



Child Protection Policy

Author	Paula Parker (Deputy Head Teacher)
Date Policy/ Guidance Written	September 2013
DFE Recommended Review Frequency	i.e. GB to determine frequency / annually
Date Approved and by whom	9 th October 2013
Date of next Review	October 2014
File Location	T:\Senior Leadership Team\PP\Safeguarding\CP policy draft July 2013 PP Complete ...
Details of dissemination of Policy/ Guidance (to who, date, method)	SLT (staff with responsibilities for policies)
Total Pages	11

Contents

1. Purpose of Policy3

2. Organisational Scope3

3. Enforcement.....3

4. Defintions.....4

5. Policy Content and Guidelines.....5

6. Legislative Compliance.....7

7. References.....7

8. Appendices.....7

9. Approval Authorising Body.....8

10. Contact Person.....8



1. Purpose

Astley Sports College recognises its legal duty to work with other agencies in protecting students from harm and responding to child abuse.

The policy sits within Tameside's Safeguarding Framework and the Children's Needs Framework which aims to shift the focus from dealing with the difficulties in children's lives to **preventing** things from going wrong in the first place.

2. Organisational Scope

Our policy applies to all staff, governors and volunteers working in the school. There are six main elements:

- (a) Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- (b) Raising awareness of child protection issues and equipping children with the skills needed to keep themselves safe.
- (c) Ensuring that staff are aware of the procedures for identifying and reporting cases, or suspected cases, of abuse. These procedures are contained in Essential Guidance for all staff working within the Local Education Authority.
- (d) Ensuring staff are able to recognise and report any issues that might be a cause for concern within the CIN framework to ensure early identification and the prevention of escalation of concerns.
- (e) Supporting students who have been abused in accordance with his/her agreed protection plan; and establishing a safe environment in which children can learn and develop.
- (f) To work in partnership with other agencies to safeguard children.

3. Enforcement

All staff will adopt an open and accepting attitude towards students as part of their responsibility for pastoral care.

Any employee found to have violated this procedure will be subject to the schools disciplinary procedures, as detailed in the Staff Handbook and also shared on the shared drive _school policies – Child Protection.

4. Definitions

For purposes of this policy, unless otherwise stated, the following definitions shall apply:

4.1 Local Authority Designated Officer (LADO) – Tania Brown

All Local Authorities have a Local Authority Designated Officer (LADO) who works within Children's Services and must be alerted to all cases (from within any agency) in which it is alleged that a person who works with children has: behaved in a way that has harmed, or may have harmed, a child possibly committed a criminal offence against children, or related to a child behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

The LADO will provide advice, guidance and help to determine what procedures to follow. They also help co-ordinate information-sharing with the right people and will monitor and track any investigation.

4.2 Designated Safeguarding Lead (DSL)– Paula Parker

A named member of the Senior Leadership Team who coordinates all matters relating to child protection and its links to Safeguarding.

4.3 Child Protection Plan (CPP) –

When a child protection case conference decides a child or young person is at risk of abuse they are known as a 'child subject to a child protection plan'. This is to remind us that it is what we all do, as set out in the plan that keeps children safe.

4.4 Child in Need (CIN) –

Children who are defined as being 'in need', under the Children Act 1989, are those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services (section 17 of the Children Act 1989).

4.5 Common Assessment Framework (CAF) –

This is a standardised approach/format of documents used by practitioners to assess children's additional needs and decide how these should be met.

5. Policy Content and Guidelines

- 5.1 The Designated Safeguarding Lead is the focal point for school staff that have concerns about an individual student's safety and the first point of contact for external agencies that are pursuing Child Protection investigations. The Designated Safeguarding Lead also co-ordinates the School's representation at CP conferences and Core Group meetings and the submission of written reports for conferences.

When an individual concern/incident is brought to the notice of the Designated Child Protection Officer, they will be responsible for deciding upon whether or not this should be reported to Children's Social Care as a safeguarding issue.

In the case of allegations **against school staff** (refer to separate policy), the LADO should be informed. He/she will first discuss the allegation with the Headteacher before agreeing what follow-up actions are necessary. The LADO should also be informed of any allegations against staff that are made directly to the police or to Children's Social Care.

