



Child Protection & Safeguarding Children 2017-18

Date Ratified October 2017	Review Date October 2018
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Revision History

Date of Revision	Summary of Changes	Approved	Approved	Approved

Mossley CE Primary



Introduction

The Safeguarding Policy for Mossley CE Primary School must be read in conjunction with a range of other welfare policies that the school adheres to – Behaviour, Health and Safety and Staff Code of conduct. All of the schools policies are available from school and or on the school web site.

New staff/volunteers will need to read and sign to say they have read the policy as part of their induction process.

At Mossley we have an ethos which recognises that every member of staff/volunteer has a key role in the prevention of harm, early identification, intervention and support for children at risk of significant harm.

We endeavour to provide an environment in which children are safe and feel safe, where they are valued, where they are listened to and where they know that their concerns will be taken seriously.

At Mossley the current statutory guidance and procedures for Safeguarding is followed in line with Cheshire East Local Safeguarding Children Board (LSCB)

The Head Teacher,(Mrs Sue Aston) in the absence of, The Deputy Head Teacher (Mrs Helen Harrison) is responsible for ensuring all staff are trained and training is updated to meet with Safeguarding requirements. (In line with LSCB)

All staff must be recruited safely, trained appropriately and that new staff and volunteers receive guidance about Safeguarding procedures during their induction process.

All staff will have Level 1 safeguarding training. Safeguarding leads will have appropriate training.

Safeguarding and Welfare Requirements

We recognise the responsibility to:

1. Safeguard children and promote their welfare.
2. Promote good health.
3. Manage children's behaviour.
4. Ensure the suitability of adults who have contact with the children.
5. Ensure that adults looking after children have appropriate qualifications, skills and knowledge.
6. Ensure that staffing arrangements keep children safe.
7. Ensure that organisational arrangements enable all children to have a positive learning and development experience.



8. Ensure facilities are safe and suitable; and
9. Maintain records, policies and procedures.

Definition

“Safeguarding” is an umbrella encompassing the whole safety and well-being of a child and recognises the importance of the preventative agenda of early intervention.

Child protection is a part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Effective child protection is essential as part of wider work to safeguard and promote the welfare of children. At Mossley we aim to proactively safeguard and promote the welfare of children so that the need for action to protect from harm is reduced.

Safeguarding for the purpose of this policy is defined as:

“Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; 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.”

(Keeping children safe in education – September 2016)

The School Commitment

As a school we recognise that high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps all children and especially those at risk of or suffering abuse. We are also aware that the duty to safeguard all children is wider than child protection for some individual children so with this in mind at Mossley we will therefore:-

Establish and maintain an ethos where children feel secure, are encouraged to talk and are listened to in, and out of, class.

Ensure that children know that there are adults in school whom they can approach if they are worried or are in difficulty.



Include in the curriculum activities and opportunities for PSHE and KiVa which equip children with skills needed to ensure safety from harm.

Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care, parenting skills and violence free relationships.

Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

Monitor and review all policies in accordance with legislation and guidance

All staff must be recruited safely, trained appropriately and that new staff and volunteers receive guidance about safeguarding procedures during their induction process.

All staff and volunteers must have appropriate checks made on their character (DBS – Disclosure and Barring Service) and identity.

Ofsted and the local child protection agencies will be notified by the Headteacher of any serious accident or injury to any child while at school.

Procedures

Where it is believed that a child is suffering from, or is at risk of, significant harm, we will follow the procedures set out in the document produced by Cheshire LSCB Manual of Procedures'.

- A copy of the document is kept online and intranet. (see attached)
- A copy of the specific section: - Section 8 - Education Guidelines are in the teachers' own files.
- In the school's prospectus we inform parents of the school's duties and responsibilities under the Child Protection procedures.
- The Child Protection Register for Cheshire is held by Cheshire Social Services. Information as to whether a child is on the register will only be given to certain authorised professionals who can demonstrate they need to know and can establish their 'bona fides'.

The caller will be told if the child is on the register and the name of the key worker.

Cheshire East Emergency Contact Numbers



Children's Assessment Team (Children's Social Care): 0300 123 5012
(Mon-Thurs 8.30 a.m. – 5pm or Fri 8.30 a.m. – 4.30 pm)
Out of Hours Service: 0300123 5022

Safeguarding Advisor for Early Years Settings: 01606 275039

LADO Service: (allegations against staff) 01606 288931

Police: 0854 458 0000

OfSTED: 0300 123 4666

These and other contact numbers are available in the School

Training and Support

Our school will ensure that the Head teacher, who is the Senior Child Protection Designated teacher, Sue Aston,, and the nominated governor for Child Protection, Mary Anderson, attends all training relevant to their role.

