

Trust Child Protection Policy Overview

Version 1.2

<p>Important: This document can only be considered valid when viewed on the VLE. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.</p> <p>Name and Title of Author:</p>	
<p>Name of Responsible Committee/Individual:</p>	Board of Trustees
<p>Implementation Date:</p>	Autumn Term 2017
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<p>Target Audience:</p>	Employees, agency workers, self-employed workers and professional visitors.
<p>Reference Documents:</p>	Each school to have their own bespoke Child Protection Policy sitting under the guidelines of this document

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I. Introduction

- 1.1 Our school communities fully recognise the contribution it can make to protect and support students in school. The aim of the policy is to safeguard and promote our students' welfare, safety and health by fostering an honest, open, caring and supportive climate.
- 1.2 Everyone in the Education Alliance shares an objective to help keep safe by contributing to:
- protecting children from maltreatment
 - providing a safe environment for children and young people to learn in education settings
 - preventing impairment of a child's health or development
 - identifying children who are suffering, or likely to suffer, significant harm and taking appropriate action with the aim of making sure they are kept safe at home and at school (even in circumstances where they are not at immediate risk)
 - safeguarding children's wellbeing and maintaining public trust in the teaching profession
- 1.3 All education settings must have in place systems designed to:
- prevent unsuitable people working with, or coming into contact with, children and young people within the setting for regulated or unregulated activity
 - promote safe practice and challenge poor or unsafe practice
 - identify instances in which there are grounds for concern about a child's welfare and take appropriate action to keep children safe
 - Contribute to effective partnership working between all those involved with providing services for children

Working Together to Safeguard Children 2013

2. The Policy

- 2.1 This policy is part of the Trust Safeguarding Framework and is supported by the following guidance:
- Keeping Children Safe in Education 2016
 - Working Together to Safeguard Children 2015
 - Section 175 of the Education Act 2002
- 2.2 It should also be read in conjunction with other school related policies including
- Individual School's Child Protection policy & procedure
 - Behaviour Management Policy
 - Anti-Bullying
 - Special Educational Needs
 - Health and Safety
 - Sex Education
 - Visits Framework
 - Safe Working Practice Guidance
 - Recruitment Policy
 - Whistleblowing Policy

- Staff Physical Intervention Policy

2.3 The policy is written to comply with the following legislation and guidance

- Keeping Children Safe in Education 2016
- Working Together to Safeguard Children 2016
- Dealing with allegations of abuse against teachers and other staff 2012
- What to do if you are worried a child is being abused 2015
- Reasonable force 2013
- Safer working practice for adults who work with young people (2009)

2.4 The policy is consistent with the following legislation and guidance

- Working Together to Safeguard Children (2015– HMSO)
- Safeguarding Children and Safer Recruitment in Education (2007 - DCSF/DfES)
- ‘What to do if you are worried a child is being abused’ (2015 - DCSF/DfES)
- Care & Control Guidelines (2006 - ER CFAS)
- Reasonable Force (2012 - DfE)
- Dealing with Allegations of Abuse Against Teachers and Other Staff (DfE Oct 2012)
- Safeguarding Children - Guidance and Procedures
- Safer working Practice for Adults who work with Children and Young People in Education settings (2009 - DCSF)
- Information Sharing Guidance for Practitioners and Managers DCSF 2008

2.5 The above list is not exclusive but when undertaking policy development the school will consider Child Protection and other safeguarding matters within each appropriate policy or guideline.

3. Purpose of a Child Protection Policy

3.1 An effective Child Protection Policy and Procedure provides a clear direction to staff and others about expected codes of behaviour in dealing with child protection issues.

3.2 An effective policy also makes explicit the school’s commitment to the development of good practice and sound internal services and procedures. This ensures that child protection concerns and referrals may be handled sensitively, professionally and in ways which support the needs of the child.

3.3 The aim of this policy is to safeguard and promote our students’ welfare, safety, health and guidance by fostering an honest, open, caring and supportive climate. The student’s welfare is of paramount importance.