In circumstances where a student has an unexplained or suspicious injury that requires urgent medical attention, the child protection referral process should not delay the administration of First Aid or emergency medical assistance.

All parents of students on roll at this school are informed of our safeguarding responsibilities and the existence of this policy.

5.2 Vulnerable students

Particular vigilance will be exercised in respect of students who are subject to a Child Protection Plan and any incidents or concerns involving these students will be reported immediately to Children's Social Care (and confirmed in writing). If the student in question is a Looked After Child, this will also be brought to the notice of the Designated Teacher with responsibility for Looked After Children.

The school acknowledges the additional need for support and protection of students who are vulnerable for various reasons including; domestic violence, sexual exploitation, mental health, disability, homelessness, refugee/asylum seeker, substance abuse, young carer, transient students and students who are excluded from the school.

We acknowledge that students who are affected by abuse or neglect may demonstrate their needs and distress through their words, actions, behaviour, demeanour, school work or relationships with other students.

The school has a strong commitment to an anti-bullying policy and will consider all coercive acts and inappropriate 'student on student' behaviour.

5.3 Training

Whole-School in-service training on safeguarding issues will be organised on a biennial basis. All newly recruited staff (teaching and non-teaching) and Governors will be given a relevant induction programme with regard to safeguarding policy and practice. The Designated Safeguarding Lead will attend the LA's dedicated training courses and information sharing events.

5.4 Records

Accurate written records will be kept of all 'cause for concerns' relating to individual students and any contact/discussions/meetings made with students, parents, staff or outside agencies.

This information will be shared with other agencies as appropriate. Parental consent will normally be sought before making a referral to Children's Social Care, unless there is reason to suspect that doing so might place the student or a member of staff at further risk.

Child protection records are not open to students or parents. Child protection records are securely kept by the Designated Safeguarding Lead separately from educational records, and can only be accessed by the Designated Person and the Headteacher.

What may appear to be a less serious matter should also be recorded as a 'cause for concern' as referrals may subsequently show a pattern of concerns or form part of the history of any subsequent CP case.

5.5 Raising concerns

If any concerns are raised to a member of the school community, the following steps must be followed without exception –

Share your concerns, at the earliest opportunity with the school's Designated Safeguarding Lead using a 'cause for concern' (found in the school office, pastoral manager's office or Deputy Head's office). If however, the disclosure is of a serious nature where a child is deemed at risk/is unsafe you must alert the Designated Safeguarding Lead immediately. In her absence another named member of staff.

- Charlotte Gaskell (Parent Support Advisor)
- Jacqui Owen (Assistant Oasis manager)
- Ian Esaw (Pastoral Manager)

6. Legislative Compliance

The purpose of this policy is to ensure that school fully meets statutory requirements for making arrangements for safeguarding and promoting the welfare of children in line with 'Working Together to Safeguard Children (2013) and Keeping Children Safe in Education Statutory Guidance April 2014. It is the responsibility of the Governing Body and Headteacher of a school to ensure the school has relevant and up to date policies and procedures in place to safeguard and protect the children in their care, their staff and any visitors to their premises.

7. References

Keeping Children Safe in Education Statutory Guidance April 2014

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>

Thresholds for Assessment and the Continuum of Need TSCB

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

DCSF Guidance DCSF/2004/2005 – 'Dealing with Allegations of Abuse against Teachers and Other staff'. Refer to School Policy.

DFE Statutory guidance, Safeguarding Children and Safer Recruitment in Education. OCT 2012

8. Appendices

Appendix 1 – Requirements of the Children’s Act 2004 (including school responses)

Appendix 2 - Confidentiality Policy

Appendix 3 – Definitions/Indicators of Abuse

Appendix 4 – Guidance for Safe Working Practice for adults who work with children and young people (See TSCB website)

http://www.tamesidesafeguardingchildren.org.uk/resources/materials/toolsandresources/tscb/tscb_guidanceforsafeworkingpractise.pdf

Approval Authorising Body

[Name of Approval body: Full Governing Body]

[This policy was originally approved on: [09 10 2013]

[This version was approved on: [09 10 2013]

[This version takes effect from: [09 10 2013]

