

# Child Protection Policy

## **Purpose and Aim**

Frederick Nattrass Primary Academy's whole-school Child Protection Policy aims to provide clear direction to staff and others about expected codes of behaviour in dealing with child welfare concerns. The policy also aims to make explicit the school's commitment to the development of good practice and sound procedures to keep children safe in our school.

The purpose of the policy is, therefore, to ensure that our children's welfare is of paramount importance, early and additional help is offered to prevent escalation and where child protection concerns are identified referrals are handled sensitively, professionally and in ways that support the needs of the child's well-being.

## **Introduction**

Frederick Nattrass Primary Academy fully recognises the contribution it can make to keeping children safe and supporting the pupils in its care. There are four main elements to the academy's child protection policy:

1. prevention (positive school atmosphere, careful and vigilant teaching, pastoral care, support to pupils, providing good adult role models and the identification of early and additional support/services to children and families and reducing risks to children including victimisation, exploitation, radicalisation and issues such as Female Genital Mutilation and Forced Marriage).
2. protection (following agreed procedures, ensuring all staff respond appropriately and sensitively to child protection concerns and that every member of staff has regular training and is supported to refer their concerns to the Designated Safeguarding Lead or First Contact Team children's services directly IF NECESSARY. In certain specific cases such as Female Genital Mutilation (Mandatory reporting of FGM from October 2015), Radicalisation or Forced Marriage there are SPOCS/named teams and individuals within the police who can be contacted).
3. reconsideration (following and challenging the progress of new referrals and existing cases to ensure that individual cases are reconsidered if there remains no improvement to a child's circumstances).
4. support (to pupils and school staff and to children who maybe vulnerable due to their individual circumstances).

**This policy applies to Frederick Nattrass Primary Academy's whole workforce.**

## Framework and Legislation

Schools do not operate in isolation. Keeping children safe from significant harm is the responsibility of all adults especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of Stockton Local Safeguarding Children Board, which includes the partnership of several agencies who work with children and families across the Borough.

**Frederick Nattrass Primary Academy** is committed to respond in accordance with Child Protection: Tees Local Safeguarding Children Board procedures <http://www.teescpp.org.uk> and partner agencies in all cases where there is a concern about significant harm.

Significant Harm is defined in The Children's Act 1989 as the ill-treatment (including sexual abuse and physical abuse) or the impairment of health (physical or mental) or development (physical, intellectual, emotional, social or behavioural) as compared to a similar child.

**Note:** harm now includes the impairment of a child's health or development as a result of witnessing the ill treatment of another person.  
*(Adoption and Children Act 2002)*

Local Authorities have a duty to investigate (under S47 of the Children Act 1989). Where a Local Authority is informed that there is a child who is living, or is found, in their area and they have reasonable cause to suspect that child is suffering or is likely to suffer significant harm they must make such enquiries as necessary to promote or safeguard the child's welfare. The Children Services First Contact Team undertakes this responsibility on behalf of the Local Authority once a referral has been made.

Keeping Children Safe in Education July 2015 contains information on what schools and colleges **should** do and sets out the legal duties with which schools and colleges **must** comply. It should be read alongside Working Together to Safeguard Children 2015 which applies to all the schools, including maintained nursery schools. The Children Act 1989 sets out the Legal Framework.

## Roles and Responsibilities for all staff

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as: protecting ALL children from maltreatment and abuse; (including in addition to the four categories of harm, issues such as child sexual exploitation, radicalisation and victimisation inclusive of Female Genital Mutilation and Forced Marriage) 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. This includes everyone under the age of 18.