3.4 Our schools fully recognise the contribution we can make to protecting children and supporting learners in school.

3.5 There are four main elements to our Child Protection Policy:

- **Prevention** - positive school atmosphere, pastoral support to students and safe and appropriate working practice by staff, and the staying safe and PSHE elements in the formal and informal curriculum. Educating children about areas for support and guidance and identifying 'at risk' children and families and intervening early
- **Protection** - by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns and that there are clear systems of internal information sharing and record keeping
- If at any point there is a risk of immediate serious harm to a child a referral should be made to Children's Social Care in Hull or EHASH (Early Help and Safeguarding Hub) in the East Riding immediately. Whilst usually this would be done by the Designated Safeguarding Lead, staff should have the confidence and knowledge that anyone can make a referral
- **Support** - to students and school staff and to children who may have been abused or are in other ways vulnerable
- **Collaboration** with Children and Young People, parents and other agencies to promote Safeguarding AND Wellbeing for all of our children and young people

3.6 This policy applies to all staff (teaching and non-teaching), governors, directors and visitors on our sites. We recognise that child protection is the responsibility of all staff within our school. We will ensure that all parents and other working partners are made aware of our child protection policy and procedures. All staff new to the school will be made aware of the school safeguarding procedures as part of their initial induction process.

3.7 The policy will be reviewed by Trustees annually in the Spring Term

- The Trust staff and Trust Board of Directors will review this policy each year. The views of the children, parents, lunchtime staff, extended school staff and other support staff may be sought and taken into account in this review
- If at any time deficiencies or weaknesses in the Child Protection policy and procedures are identified they will be addressed by the Trust and staff immediately and remedied. (Safeguarding Children and Safer Recruitment in Education (2007-DCSF /DfES) p14)

4. The Education Alliance's Commitment

4.1 The Trust adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff strive to ensure that children, vulnerable adults and parents feel free to talk about any concerns and will see school as a safe place when there are difficulties. Children's worries and fears will be taken seriously and children are encouraged to seek help from, or confide in, members of staff.

4.2 We recognise that high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult help all children, and especially those at risk of, or who are suffering from, abuse.

4.3 Our schools will, therefore:

- establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to
- ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty
- include in the curriculum activities and opportunities which equip children with the skills they need to stay safe from abuse and which will help them develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare, parenting skills and relationships based on mutual respect
- ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies
- embed a restorative ethos across the organisation

5. Child Protection Procedure

5.1 The Education Alliance will:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to
- Ensure that children know there are adults in the school whom they can approach if they are worried or are in difficulty
- Include in the curriculum activities and opportunities which equip children with the skills they need to stay safe from abuse and develop resilience
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies
- Operate safe recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children
- Ensure that staff are aware of how and when to act on concerns that they have and work in a safe and appropriate manner at all times

5.2 Confidentiality

'Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child'.

- We recognise that all matters relating to child protection are highly confidential and the Safeguarding Leads will share information on a 'need to know, what and when' basis
- Staff are made aware that these concerns or other matters relating to pupils should never be discussed elsewhere, inside or outside the school unless in confidential meetings organised for that purpose. This includes the passing of written information or discussion in any media

5.3 Where it is believed that a child is suffering from, or is at risk of, significant harm, we will follow the Safeguarding Children Board Guidelines and Procedures for each local authority

- New staff induction days involve input from Designated Safeguarding Lead on basic signs and symptoms and internal procedures
- Child Protection information is given to all staff via the Staff Handbook. It is also available on our school websites with supporting materials easily available
- Basic principles of the Child Protection Policy are given to all staff as part of the September training provision (this includes e-safety and the schools' code of conduct)
- Training and inset days are organised throughout the academic year to increase the level of safeguarding expertise across teaching, pastoral and inclusion staff
- All new starters (teaching and non-teaching) complete a safeguarding induction and on-line core safeguarding training
- Training needs of all staff and governors are audited annually
- Key support staff are given external training around safeguarding issues utilising specialist providers who have the most up to date information and strategies such as CEOP, CSE campaigns, Cornerhouse specialist support, guidance and training for staff, students and YFS.

5.4 Roles and responsibilities

- All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children. This includes a responsibility to be alert to possible abuse and to record and report concerns to staff identified with child protection responsibilities within the school
- It is unacceptable for any member of staff to keep such concerns to themselves, including concerns about the conduct of another member of staff. Failure to report such concerns may be considered an act of misconduct or gross misconduct within the school's Disciplinary Policy
- There are key people within the school and the relevant local authority who have specific responsibilities. The names of those carrying these responsibilities for the current year are listed at the start of this document

The Schools' Designated Safeguarding Leads (DSL) are designated to take the lead responsibility for Child Protection.

