

CHILD PROTECTION POLICY FOR HENDREDENNY PARK PRIMARY SCHOOL

INTRODUCTION

1.1 Hendredenny Park Primary School fully recognises the contribution it makes to child protection.

There are three main elements to our policy:-

a. prevention through the teaching and pastoral support offered to pupils;
b. procedures for identifying and reporting cases, or suspected cases, of abuse. Because of our day to day contact with children school staff are well placed to observe the outward signs of abuse;

And

c. support to pupils who may have been abused.

1.2 Our policy applies to ALL staff and volunteers working in the school

And

Governors: learning support assistants, mid-day supervisors, caretakers, secretaries as well a teacher can be the first point of disclosure for a child. Concerned parents may also contact school governors.

PREVENTION

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

The school will therefore:-

a. establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;

b. ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty;

c. include in the curriculum, activities and opportunities for PSE which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help; and

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.

PROCEDURES

3.1 We will follow the procedures set out in guidance produced by our Local Safeguarding Children Board which are in line with the All Wales Child Protection Procedures.

3.2 The school will:-

a. ensure it has a designated senior member of staff, who has undertaken the appropriate training provided by the local authority as a minimum;

b. recognise the role of the designated person and arrange support and training.

Schools may wish to mention the additional training undertaken

c. ensure every member of staff and every governor knows:-

- the name of the designated person and their role;

- that they have an individual responsibility for referring child protection concerns using the proper channels and within the timescales agreed with the Local Safeguarding Children Board; and

- how to take forward those concerns where the designated person is unavailable.

d. ensure that members of staff are aware of the need to be alert to signs of abuse and know how to respond to a pupil who may tell of abuse;

- e. 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 brochure;
- f. provide training for all staff so that they know:-
 - i. their personal responsibility;
 - ii. the agreed local procedures;
 - iii. the need to be vigilant in identifying cases of abuse and
 - iv. how to support a child who tells of abuse.
- g. notify the local social services team if:-
 - it should have to exclude a pupil on the child protection register either for a fixed term or permanently; and
 - if there is an unexplained absence of a pupil on the child protection register of more than two days duration from school (or one day following a weekend);
- h. work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at initial case conferences, core groups and child protection review conferences;
- i. keep written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to social services immediately;
- j. ensure all records are kept secure and in locked locations;
- k. adhere to the procedures set out in the Welsh Assembly Government guidance circular 40/2006 when an allegation is made against a member of staff;
- l. ensure the criminal background of applicants for vacant posts are checked in accordance with Welsh Assembly Government guidance circular "*Child Protection: Preventing Unsuitable People from working with Children in the Education Sector 41*"; and
- m. designate a governor, usually the Chair of Governors for child protection who will oversee the school's child protection policy and practice.

SUPPORTING THE PUPIL AT RISK

4.1 We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self-blame.

4.2 This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.

4.3 The school will endeavour to support the pupil through:

- a. the content of the curriculum to encourage self esteem and self motivation (see section 2 on Prevention);
- b. the school ethos which:-
 - i. promotes a positive, supportive and secure environment; and
 - ii. gives pupils a sense of being valued (see section 2 on Prevention));
- c. the school's behaviour policy is aimed at supporting vulnerable pupils in the school. All staff will agree on a consistent approach which focuses on the behaviour of the offence committed by the child but does not damage the pupil's sense of self worth. The school will endeavour to ensure that the pupil knows that some behaviour s unacceptable but s/he is valued and not to be blamed for any abuse which has occurred;
- d. liaison with other agencies who support the student such as Social Services, Child and Adolescent Mental Health Services and the Educational Psychology Service, Behaviour Support Services and the Education Welfare Service; and
- e. keeping records and notifying Social Services as soon as there is a recurrence of a concern;

4.4 When a pupil on the child protection register leaves, we will transfer information to the new school immediately and inform Social Services.

BULLYING

4.5 Our policy on bullying is set out in a separate document and is reviewed annually by the governing body.

Relevant links exist with 'Respecting Others' 'Inclusion & Pupil Support' 47/2006 etc.

PHYSICAL INTERVENTION

4.6 Our policy on physical intervention is set out in a separate document and is reviewed annually by the governing body.

(HEART training?) Have all received training. School may wish to make comment here

CHILDREN WITH STATEMENTS OF SPECIAL EDUCATIONAL NEEDS

4.7 We recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with profound and multiple disabilities, cerebral palsy, sensory impairment and or emotional and behaviour problems will be particularly sensitive to signs of abuse.

Significant Event – Record factual observations

(to include child's **comments verbatim**, clearly list the situation, task being undertaken at the time, how many others present and any environmental factors that contributed, others adults present, how was the incident/event concluded, comments made to the child)

- Childs Comments - What did they actually say, quote their words, do not put asterix instead of swear/difficult words. If you cannot remember exact words do not use speech marks and state you are being approximate
- Situation and task being undertaken - Where was the incident, what was the child supposed to be doing, was this a usual task/situation for the child to be in, was this something the child would not have experienced before. Were clear instructions given to the child about the expected task/situation.
- Others present - How many other children were present, were any involved, what was their contribution to the incident.
- Environmental factors - Was there anything about the child's physical surroundings that effected their behaviour?

- Other adults present - Do you need to cross reference your account of the incident with anyone else's?
- Event/incident conclusion - How did the matter end, what was the child's behaviour like at the end of and after the incident
- Adults comments to the child - What words were actually spoken to the child at the end of the incident/event

Not all items above will be relevant for all recordings, just be mindful of the headings and record information that is available, do not feel compelled to 'tick every box'. Recording must be;

- Timely - Within the same working day, if child protection as soon as practically possible
- Factual - Do not record your opinion, imagine you are a video camera watching the incident, and write a narrative that is descriptive but not overly complicated.

Simple CHRONOLOGY format INDIVIDUAL CHILD

Strictly Confidential – Chronology Format – to be secured with CP Records

Name of Child:

Date of Birth:

School:

Date and Time	Significant Event – Record factual observations (to include child's comments verbatim , clearly list the situation, task being undertaken at the time, how many others present and any environmental factors that contributed, others adults present, how was the incident/event concluded, comments made to the child)	Parent/Carer Comments	Staff Member recording incident/event