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Due to the regular contact with children all staff have a particularly important role as they are in a position to identify concerns early and provide help for children and to prevent concerns from escalating. Children can make disclosures or show signs of abuse at any time and to any individual and safeguarding incidents can occur within schools. Therefore it is important that ALL staff:

- Ensure that they listen to and reflect on the voice of the child at ALL times and take seriously any concerns raised to them by a child.
- Ensure that they report ANY concerns of harm to any child to the Designated Safeguarding Lead immediately. (However, ALL staff can refer their concerns directly to Children Services First Contact Team if necessary and the police in the stated incidents above).
- Ensure that they record any information shared directly with them by a child or observed/witnessed with the Designated Safeguarding Lead immediately. This could include sharing information on behalf of the Designated Safeguarding Lead with other agencies.
- Ensure that they maintain an attitude of **'it could happen here'** and report any concerns regarding the behaviour of an adult/staff member in school directly to the Designated Safeguarding Lead/Headteacher.
- Ensure that they feel able to raise concerns about poor or unsafe practices and potential failures in the school's safeguarding regime through whistleblowing procedures and the staff behaviour/code of conduct policy.
- Ensure that they attend regular training/updates to support them in recognising the signs and symptoms of abuse, particularly in support of early identification of needs of children to prevent an escalation of risk to the child.
- Ensure from the 1<sup>st</sup> July 2015 that under the Counter Terrorism and Security Act, April 2015 that the school has 'Due regard' To Prevent' and to assess risk of children and young people being drawn into extremism (based upon potential risks in local area and that clear protocols in place for all visitors so that views are appropriate and not an opportunity to influence others).
- Ensure from October 2015 that there is mandatory reporting to the police in all cases where teachers discover that an act of FGM appears to have been carried out.

Frederick Nattrass Academy will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

## **The Designated Safeguarding Lead**

Governing bodies and proprietors should appoint a member of staff of the schools or colleges leadership team to the role of Designated Safeguarding Lead. This should be explicit in the role-holder's job description (see below from Keeping Children Safe in Education 2015 which describes the broad areas of responsibility). This person should have the appropriate authority and be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so - and to contribute to the assessment of children.

# Role of the Designated Safeguarding Lead

Governing Bodies and Proprietors should ensure that the school or college designates an appropriate senior member of staff to take lead responsibility for child protection. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

The Designated Safeguarding Lead has a very detailed role, appendix attached.

The broad areas of responsibility for the Designated Safeguarding Leads are identified here:

## Managing referrals

- Refer all cases of suspected abuse to Children's Services First contact Team.
- The Designated Officer (DO) for child protection concerns (all cases which concern a staff member).
- Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
- Police (cases where a crime may have been committed including Sexual Exploitation (MSET lead), Radicalisation (through the Single Point of Contact for the Channel Panel) Female Genital Mutilation and Forced Marriage).
- Liaise with the Headteacher or Principal to inform them of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Inform LA of any pupil to be deleted from school admission register and follow missing from Education protocols
- Inform the LA of any pupil who fails to attend school regularly, or has been absent without schools permission for a continuous period of 10 days or more.

## Training

The Designated Safeguarding Lead should receive appropriate training carried out every two years in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments (Single Assessment Continuum of Need).
- The **Local Assessment Protocol** which sits alongside the **Continuum of Need and Services**
- 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.
- Ensure each member of staff has access to and understands the schools or colleges Child Protection Policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure, written records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

## Raising Awareness

The designated safeguarding lead should ensure the school or college's policies are known and used appropriately:

- Ensure the school or colleges Child Protection Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.

- Ensure the Child Protection Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this.
- Link with the LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the school or college ensure their child protection file is transferred appropriately for any new school or college as soon as possible but transferred separately from the main pupil file.

## **Governing Bodies Role and Responsibilities**

- Best practice would suggest that governing bodies receive training to clarify their statutory role in keeping children safe to support their quality assurance of those statutory arrangements.
- Ensure a member of the governing body, usually the Chair, 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 Headteacher, the Principal of a college or proprietor or member of governing body of an independent school.
- In the event of allegations of abuse being made against the Headteacher where the Headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the Designated Officer (DO).
- Best practice would advise that a Safeguarding Governor is appointed to support the Designated Safeguarding Lead in their role from the perspective of ensuring the allocation of funding and resource is sufficient to meet the current safeguarding and child protection activity, challenge the safeguarding activity and ensure both the self-assessment tool and the Designated Safeguarding Lead report demonstrates fully and accurately the safeguarding arrangements and any action to progress areas of weakness or development
- Ensure that the appointed member of the Governing Body holds the Headteacher to account on all matters involving safeguarding through an effective Child Protection Policy that is embedded and followed by all the workforce in all of the above raised areas.