Responsibilities for each of these officers include:

- providing advice and support and information to staff as appropriate
- liaising with the LA and other agencies
- maintaining CP records for individual children
- ensuring the preparation of appropriate reports for and attendance at Case Conferences and other multi agency meetings
- arranging appropriate training for all staff
- liaising with the Head of School, DSL and Child Protection Officer
- **All concerns and referrals are to be recorded on the appropriate child protection systems used by each individual school.** The Safeguarding Officer is available to give advice and support if the Safeguarding Lead is unavailable

- The School Child Protection Links (CPLs who are the Heads of House or Deputy Heads of House) will be the first line of contact for CP issues identified for individual students. They will liaise with the Safeguarding Lead on all CP issues
- Management and leadership by the Head of School and the Directors/Governors ensures that the time, resources and training are adequate to ensure that the CP / Safeguarding responsibilities of the school, as outlined in Safeguarding Children & Safer Recruitment in Education, are carried out. Any allegations of abusive or inappropriate behaviour against a member of staff should be passed immediately to the Executive Principal. If the allegation is against the Executive Principal it should be referred to the Chair of Directors, a senior member of staff or the LA LADO
- The CP Director acts as a 'Champion' of the safeguarding role of the school and liaises with the Executive Principal and CPC in order to report to and advise the Board of Directors
- The Board of Directors has the responsibility to monitor and ensure that all CP procedures, policies and training are in place and appropriate. The CPC and CP Director prepare a CP annual report to be discussed in the autumn term by the Board of Directors. (Safeguarding Children and Safer Recruitment in Education (2007-DCSF/DfES) p14-20 and p83)

5.5 Records and Monitoring

- Well-kept records are essential to good child protection practice. All staff are made clear about the need to record and report concerns about a child or children within our school. The schools' Safeguarding Lead is responsible for such records and for deciding at what point these records should be shared with, or transferred to other agencies or schools, in consultation with the Head of School, DSL or appropriate Senior Manager
- Parents may request to read their child's file. School will seek advice from the relevant Local Authority Designated Officer (LADO) if such a request is made in order to ensure that only appropriate information is disclosed depending on the circumstances and any third party information
- The Safeguarding Lead and Executive Principal decide what information needs to be shared with whom and when on a case by case basis. Confidentiality is essential but staff working with children can only provide effective support and monitor concerns if they are made aware of concerns or at least that the individual child is being monitored.

The most appropriate member of staff will attend case conferences, core group meetings and other multi-agency meetings to ensure a coherent approach to promoting the welfare of children and protecting them from harm.

A Single Central Register (SCR) is maintained by The Trust's Human Resources Director. All DSLs and at least one Governor have completed the appropriate safer recruitment training and it is ensured that the appropriate expertise is updated as required (recommended every 5 years).

5.6 Induction

When new long term staff start at the school they are briefed on the school CP and Safe Working procedures and given a copy of and access to:

- This policy
- Expectations and Code of Conduct
- E-safety Policy
- Acceptable Use of ICT policies
- Safeguarding Handbook

Other temporary or visiting staff are made aware of the CP reporting procedures in the school and given a written statement including the contact details of the CPC.

6. Glossary and Guidance Sources

For the purpose of this policy:

- The term **'staff'** or **'member of staff'** refers to all adults paid or unpaid, working in any capacity in the school or in activities organised by the school, which brings them into contact with the children of the school
- **Parent/s** - refers to adults with parental responsibility for a particular child
- **CPC** - School Child Protection Coordinator (the Safeguarding Lead for secondary/primary school)
- **CPL** - School Child Protection Links
- **DSL** - Designated Safeguarding Lead
- **LA/CPO** - LA Child Protection Officer (Schools)
- **LADO** – Local Authority Designated Officer (first contact for allegations against Staff and Volunteers)
- **CPD** - Child Protection Director
- **ERSCB** – East Riding Safeguarding Children Board
- **LSCT** – Local Safeguarding Children Teams
- **EHASH**- Early Help and Advice Support Hub
- **DBS** – Disclosure and Barring Service (formally CRB)
- **YFS** – Youth and Family Support