In particular we will ensure that they have attended the basic Child Protection course delivered by the local LSCB group and the introductory course for Senior Designated teachers.

- It is recommended that the Designated Child Protection teacher undertakes training in inter-agency working and refresher training at 2 yearly intervals.
- All other staff who work with children should undertake training to equip them to carry out their responsibilities for Child Protection effectively and this to be updated at 3 yearly intervals.(Level 1)
- Staff are informed of any current protection issues in Child Update at the beginning of each Staff Meeting, and also as appropriate to a specific case.
- If there are any concerns regarding Child Protection then these are voiced immediately to the class teacher and to the Head teacher.
- Any concerns are documented in a black file which the class teacher stores in the classroom. This ensures that concerns for each child are kept year on year. All staff have been trained how to use these files.

Confidentiality

1. 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.

- Verbal reminders are given to parents, governors and adults working in, or associated with, the school in order that they understand the need for confidentiality.



- Adults must also be reminded that they must never guarantee confidentiality to a child as, in many circumstances: the staff would be bound to pass on what they are told.
- The adult must inform the Designated Child Protection teacher who will contact the Social Services Access Team.
- In the case of suspected sexual abuse the Designated Child Protection Teacher does NOT CONSULT THE PARENTS but should inform the Social Care Duty officer immediately.

2. We acknowledge that professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognized in principle by the courts. Any disclosure of personal information to others (including the social services departments) must, however, have regard to both common and statute law.

3. We note that, normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 1998, European Convention on Human Rights, Article 8). Wherever possible, consent should be obtained before sharing personal information with third parties.

In some circumstances, consent may not be possible or desirable but the safety and welfare of a child dictate that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case and legal advice should be sought if in doubt.

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.

- A member of staff with any concerns should report them to the Designated Teacher, who will make a note of the concerns. The staff member will also be asked to make a note of the concern in the black file. The child's record will be monitored until there is considered to be sufficient concern to warrant a referral. (see section 14 below)
- Once a referral has been made to Social Services, confirmation is required in writing, on the attached form, within 24 hours - online
- Child Protection files must be kept securely and separate from the usual child school records - currently any C. P. files are held in the Head teacher's room.
- The Child Protection file will be transferred to the new school if a child changes school. (Section 8 para. 3.7). It will be sent directly to the Designated Teacher at the new school.



- The Designated Teacher will review the needs of the child with the current class teacher on a regular basis. Any concerns will be collated and the file updated.
- The parents will be aware that the file is being maintained and updated.

Attendance at Child Protection Conferences

Our school recognises the need to attend Child Protection Case Conferences or to send a written report if attendance is not possible. The member of staff who can contribute the most relevant information to the conference should attend. However, inexperienced staff will be supported by the Child Protection Designated teacher / Head teacher.

Supporting Pupils at Risk

1. Our 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. School may be the only stable, secure and predictable element in the lives of children at risk.

It is also recognised that a minority of 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.

Whilst at school, their behaviour may still be challenging and defiant..

2. This school will endeavour to support the child through:

- An inclusive curriculum which encourages self-esteem and self-motivation.
- Intervention strategies such as 'communication groups' and nurture groups.
- The school ethos which promotes a positive, supportive and secure environment and which gives all children and adults a sense of being respected and valued.
- The implementation of the school behaviour policy.
- 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.
- Regular liaison with other professionals and agencies that support the pupils and their families.
- 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, trained to respond appropriately in Child Protection situations.

3. This policy should be considered alongside other related policies in school. These are: - The Anti-bullying Policy



The Behaviour Management Policy
Health and Safety Policy
Special Needs Policy
First Aid Policy
Inclusion Policy
Looked After and Adopted Children

4. 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 behavioural 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

1. This school will ensure that all adults, whether members of staff, volunteers or involved in the transportation of pupils, will be subject to the appropriate level of vetting procedures. The school will follow the LSCB Procedures – Allegations against Professional Carers in cases of suspected inappropriate conduct by staff in respect of children.