## **Information for Parents**

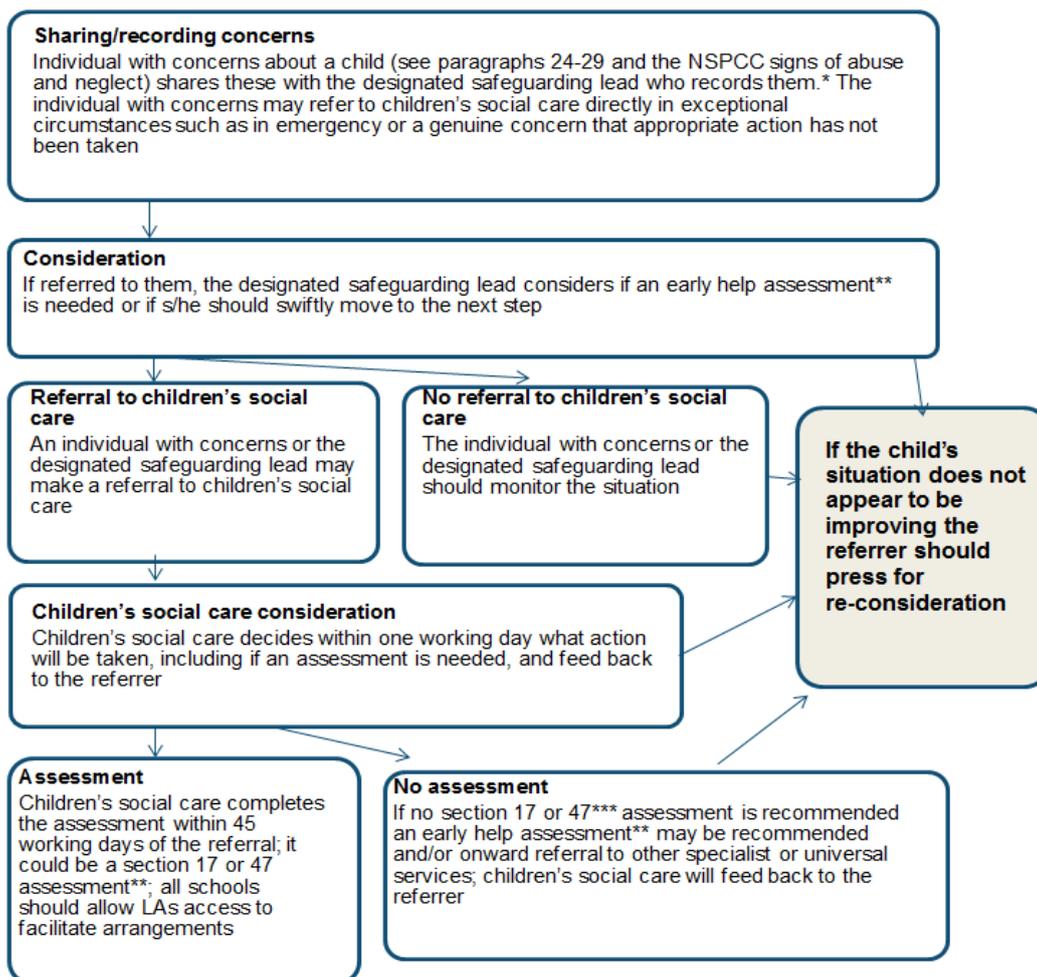
Parents/carers should be aware that our school will take any reasonable action to safeguarding the welfare of its pupils. In cases where the school has reason to be concerned that a child maybe suffering significant harm, ill treatment, neglect or other forms of harm, staff have no alternative but to follow Stockton Safeguarding Children Board procedures and inform Children's Service Social Care First Contact Team or police of their concern.

### **Procedures**

The designated safeguarding lead will be informed immediately by an employee of the school, pupil of the school, parent of the school or other persons, in the following circumstances:

- Suspicion that a child is being harmed
- There is evidence that a child is being harmed

The Designated Safeguarding Lead will keep a full record of concerns raised and make referrals to Children's Services First Contact Team if necessary. The Headteacher will be kept informed at all times.



