

# Netherthorpe Primary School

## Safeguarding Children Policy

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

Netherthorpe Primary School fully recognises the contribution it must make to protect children and support pupils in school. The school follows all the procedures and policies detailed on the Safeguarding Sheffield Children website. These are based on "Keeping Children Safe in Education 2016". A hard copy of all these are located in the school office. These policies can also be accessed on the Sheffield Safeguarding website by clicking here:

<https://www.safeguardingsheffieldchildren.org.uk/welcome/Schools-other-education-settings/Schools-Education-Settings-Policies-Procedures.html>

There are three main elements to our Child Protection policy:

- a) Prevention:  
(e.g., positive school atmosphere, teaching and pastoral, support to pupils)
- b) Protection:  
(By following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns)
- c) Support:  
(To pupils and school staff and to children who may have been abused).

This policy applies to all staff, whether teaching or non-teaching, full or part time, volunteer helpers and students on placement.

### **SCHOOL COMMITMENT**

We recognise that for children, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps prevention.

Our school will therefore:

- a) Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to.
- b) Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty.
- c) Include in the wider curriculum, activities and opportunities for PHSE, which help equip children with the skills they need to stay safe from abuse.

- d) Include in the curriculum, material, which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- e) Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

## **FRAMEWORK**

Schools do not operate in isolation. Child protection is the responsibility of all adults and especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of Sheffield Safeguarding Children Board (SSCB).

## **ROLES AND RESPONSIBILITIES**

All adults working with or on behalf of children have a responsibility to protect children. There are however, key people within schools and the CYPD who have specific responsibilities under Child Protection procedures. The names of those carrying these responsibilities for the current year are:

CPLO: Elizabeth Gray (Headteacher)  
Deputy CPLOs: Marie Elliott, Laura Stimson.  
E-Safety Lead: Mathew Webb

Their responsibilities include:

- Attending Child Protection conferences
- Dealing with referrals
- Liaising with other institutions
- Giving advice to colleagues
- Organising/conducting In service training

There is a nominated governor who monitors and oversees this area of school life. Confidentiality is always maintained.

Nominated CP Governor: Kevin Bolster

## **PROCEDURES**

- One staff meeting to the beginning of each academic year will be dedicated to Child Protection and the appropriate procedures to follow. Termly updates will also be disseminated to all staff via staff meetings.
- The school's website/prospectus will inform parent/carers of school's duties and responsibilities in this area.
- Governors will be kept informed by an anonymous report annually: this is returned to the LA. Termly Headteacher reports to governors will also anonymously update governors about safeguarding developments and training undertaken in school.

## **HOW TO REPORT A CHILD PROTECTION CONCERN**

- Contact the CPLO as soon as possible. A delay can significantly hinder the response of other agencies. If the CPLO is not available, contact the Deputy CPLO who will then follow procedures.
- Do not interrogate or ask the child leading questions but do make simple inquiries and record in detail. Include the circumstances, date and time when the information was received.
- Do not contact the parent/carers.
- Report all allegations no matter how insignificant they may appear. The CPLO will add the documented information to any previous records. The child involved may be have a Key Worker who will be contacted.
- If a pupil demonstrates that they will only confide in their class teacher then immediate help should be sought in order to supervise their class.
- If an allegation is made about the Headteacher, the matter should be reported to Kevin Bolster (Chair of Governors and Child Protection Governor) who will then liaise with the LA.

### **TRAINING AND SUPPORT**

- All members of staff, students and volunteers are inducted in basic safeguarding procedures before starting to work with children. As part of this they are given relevant documentation regarding the school's policies and procedures and also appropriate conduct.
- Basic safeguarding training will be updated every two years with all staff participating.
- Members of the safeguarding team will attend annual advanced safeguarding refresher training.
- Staff will be trained in staff meetings and any issues, which arise, in addition to termly updates.

### **PROFESSIONAL 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.
- Staff will be aware that they can never guarantee confidentiality to a child and that the member of staff must convey to the child that they have to inform the Child Protection Teacher who may then need to contact other people about the issue.
- The class teacher will be informed that there are concerns about a child in their class but confidentiality will be maintained.

### **RECORDS AND MONITORING**

- Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records should be passed over to other agencies.
- Factual observations only will be recorded without embellishment.
- When an issue is raised, the Child Protection Officer records the information and files it in the locked cabinet in the Headteacher's office.
- Children who have been identified as 'At Risk', will be monitored in terms of their progress and clear records will be maintained.
- These records will be passed to the LEA child protection co-ordinator if requested or Social Services if a referral is made.

- Any concerns that result in a file being opened for a child are recorded on SIMS in order to maintain accurate and up to date records.
- Information that does not warrant opening a file is recorded in an Every Child Matters book that moves with the class through school. These books are monitored during Inclusion meetings to ensure that no child is missed. When relevant, information from these books is added to files for children.
- All concerns or information, no matter how small or seemingly insignificant are also passed on verbally to the CPLO or Deputy. If a member of staff is in any doubt about whether to record information, they know that it is their responsibility to share their concern and that they will be given advice about which mechanism to use to record information.

### **ATTENDANCES AT CHILD PROTECTION CONFERENCES**

Where necessary, the CPLO or Deputy CPLO will attend a Child Protection Conference. When whole staff training takes place, staff will be briefed as to the purpose and procedure of these conferences. They will also receive advice on how to produce relevant, concise and professional reports. If school has made a referral, the CPLO will support staff to maintain a working relationship with parent/carers throughout the process.

### **SUPPORTING PUPILS AT RISK**

Netherthorpe Primary School 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. This school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant and there may even be moves to consider fixed or permanent exclusion from school. It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support. This school will endeavour to support pupils through:

- a) The curriculum to encourage self-esteem and self-motivation.
- b) 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.
- c) The implementation of our school behaviour policy.
- d) A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting.
- e) Regular liaison with other professionals and agencies that support the pupils and their families.
- f) A commitment to develop productive, supportive relationships with parents, whenever it is in the child's interests to do so.
- g) The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.

This policy should be considered alongside other related policies in school, which are

- Restraint
- Drugs
- Sex Education
- Anti-Bullying
- Special Educational Needs
- Health and Safety

We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse.

It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection.

### **SAFE SCHOOL, SAFE STAFF**

- Members of staff are advised to never put themselves in a vulnerable position where an allegation can be made against them. If necessary, the CPLO will accompany the member of staff when talking to a child.
- Police checks are now standard practice in helping to ensure that 'safe' staff are recruited into school.

This policy will be reviewed annually.

Last review: Elizabeth Gray February 2016

Next review: February 2017

## **APPENDICES**

### **APPENDIX 1 – RECOGNISING ABUSE**

#### **Signs of abuse may include:**

##### **Physical**

Markings (Bruises, burns etc)

Mood swings

Change in self-esteem

##### **Emotional**

Change in self-esteem

Aggressive behaviour

Difficulty in forming relationships

Socially withdrawn

##### **Sexual**

Inappropriate sexual behaviour/language

Change in behaviour towards opposite and own gender

Urinary infections

##### **Neglect**

Clothing

Teeth  
Hygiene  
Weight

**These signs are not exclusive.**