

BRADFIELD C.E. PRIMARY SCHOOL

**CHILD PROTECTION POLICY**

**DATE:** SUMMER 2009

**REVIEW DATE:** SUMMER 2011

**PURPOSE**

Governors recognise their duty to ensure arrangements are in place for safeguarding and promoting the welfare of children. Our policy includes the whole school community; all staff, governors, parents and volunteers working in the school.

There are five main elements to child protection:

- establishing a safe environment in which children can learn and develop;
- raising awareness of child protection issues and equipping children with the skills needed to keep them safe;
- developing and implementing procedures for identifying and reporting cases, or suspected cases of abuse through regular training for all staff;
- supporting pupils who have been abused in accordance with their agreed child protection plan;
- ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children.

We recognise that through day to day contact with children, school staff are well placed to observe outward signs of abuse. We recognise that high self esteem, confidence and good lines of communication help prevention. The school will therefore:

- establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to;
- ensure children know that there are adults in the school whom they can approach if they are worried;
- ensure an anti-bullying policy is in place;
- include opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from abuse;
- ensure that the physical intervention policy is understood by all staff;
- whistle-blowing procedures are understood by pupils and staff.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. The school may be the only stable, secure and predictable element in the lives of children at risk. The school will endeavour to support the pupil through:

- the school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
- the content of the curriculum;
- the school behaviour policy;
- by ensuring that abused pupils know that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred;

- liaison with other agencies that support the pupil such as social care, child and adult mental health, education welfare and the educational psychology service;
- ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and the child's social worker is informed.

## ROLES AND RESPONSIBILITIES

We will follow the procedures set out by the Local Safeguarding Children's Board and take account of guidance issued by the Department for Education and Skills to:

- ensure we have a designated person for child protection who has received appropriate training and support for this role (currently the head teacher).
- ensure we have a nominated governor responsible for child protection (currently Julia Hunt).
- ensure every member of staff, volunteer and governor has access to training and knows who the designated person responsible for child protection is and their role;
- ensure all staff and volunteers understand their responsibilities to be alert to the signs of abuse and take responsibility for referring any concerns to the designated person responsible for child protection;
- ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus;
- notify social services if there is an unexplained absence of more than two days of a pupil who is on the child protection register;
- develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters;
- ensure that staff can be released to attend Child Protection case conferences;
- keep written records of concerns about children, even where there is no need to refer the matter immediately and ensure all records are kept securely, separate from the main pupil file, and in locked locations;
- ensure that record keeping procedures on staff and volunteers are in place;
- develop and then follow procedures where an allegation is made against a member of staff or volunteer (see chapter 31);
- ensure safe recruitment and selection practices are followed – identity checks should be carried out, including CRB, List 99 and ISA from November 2010 – references should be verified.

Procedures for dealing with child protection are on-line at: <http://proceduresonline.com/berks>

### Monitoring and Evaluation

This policy will be reviewed on an annual basis

Date policy agreed ..... Signed .....

Date of Review .....

Legislation relating to this policy : Children Act 1989  
 Education Act 1996  
 School standards & Framework Act 1998  
 Education Act 2002 S175  
 Safeguarding Children in Education Guidance 09/04

## **APPENDIX**

### **Safeguarding – CRB Clearance.**

#### **Those for whom the school should seek CRB clearance:**

- all employees;
- volunteer helpers commencing work after April 2010 who are involved in helping in school at least once a week.

#### **Note:**

1. List 99 checks should be made on those awaiting CRB clearance.
2. A new employee who already has clearance and has been employed in a school in the three months before the appointment need not seek a new CRB clearance.

#### **Those who should have clearance from another source:**

- supply teachers, who should show evidence to the office before their first engagement;
- peripatetic music teachers and other specialists who carry identification – checks can be made with the authority by which they are employed;
- OFSTED and SIAS inspectors who carry identification and who will have clearance through their organisations.

#### **Those not requiring clearance:**

- volunteers having contact with children on an ad hoc basis who will not have unsupervised one-to-one contact with children;
- parents transporting children in cars who will have their own child with them;
- visitors or contractors who come on site to carry out emergency repairs or service equipment, and longer-term contractors who have no personal contact with children;
- visitors who have business with the head teacher or other staff and do not have unsupervised contact with children;
- pupils on Key Stage 4 work experience from other schools, further education colleges or as part of voluntary service;
- citizenship or vocational studies or Key Stage 5 or sixth form pupils in connection with short careers or subject placement – the school placing the pupil should ensure that such pupils are suitable for the placement;
- people who are on site before or after school hours when children are not present.

**January 2010**