Policy updated to reflect new legislation (05 06 2014) P.Parker (DSL)

J.Waterhouse (Governor)

[This policy will be reviewed by: [09 10 2014]

9. Contact Person

The following person may be approached in relation to this policy:

Mrs Paula Parker

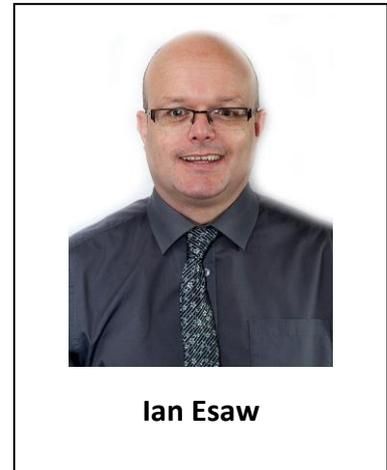
Designated Safeguarding Lead (DSL)

In her absence:

Mrs Charlotte Gaskell (Parent Support Advisor)

Mrs Jacqui Owen (Assistant Oasis Manager)

Ian Esaw (Pastoral Manager)



Appendix 1

Requirements of The Children’s Act 2004 (including school responses)

There must be a single named professional from one agency to be responsible for an individual child’s needs:

- The designated professional is our Designated Safeguarding Lead (Mrs Paula Parker).

There must be clear shared outcomes across services:

- Our designated DSL has been trained to access the new arrangements.
- Time is made available for our DSL/Appropriate member of trained staff to attend Child Protection Conferences and Core Group meetings.

There must be robust Partnership arrangements:

- Our DSL ensures effective communication and develops links with the appropriate agencies.

School must promote the educational achievement of Looked After Children:

- We have a designated officer and appropriate procedures in place (Mrs D Worthington).

Appendix 2

Astley Sports College

CONFIDENTIALTY POLICY

All schools are required to have a clear and explicit confidentiality policy. Adults in school should ensure they act consistently with the policy which has been drawn up to reflect DCFS guidelines and the requirements of 'Every Child Matters'.

Confidentiality Issues

Confidentiality issues need to be understood if a child divulges that they are being abused or in a potentially harmful situation. A student may only feel confident to confide in an adult if they feel that the information will not be divulged to anyone else. However, adults in schools have a professional responsibility to share relevant information about the protection of children with the designated statutory agencies when a student is experiencing welfare concerns.

It is important that adults in school deal with discussions of a personal nature sensitively. On most occasions these discussions can and should, remain private between the adult and the student. Information should not be shared with other students, parents or colleagues unless permission has been obtained from the student. However, if the student divulges information about a situation which may cause them harm, the adult must inform the Designated Safeguarding Lead (DSL), Paula Parker or, in her absence, Charlotte Gaskell/Jacqui Owen/Ian Esaw both of whom have received Child Protection training.

If information is to be shared with the DSL, the adult must explain to the student that they are required to inform the appropriate people who can help, but they will only tell those who need to know in order to help. The adult should reassure the student that their situation will not become common knowledge within the school.

Records

Only the DSL and the Headteacher have access to Child Protection Records. These are kept securely by the DSL separately to the student main files. Any electronic records are kept in the DSLs private work area and are available only to the Headteacher. Please refer to the Records Management Toolkit for Schools (T Drive – Data Protection – Records Management).

Guidelines for Adults at Astley

Do not promise to keep secrets.

Discussions of a personal or sensitive nature should be kept confidential between the adult and the student unless he/she discloses any form of abuse or anything else that would make you concerned for their safety or physical or mental health.

If you think the student is about to disclose such information, you should tell them that you may need to tell the DSL. You should reassure the student that nobody else will be told without further discussion and the student's knowledge.

If you have a concern about the content of a discussion with a student you should discuss it with the DSL. For example, issues that relate to sexual health, drugs/alcohol, family concerns, self harm etc.

Appendix 3

Definitions/Indicators of Abuse:

Please find on the school system as below

T:\Pastoral HOH\SAFEGUARDING\Staff Training\Astley CP training

NSPCC definitions of abuse.

http://www.nspcc.org.uk/Inform/research/briefings/signs-of-abuse_wda102204.html