- All staff are reminded that all unnecessary physical contact with children should be avoided and that any contact should be of a professional nature and appropriate to the age of the child.
- Staff are advised to ensure that they avoid situations where allegations could be made against them.
- All staff are advised that whenever possible one-to-one situations with children should be avoided. Such situations should occur in an open space or in the view of other adults.
- If necessary, there should be an additional adult within hearing distance e.g. if a child has a 'toilet' accident.
- If a physical fight is occurring a member of staff should immediately send a child for another adult, ideally the Designated Teacher/Head teacher.
- If a child is putting other children at risk or is in danger of injuring him/her self then a staff member may use 'reasonable force' to restrain the child.
- All staff are aware that any unprofessional act undertaken to protect children could later result in disciplinary action and / or criminal prosecution.
- The school ensures that all staff and parent helpers are DBS (Disclosure and Barring Service) checked.

SAFER RECRUITMENT AND PROFESSIONAL BOUNDARIES

The school pays full regard to DfE guidance "Keeping Children Safe in Education" March 2015. We ensure that all appropriate measures are applied in relation to everyone who



works in the school who is likely to be perceived by the children as a safe and trustworthy adult. We do this by:

- Operating safe recruitment practices including appropriate Disclosure and Barring Service (DBS) and reference checks, verifying identity academic and vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checking the Children's List and right to work in England checks in accordance with DBS and Department for Education procedures.
- Ensuring that staff adhere to a published code of conduct and other professional standards at all times, including after school activities. Staff are aware of social media/ on-line conduct.
- Ensuring any disciplinary proceedings against staff related to Child Protection matters are concluded in full in accordance with Government guidance "Keeping Children Safe in Education " March 2015 and LSCB, LADO and HR Policy, procedures and guidance.
- Ensuring that all staff and other adults on site are aware of the need for maintaining appropriate and professional boundaries in their relationship with pupils and parents, following the Code of Conduct.
- Establishing adequate risk assessments are in place including for extended school, volunteer and holiday activities.
- Supporting staff confidence to report misconduct.

The Use of Photographic images of Children by Schools and policy on mobile phones

We acknowledge that we live in an age in which technology has vastly increased the use and potential misuse of photography and safety issues surrounding the use of photographic images must be considered.

We know that there are occasions when, as a school, we wish to take photographic images of the children to celebrate their achievements, as part of the curriculum, as a record of their attainments and in extra school activities. This helps to enhance self-esteem and celebrates the children's and the school's successes.

We are, however, mindful that individuals have the right to respect for private and family life and there may be families who do not wish their whereabouts to be made public.

The school:-



- Ensures that parental consent has been received before photographs of children are placed in the local press.
- Ensures that parental consent has been received before photographs of the children are put onto the school's web page.
- Maintain up to date lists of the children who cannot have their photograph published (as above.) This is done through signed consent in the planner.

We refer to the guidance available on Cheshire East Borough Council Intranet.

All photographs must only be taken using schools I pads or the school camera which is stored in the office.

Use of mobile phones

Pupils:

- Pupils are not permitted to have mobile phones at school or on trips
- If in the rare event of a parent wishing for his/her child to bring a mobile phone to school to contact the parent after school:
 - the phone must be handed in , switched off, to the secretary's office first thing in the morning and collected from the office by the child at home time(the phone is left at the owner's own risk).
- Mobile phones brought to school without permission will be confiscated and must be collected by the parent.

Staff:

- Staff must have their phones on 'silent' or switched off during class time.
- Staff may not make or receive calls during teaching time. If there are extreme circumstances (eg. acutely sick relative) the member of staff will have made the Head teacher aware of this and can have their phone in case of having to receive an emergency call.
- Use of phones must be limited to non-contact time when no children are present.
- Phones must be kept out of sight and preferably locked away (eg. drawer, handbag,) when staff are with children.
- Calls/ texts must be made/ received in private during non-contact time.
- Phones will never be used to take photographs of children or to store their personal data.
- In the event of an unplanned school closure (ie. snow closure or a heating failure) the school will send each family a text message informing them of the change of circumstances. *It is therefore imperative that parents supply school with at least one up-to-date mobile number.*



Parents & other visitors:

- We request that parents do not use mobile phones in the school building or grounds.
- Mobile phones must never be used to take photographs in the school building or grounds.