\*\* If unhappy about the outcome of the referral to Children’s Services Social Care First Contact/Police, consider the professional differences procedure in child protection: Tees Safeguarding Children Board Procedures which can be found at <http://www.teescpp.org.uk>

\*\*\*\* Keeping Children Safe in Education flow diagram page 10

### Safe Schools/Safe Staff

Governors have agreed and ratified the following policies which must be read in conjunction with this policy:

### Whistle Blowing/confidential reporting

**Frederick Nattrass Academy’s** whistle blowing/confidential reporting policies provides guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken, when staff have concerns about any adults behaviour.

## **Complaints / Allegation Management Towards or with a Child or Adult**

A Safeguarding complaint involving a member of staff must be reported to the Headteacher immediately. If the complaint involves the Headteacher then the next most senior member of staff must be informed and the Chair of Governors.

Consultation without delay with the DO **Tel: 01642 527413** will determine what action follows. A multi agency strategy meeting may be arranged to look at the complaint in its widest context, the Headteacher/senior member of school staff must attend this meeting, which will be arranged by the DO. All issues must be recorded on the allegation management form and the outcome reached must be noted to ensure closure.

[www.teescpp.org.uk/allegationsandconcernsagainststaff](http://www.teescpp.org.uk/allegationsandconcernsagainststaff)

## **Training and Support**

All staff members should be aware of the systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This includes: the schools or colleges Child Protection Policy; the schools or colleges Staff Behaviour Policy (sometimes called a code of conduct); Safer Working Practice Document and the Designated Safeguarding Lead and their cover or nominated deputy.

All staff members should also receive appropriate child protection training which is regularly updated. The governing body in consultation with SSLB will decide the frequency and content of this CPD.

## **Professional Confidentiality**

Confidentiality is an issue which needs to be understood by all those working with children, particularly in the context of safeguarding. Frederick Nattrass Academy recognises that the only purpose of confidentiality in this respect is to benefit the child. (Child Protection Tees Local Safeguarding Children Board procedures <http://www.teescpp.org.uk/>).

## **Records and Monitoring**

Well kept records are essential to good safeguarding practice. Frederick Nattrass Academy is clear about the need to record any concerns held about a child or children within its care.

## **Attendance at Safeguarding Conferences**

In the event of Frederick Nattrass Academy being invited to attend child protection conferences, the Designated Safeguarding Lead will represent the school and/ or identified the most appropriate trained member of staff to provide information relevant to child protection conference (initial/review).

## Supporting Children

Frederick Nattrass Primary Academy recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. The school may be the only stable, secure and predictable element in the lives of some of the children in its care. The school, therefore, recognises that such children might exhibit challenging and defiant behaviour and will take careful note of the context of such behaviour.

This academy also recognises that some children who have experienced abuse may in turn abuse others. This requires a considered and sensitive approach in order that the child can receive appropriate help and support.

Frederick Nattrass Primary Academy will endeavour to support all its pupils through:

- The curriculum to encourage self-esteem, self-motivation, self-protection.
- The school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- Approaches which allow children and young people to develop critical thinking, literacy skills and digital literacy skills.
- A curriculum which explores human rights, equality, democracy and tolerance and prepares children and young people fully for life in modern Britain.
- A coherent management of behaviour and discipline policy & procedures inclusive of the use of reasonable force.
- Liaison with other professionals and agencies who support children and parents.
- A commitment to develop productive, supportive relationships with parents whenever it is in the child's interest to do so.
- The development and support of a responsive and knowledgeable staff group whose role it is to respond appropriately in all safeguarding situations.

Frederick Nattrass Primary Academy recognises that, statistically, children with behavioural difficulties and disabilities are the most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse. School staff must give consideration to children who are subject to a statement of special

needs, an education health and care plan or have a medical condition, as these can mask safeguarding issues and must not be dismissed.

The academy also recognises that in a home environment where there is domestic violence, drug or alcohol misuse or mental health issues children may also be vulnerable and in need of support and protection.

