

BRONTE SCHOOL



CHILD PROTECTION POLICY (INCLUDING EYFS)

	Date	Signed
Date reviewed	February 2012	(Mr Richard Dyson – Headteacher)
Ratified by Proprietors	February 2013	(Mr Peers Carter & Mrs Susan Carter)
Date of next review	February 2013	

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INTRODUCTION:

The Proprietors and staff of Bronte school take seriously our responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of all children; and to work together with other agencies to ensure adequate arrangements are in place within our school to identify, assess, and support those children who are suffering harm.

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes the DfES guidance Safeguarding Children and Safer Recruitment in Education (2007), the Framework for the Assessment of Children in Need and their Families and Working Together to Safeguard Children (2006). The school will also refer to the Kent and Medway Safeguarding Children Procedures (Purple Book) published in 2007.

The Designated Child Protection Co-ordinator (DCPC) who has overall responsibility for child protection practice in school is Richard Dyson (Headteacher). This includes children in the Early Years Foundation Stage (EYFS). This policy is available to parents either via the school website or on request from the office.

As part of the ethos of the school we are committed to:

- ❑ Maintaining children's welfare as our paramount concern.
- ❑ Providing an environment in which children and young people feel safe, secure, valued and respected; confident to talk openly and sure of being listened to.
- ❑ Providing suitable support and guidance so that pupils have a range of appropriate adults who they feel confident to approach if they are in difficulties.
- ❑ Using the curriculum to provide opportunities for increasing self awareness, self esteem, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others.
- ❑ Working with parents to build an understanding of the school's responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations.
- ❑ Ensuring all staff are able to recognise the signs and symptoms of abuse and are aware of the school's procedures and lines of communication.
- ❑ Monitoring children and young people who have been identified as "in need" including the need for protection; keeping confidential records which are stored securely and shared appropriately with other professionals.
- ❑ Developing effective and supportive liaison with other agencies.

ROLES AND RESPONSIBILITIES:

School:

The school is responsible for ensuring that all action taken is in line with local and national procedure. This process implemented in April 2001 follows the requirements of the central government guidance contained in the Framework for Assessment of Children in Need and their Families and Working Together to Safeguard Children. The child protection process is now incorporated within a more comprehensive remit for safeguarding all children and promoting their welfare.

The school will do all it can to ensure that all those working with children in our school are suitable people. This involves scrutinizing applicants, verifying their identity and obtaining references, as well as the mandatory check of List 99 and CRB checks. We follow the Independent Schools Standards Regulations relating to safe recruitment. We shall also endeavour to obtain assurance that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils on another site (eg. swimming pool staff, chateau trip staff).

The school will report to the Independent Safeguarding Authority (ISA), within one month of leaving the school, any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children; the Independent Safeguarding Authority (ISA) commenced operation on 20th January 2009 and its address for referrals is PO Box 181, Darlington, DL1 9FA (Tel: 0300 123 1111).

The role of the school within this procedure is to contribute to the identification, referral and assessment of children in need including children who may have suffered, be suffering or who are at risk of suffering significant harm. The school may also have a role in the provision of services to Children in Need and their families.

All adults in school have a role to play in relation to:

- Protecting children from abuse
- Promoting the welfare of children
- Preventing children from being harmed

The role of the school in situations where there are child protection concerns is NOT to investigate but to recognise and refer.

Designated Child Protection Co-ordinator:

The Designated Child Protection Co-ordinator is responsible for:

- Co-ordinating child protection action within school
- Liaising with other agencies
- Ensuring that locally established procedures are followed including reporting and referral processes
- Acting as a consultant for staff to discuss concerns
- Making referrals as necessary
- Maintaining a confidential recording system
- Representing or ensuring the school is appropriately represented at inter-agency

- Managing and monitoring the school's part in Child care / protection plans
- Organising training for all school staff
- Liaising with other professionals

GENERAL STRATEGIES:

This section gives an opportunity for staff to identify the specific ways in which safeguarding issues are addressed within the curriculum, policies and guidance or through school/community initiatives as part of the Every Child Matters Agenda. This may include:

PHSE and schemes of work to empower children to better protect themselves
Behaviour Policy
Physical Intervention Policy
Anti-Bullying Strategies
Care Plans/Education Plans
E-Safety Policy

School Council (consultation/children's rights)
Complaints Procedures
Health and Safety
Risk Assessments
Extra Curricular Activities

PROCEDURES:

A copy of Kent's Child in need matrix and the KSCB Safeguarding Children Procedures (2007) are kept in the staff room and contains detail of procedures and the categories and definitions of abuse. Indicators of abuse can also be found in Appendix 3 of this policy. All staff are advised to read Chapters 4, 5 and 6 of this handbook. A copy of the Assessment Framework can also be found in the staff room.

Recognition and categories of abuse:

All staff in school should be aware of the definitions and signs and symptoms of abuse. There are four categories of abuse. These are:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

The signs and symptoms of abuse can be found in Appendix 3, a copy of which is also on the noticeboard in the staffroom. A Child in Need / child protection Resource pack containing a range of information is available for staff from the DCPC. A copy of the DOH guidelines "What to do if You're Worried A Child Is Being Abused" is also available to staff.

Responding to concerns:

Concerns for a child or young person may come to the attention of staff in a variety of ways for example through observation of behaviour or injuries or disclosure. Any member of staff who has a concern for a child or young person, however insignificant this might appear to be, should discuss this with the DCPC as soon as is practically possible. More serious concerns must be reported immediately to ensure that any intervention necessary to protect the child is accessed as early as possible.

A bullying incident will be treated as a Child Protection concern if there is “reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm.” In such cases the school will report its concerns to the local authority social care department.

