sheets and any follow up action records
- Refer individual cases of suspect abuse and neglect to Children's Social Care
- Discuss uncertainty with Children's Social Care or Safeguarding in Education Development Officer
- Ensure that school are represented at Case Conferences and reviews
- Attend training in Child Protection (every 2 years minimum) and keep up to date with knowledge to enable them to fulfill their role
- Organise training for staff and volunteers (every 3 years minimum)
- Ensure that where a student, who is subject of a child protection plan, moves school that their Confidential file is transferred immediately and that their social worker is informed
- Ensure that social workers are kept informed in a timely manner of any developments for students subject to a child protection plan including unexplained absence
- Provide with the head teacher, an annual report for the governing body detailing any changes to the policy and procedures; training undertaken by the Senior Designated Person, their deputy and by all staff and governors; relevant to curricular issues, number and type of incidents/cases, numbers of referrals to Children's Social Care and numbers of children subject to a protection plan (anonymised)

The **Governing Body** will ensure that:

- The school has a Safeguarding Children policy that conforms to Halton Safeguarding Children Board and will take account of guidance issued by the Department for Children, Schools and Families and is reviewed annually
- The policy includes provision for procedures for recruiting and selecting staff and volunteers and for dealing with allegations of abuse against members of staff/volunteers.
- The school has a senior designated person to take lead responsibility for dealing with Safeguarding Children issues.

- Members of the governing body and all staff have received appropriate training and information to carry out their responsibilities for Safeguarding Children
- Any deficiencies in Safeguarding Children arrangements are brought to the attention of the governing body and are remedied immediately
- A member of the governing body is nominated to be the person responsible for liaising with the LEA and external agencies in the event of allegations of abuse being made against the headteacher

This **nominated governor**, where s/he is also the chair of governors will:

- Ensure that the school's Safeguarding Children policy is in place and is reviewed and reported on annually to the governing body
- Oversee procedures and take action according to LEA procedures, where there are allegations against the headteacher.

Staff will:

- Ensure they do not, themselves, investigate possible abuse or neglect
- Identify students about whom they have concerns and to pass information supported by a written incident/concern sheet to the designated person without delay
- Follow the procedures attached

How the school will support the student at risk

The School will:

- Recognise that students who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation, hopelessness and some sense of blame
- Recognise that The Bankfield maybe the only stable, secure and predictable element in the lives of some children. When at school their behaviour may be challenging and defiant or they may be withdrawn
- Through appropriate content of the curriculum including PHSCE and Social and Emotional Aspects of Learning (SEAL) and support offered by Year Tutors
- Ensure school ethos, promotes a caring safe and secure environment, which give students a sense of being valued
- Have a behaviour policy is aimed at supporting vulnerable students in the school and helping students learn from their mistakes. The school will ensure that the student knows it is the behaviour, which is unacceptable but that they are valued and not blamed for any abuse, which has occurred
- Will engage in early preventative work through offering Common Assessment to address any unmet needs for children and provide a framework for early liaison with other agencies
- Recognise that common assessment and referral to Children's Social Care under Child in Need (when a student has complex needs and the parenting they are receiving is compromised) both require the explicit consent of the family
- Recognise that significant harm is the basis on which statutory agencies can intervene in family life without the family giving consent. Concerns that a child is suffering or likely to suffer significant harm will always be referred to Children's Social Care by the Designated Person for Child Protection

How the school will support staff:

- Recognise that staff working in school who are involved with a student who has suffered significant harm or appears to be likely to suffer significant harm may find the situation stressful and upsetting
- Will support such staff by providing an opportunity to talk through their anxieties with the Senior Designated Person and if necessary to seek further support this could for example come from the head teacher / Occupational Health/ teacher/ trade union as appropriate
- Understand that staffs should have access to advice on boundaries and appropriate behaviour. The document "Guidance on Safe Working Practices for the Protection of Children and Staff in Education Settings"-Updated March 09 provides advice on this and the circumstances, which should be avoided to limit the likelihood of abuse of trust and complaints against staff this will be given to staff as part of their induction