This policy **MUST** be read in conjunction with other related policies in school.

These include....

- **Robust School Recruitment and Selection policy**-inclusive of safer recruitment guidance and regulation for example a **single central record** which demonstrates the pre-employment vetting checks for all staff (e.g. identity, qualifications, right to work in the UK), for the workforce who are in regulatory activity (enhanced DBS, children's/adult barred list, prohibition checks for teachers since 2013) and supervision of those who don't meet this requirement.
- Clear recruitment procedures which embeds safeguarding across every aspect from vacancy to conditional appointments, induction and an on-going culture of vigilance.
- Trained panel members who ensure that the policy works in practice in all recruitment and selection within the school.
- School Staffing (England) Regulations 2009, Regulation 9: require governing bodies of maintained schools to ensure at least one member of a recruitment panel must undertake safer recruitment training to satisfy all requirements in the statutory guidance Keeping Children Safe in Education 2015 and Working Together 2015.
- Staff Behaviour Policy (code of conduct) Guidance for Safer Working Practices for Adults who work with Young People - DfE March 2009. The school will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with young people and agree to work within all policies and procedures to safeguard both children and adults.
- The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings being taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).
- Behaviour & Discipline Policy – inclusive of the Use of Reasonable Force.
- Anti-bullying Policy/Cyber bullying.
- Inclusion & Special Education Needs Policy.
- The Schools educational visits/off site policy (reviewed annually) reflects the consideration we give to the safeguarding of our children both within

the school environment and when away from the school when undertaking school trips, visits or pupils being creatively educated.

- Photographic & digital imagery policy with parental consent forms signed.
- Administration of medicines policy and procedures with trained staff who manage this.
- Pupils with medical needs policy and implications for your workforce, pupils and partnership with parents.
- **Attendance Management policy**- school management for attendance and the partnership with the LA in reporting children missing from education and those deleted from the schools admission register.
- **Missing Children Policy** – inclusive of runaways, missing, and children missing from education, ensuring appropriate safeguarding responses.
- **Complaints Policy**
- **Allegation Management Policy**
- **Confidentiality and Whistle blowing Policy.**
- **Information Sharing Policy** (internal and external exchange of information)
- Looked after children policy inclusive of named LA teacher whose role is to champion the achievement of LAC in your schools and work closely with the Designated Safeguarding Lead.
- Intimate care and care plan policy – inclusive of procedure to support pupils who have an accident and either wet, soil or menstruate and need assistance.
- Unaccompanied travel to and from school procedure to ensure pupils safety.
- Single equality scheme.
- **Spiritual, Moral, Social and Cultural Curriculum** inclusive of Female Genital Mutilation, Domestic abuse, Child Sexual Exploitation, Mental Health and Well-being and Fundamental British Values.

**This template was originally developed by members of CAPE (The National Group of Education Leads for Safeguarding and Child Protection across the North West/East), Sunderland City Council Education Safeguarding Team remodelled and adapted it to suit**

**local/regional need. In 2014 and 2015 this template was again revised in partnership with Pam Gartland: Safeguarding First Ltd to provide a guidance tool for schools in light of the new statutory DfE guidance Keeping Children Safe in Education.**

It has been informed by the following legislation and national & local guidance

Education Act 2002 Section 175

[www.legislation.gov.uk/ukpga/2002/32/section/175](http://www.legislation.gov.uk/ukpga/2002/32/section/175)

Keeping Children Safe in Education March and July 2015

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/447595/KCSIE\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447595/KCSIE_July_2015.pdf)

Framework for the Assessment of Children and Families

<http://www.safeguardingchildren.co.uk/appendix-4.html>

Children Act 1989/2004

<http://www.legislation.gov.uk/ukpga/2004/31/contents>

Working together to safeguard children DOH (2015)

[www.doh.gov.uk](http://www.doh.gov.uk)

Stockton Safeguarding Children Board Procedures

<http://www.teescpp.org.uk>

CP Referral Form

New Multi Agency Referral Form to Children's Social Care = Click here to [download the referral form](#)

What to do if you are worried a child is being abused 2015

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/What to do if you re worried a child is being abused.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