The Child in Need Referral Form

1. Referral to Social Care should be used when we consider that a child has needs which cannot be met solely by the services or resources within the Children's Services Department and where, following an assessment of the situation, we believe co-ordinated intervention is required to promote, safeguard or protect the welfare of the child.

2. Where, following an assessment of a situation, it is considered immediate protective action is required; a child protection referral must be made by the Designated Teacher. This referral will be by telephone and will be confirmed in writing by forwarding the Child In Need referral form to the Social Service Access Team and the Senior Education Welfare Officer, within 24 hours.

3. In these circumstances, we will have records detailing what work has been undertaken by our school to support the child and family and why we believe that a more corporate and coordinated approach is needed. This information then provides the basis for the completion of the Initial Assessment. The request for coordinated support services for a family should always be discussed with parents unless to do so would place the child or others at risk of harm.

- The Designated Teacher will complete the form.
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- A copy of the referral form will be kept as a part of the child's Child Protection record and photocopies sent to the relevant agencies.
- The parents, except in the case of sexual abuse, should be informed. It will be agreed with Social Care depending on the individual circumstances, which agency will make first contact with the parents or carers.

Procedures to follow if a member of staff is concerned about the welfare or safety of a child.

- The adult with the concern should speak to the Designated Child Protection teacher who is the Head teacher.
- If the Designated Child Protection teacher is not available then the Assistant head should be informed.



- The information that has been observed / reported to them should be recorded with the date and time and kept in a confidential file on the attached form.
- The circumstances will determine what is said to the child. The child should be reassured that they are being listened to and being taken seriously.
- If appropriate the Designated Child Protection teacher/Head teacher will discuss the concern with the parent/s.
- A summary copy of “What to do if you’re worried a child is being abused” (Children’s Services Guidance) is included online.

Procedures to follow when the nominated officer for Child Protection is notified of the concern about the welfare or safety of a child

- At Mossley School the Senior Designated teacher is the head teacher.
- If the head teacher is unavailable the nominated Deputy Head (Helen Harrison) will be responsible for following the procedure.
- The Senior Child Protection teacher will discuss the information with the concerned adult and will check to see if there are any previous concerns on file.
- Depending on all the information to hand the Senior Child Protection teacher will decide:-
 - i. if an official referral should be made immediately
 - ii. if advice should be sought from the Education Adviser for Child Protection,
or the Senior Education Welfare Officer for East Cheshire.
 - iii. if initial contact should be made with the Access Team Social Care.
- The Senior Child Protection teacher may decide that there is insufficient information to proceed to a referral. In this case all the information will be recorded and the child will be monitored by staff.
- The Senior Child Protection teacher will speak to the parent/s or carer/s as soon as possible about the concerns.

COMPLAINTS/ALLEGATIONS MADE AGAINST STAFF

Mossley School takes seriously all complaints made against members of staff. Procedures are in place for pupils, parents and staff to share any concern that they may have about the actions of any member staff or volunteer. All such complaints will be brought immediately to the attention of the Head teacher (or Deputy Head teacher), in order that they may activate the appropriate procedures. If the allegation concerns alleged minor physical restraint, mishandling or verbal abuse, this will normally be dealt with under the School’s Complaints Procedure.

See also “Whistle Blowing Policy”

Preventative Work : Educating Children about Issues (PSHCE)

As part of developing a healthy, safer lifestyle, pupils should be taught:



- to recognise and manage risks in different situations and then decide how to behave appropriately
- to judge what kind of physical contact is acceptable and unacceptable
- to recognise when pressure from others (including people they know) threatens their personal safety and develop effective ways of resisting pressure, including knowing where and when to get help
- to use assertiveness techniques to resist unhelpful pressure
- children should feel valued, respected and able to discuss any concerns they have; they need to be assured that it is okay to talk.
- All classes will have a 'worry box' for children to write down any concerns they may have.
- All classes will have 'circle time' to discuss issues within the class.

Position of trust

All school staff are aware that inappropriate behaviour towards children is unacceptable and that their conduct towards all children must be beyond reproach.

In addition, staff should understand that, under the [Sexual Offences Act 2003](#), it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a child under 18 may be a criminal offence, even if that child is over the age of consent.

The school's Code of conduct sets out our expectations of staff

EXTREMISM AND RADICALISATION

Mossley CE Primary School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.

Mossley CE Primary School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Prevention work and reductions of risks will include the RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy"



Mossley CE Primary