How Parents and Carers will be informed of the schools responsibilities in respect to child protection

Parents will be informed of schools responsibilities to safeguard and promote the welfare of students in the school prospectus, through discussion at induction and if concerns arise they will be discussed with the parent(s) carer(s) by the designated person unless:

- Sexual abuse is suspected
- Fictitious illness is suspected
- The student may be placed at further risk by such discussion

This policy is cross referenced to the following policies:

Acceptable Use Policy (ICT)
Health and Safety Policy
Recruitment\ Policy
Anti bullying Policy
Health and Safety Policy
Sex and Relationships Education Policy
Attendance Policy
Race Equality Policy
Behaviour Policy
Safeguarding Policy
Positive Handling Policy

Safe Working Practices for the Protection of Children and Staff in Education Settings”-Updated March 09

Monitoring and Evaluation: The Headteacher will report to the Governing Body annually on the implementation of the policy, identifying any necessary changes in approach which are deemed necessary.

Policy written by: **Fiona McDowell, Assistant Head Inclusion
Senior Designated Person for child protection**

Date adopted by Governing Body: **June 2010**

Date Updated: June 2010

Date for review: June 2011



The Bankfield School
Specialist Science College



Child Protection Procedures

Dealing with suspected abuse

Everyone working in school should report concerns to the designated person as soon as possible. In the meantime they should:

If any injury is suspected students should not be asked to remove or adjust their clothing to observe them

Don't lay blame or criticise either the student or the perpetrator.

Stay calm making brief notes at the time or immediately after will help you to complete an incident/concerns sheet. This should be returned to the designated person

The incident/concerns sheet should note the date, time, place and context - available on [p /admin/childprotection/incidents concernform](#)

Facts you need to report- as above

Observations of manner, change in child etc; - as above

Opinions expressed must be separated from facts and highlighted as such.

(This form may be used to support a referral to an external agency)

Confidentiality:

All matters relating to child protection will be confidential. The Senior Designated Person or head teacher will only disclose personal information about a student to other staff on a need to know basis.

However all adults must be aware that they cannot promise a student to keep secret which might compromise the student's safety or well being or that of another person.

Staff must be aware that the senior designated person has a responsibility to share with other agencies in order to safeguard children.

The designated person will always undertake to share their intention to refer to Children's Social Care with the parent's carers unless to do so would put the child at greater risk of harm, or impede criminal investigation.

Whilst it is good practice to inform of the intention to refer to children's Social care and to seek agreement from the family refusal to give consent is not a barrier to making a referral if the child has a need for protection.

A reminder of the importance of listening to children

Students will talk about issues, which concern them to people they trust and feel confident with. It is therefore important that all who work with students in our school know how to respond to students telling us that they are worried, frightened or experiencing abuse or neglect

General principles in listening to a disclosure include

- Listen carefully-try not to interrupt, let the student tell in their own way
- Don't interrogate
- Reassure the student that they were right to tell an adult
- Avoid asking any leading questions (Don't put words in the student's mouth)
- Do not promise to keep secrets
- Record what the child said accurately using the student's own words
- Pass the information to the Designated Person
- Designated person will discuss with parents and possibly Social Care/ police

An explanation of the Allegations Against Adults Procedures

All adults working with students should need to be vigilant as to their own behaviour and that of their colleagues; they are advised to take care not to put themselves or students into vulnerable positions.

Any person who makes or receives an allegation that an adult working with student in either a paid or voluntary capacity has harmed a student or may have harmed a student should report the matter at once to the Head teacher. If an allegation is against the Head teacher, then the matter should be reported to the Chair of Governors.

The Head teacher or Chair of Governors will on such occasions discuss the content of the allegation with the Safeguarding in Education Development Officer, or if unavailable the Local Authority Designated Office (LADO) and allegations against adult's procedures will be followed.

School will adopt and work to safer recruitment practices in order to deter anyone who may be attempting to work with students in order to abuse them. However there is no alternative to ongoing vigilance and the reporting of concerns regarding the practice and behaviour of colleagues.