Data Protection Act 1998

<http://www.legislation.gov.uk/ukpga/1998/29/contents>

Sexual Offences Act 2003

<http://www.legislation.gov.uk/ukpga/2003/42/contents>

Safeguarding Vulnerable Groups Act 2006

<http://www.legislation.gov.uk/ukpga/2006/47/contents>

Freedom of Information Act 2000

[http://www.legislation.gov.uk/ukpga/2000/36/pdfs/ukpga\\_20000036\\_en.pdf](http://www.legislation.gov.uk/ukpga/2000/36/pdfs/ukpga_20000036_en.pdf)

This Policy will be reviewed annually or in light of any changes in legislation and/or guidance.

This policy must be ratified by the governing body signed/dated by both the Headteacher and Chair.

Whole-School Policy: Child Protection

**Children and Young People**

**Frederick Nattrass Primary Academy**

<b>Academic Year</b>	<b>Designated Safeguarding Lead</b>	<b>Named cover</b>	<b>Nominated Governor</b>
<b>2015/16</b>	<b>Caroline Reed</b>	<b>Helen Miller Connie Buckley</b>	<b>John Taylor</b>

<b>Review Date</b>	<b>Changes made</b>	<b>Ratification Date by Governing Body</b>

**Appendix 1:**  
**Designated Safeguarding Lead (See Annex B, KCSIE 2015 pg 52 and 53)**

- To have a sound knowledge of, and to respond in accordance with, Tees Local Safeguarding Children Board procedures.
- Refer cases of suspected abuse or allegations to the relevant investigating agencies.
- Act as a source of support advice, expertise, co-ordination within the educational establishments when receiving welfare concerns/suspicion of child abuse and deciding whether to make a referral by liaising with relevant agencies.
- Ensure that all staff report any welfare concerns/suspicion of child abuse to the Designated Safeguarding Lead or cover nominated deputy in their absence (liaison with Headteacher is essential if this person does not hold this key responsibility).
- Encourage a culture of listening to children and taking account of their wishes and feelings in order to protect them.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Make referrals of all cases of suspected child abuse to the First Contact Team, Children's Services.
- Make referrals to the Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child)
- Make referrals to the police (cases where a crime may have been committed)
- Liaise with other agencies and co-ordinate the **most appropriate school representative** to attend/contribute at child protection meetings.
- Monitor the transfer of pupils, alerting the Local Authority Attendance Team of any concerns immediately. Maintain contact with other relevant schools where there is more than one child in the family.
- When children leave the establishment ensure child protection files are transferred to the new establishment as soon as possible separately from main school files. A receipt must be returned to the forwarding school and kept until the child's 25<sup>th</sup> birthday.
- Be able to keep detailed accurate secure written records of referrals/concerns.

- Receive appropriate training every 2 years to:
  - Understand the assessment process for providing early help and intervention.
  - Have working knowledge of CP conferences and reviews be able to attend and effectively contribute.
  - Ensure whole workforce understands the child protection policy in practice and their new role within this.
  - Attendance at safeguarding lead termly briefings/or alternative CPD.
- Ensure all staff have induction training covering safeguarding/child protection and are able to recognise and report any concerns immediately as they arise.
- Ensure each member of staff has access to and understands the School's suite of safeguarding policies particularly the Child Protection Policy and the Staff Behaviour Policy, especially new or part-time staff who may work with different establishments.
- Be aware of all school excursions and residentials and clarify with educational visit co-ordinator/group leader(s) their role and responsibility in connection with safeguarding/child protection.
- Ensure a whole school policy about managing behaviour and discipline including the use of reasonable force, is in place.
- Ensure an effective whole school policy against bullying/cyber-bullying inclusive of measures to prevent all forms of bullying among pupils, is in place.
- Ensure the Child Protection Policy is updated and revised annually and work with Governing Bodies/proprietors regarding this.
- Ensure whole workforce read Part 1 of Keeping Children Safe in Education and are clear of their role in your school.
- Ensure the child protection policy is publicised on your school website. The policy alerts them to the fact that referrals about suspected abuse or neglect may be made and the schools/colleges role in this.