If a child makes a disclosure of abuse to a member of staff they should:

- Allow the child or young person to make the disclosure at their own pace and in their own way
- Avoid interrupting except to clarify what the child is saying (attentive listening/reflective feedback)
- Not ask leading questions or probe for information that the child or young person does not volunteer
- Reassure the child or young person that they have been heard and explain what you will do next and to whom you will talk
- Record the conversation as soon as possible
- Inform the DCPC, who will pass this information on to the ACO(LADO) within 24 hours.

If an allegation should be made of one or more children abusing another child, the DCPC should be informed immediately. The DCPC will then contact the ACO (LADO) for further advice.

Record keeping:

Staff can play a vital role in helping children in need or at risk by effective monitoring and record keeping. Any incident or behavioural change in a child or young person that gives cause for concern should be recorded on an incident sheet, copies of which are kept in the School Office or are available from the DCPC. It is important that records are factual and reflect the words used by the child or young person. Opinion should not be given unless there is some form of evidence base which can also be quoted. Records must be signed and dated with timings if appropriate. It is important to remember that any issues are confidential and staff should know only on a ‘need to know’ basis.

Information to be recorded

- Child’s name and date of birth
- Child in normal context, e.g. behaviour, attitude, (has there been an extreme change)
- The incident(s) which gives rise for concern with date(s) and times(s)
- A verbatim record of what the child or young person has said.

- If recording bruising/injuries indicate position, colour, size, shape and time on body map.
- Action taken

These basic details are vital to the information gathering process and do not constitute an investigation. Written information should be passed to the DCPC (The Headteacher) who should always be kept informed of any significant issues.

Storage of records:

The DCPC will ensure that records relating to concerns for the welfare or safety of children are kept separate from other school files and are stored securely. Information will be shared on a strictly need to know basis and in line with child protection policy guidance. (Additional ***Guidelines for Safeguarding Record Keeping in Schools*** is available via LA Children's Safeguards Unit)

Referrals to Children's Social Services:

It is the responsibility of the DCPC to decide when to make a referral to Children's Social Services. To help with this decision s/he may choose to consult with the Area Children's Officer (Child Protection). Advice may also be sought from Children's Social Services Duty Social Workers who offer opportunities for consultation as part of the Child in need / child protection process. Issues discussed during consultations may include the urgency and gravity of the concerns for a child or young person and the extent to which parents/carers are made aware of these. Some concerns may need to be monitored over a period of time before a decision to refer to Children's Social Services is made. **In all but the most exceptional cases parents/carers will be made aware of the concerns felt for a child or young person at the earliest possible stage and in the event of this becoming necessary, their consent to a referral to Social Services will be sought.**

Referrals to Children's Social Services will be made using Kent's inter-agency referral form. In situations where there are felt to be urgent or grave concerns a telephone referral will be made prior to the form being completed and sent to the County Duty social services office.

If a child or young person is referred, the DCPC (Headteacher) will ensure that other relevant staff are informed of this.

If after consultation with the DCPC a member of staff feels that appropriate action is not being taken in respect of his or her concerns for a child s/he should refer directly to Social Services. The Headteacher should be informed of this decision. If any member of staff is unsure then advice can be sought from the LA's Area Children's Officer (Child Protection).

The child protection Plan

The DCPC will inform members of staff who have direct pastoral responsibility for children and young people who are subject of a child protection plan. These children and young persons must be monitored very carefully and the smallest concern should be recorded on an incident sheet and passed immediately to the DCPC or the Deputy Head in the DCPC (Headteacher's) absence. The DCPC or a member of the School's Management Team will be responsible for reporting or attending all child protection case conferences.

Concerns involving members of staff/volunteers:

Any concerns that involve allegations against a member of staff/volunteers should be referred immediately to the Headteacher who will contact the Area Children's Officer (Child Protection) who fulfils the LADO function to discuss and agree further action to be taken in respect of the child and the member of staff. Should an allegation be made against the Headteacher, this should be referred to the Proprietors and then to the ACO(LADO). Further information regarding the procedure for managing situations involving members of staff, can be found in the DfE guidance **Dealing with Allegations of Abuse against Teachers and other Staff**. Copies of this document are held by the Headteacher (DCPC).

All staff need to be aware that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. When in doubt – consult. (For specific guidance on how to respond to allegations against staff, please refer to the DfE guidance **Dealing with Allegations of Abuse against Teachers and other Staff or KCC's Whistleblowing Procedures**).

CODE OF PRACTICE:

The school make staff aware of DfE **Guidance for Safe Working Practice for the Protection of Children and Adults in Education Settings (2006)**

All school staff should take care not to place themselves in a vulnerable position with relation to child protection. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. Physical intervention should only be used when the child is endangering him/herself or others and such events should be recorded and signed by a witness. Staff should be aware of Kent's Positive Handling Policy and the school's own Behaviour Management Policy, and any physical interventions must be in line with agreed policy and procedure in which appropriate training should be provided.

All school staff should work towards providing an environment and atmosphere for children and young people to enable them to feel safe to talk. However, staff should never promise a child to keep certain information confidential. It must be explained that staff have certain duties to help keep that child safe, which may involve informing others.

SUPERVISION AND SUPPORT:

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DCPC.

All newly qualified teachers and classroom assistants have a mentor or co-ordinator with whom they can discuss concerns including the area of child protection.

The DCPC can put staff and parents in touch with outside agencies for professional support if they so wish. Staff can also approach Support Line directly.

TRAINING OPPORTUNITIES:

The DCPC is responsible for ensuring staff including himself receive training in the area of child protection (see training dates below). The LA's Children's Safeguards Unit provide training to all schools in the roles and responsibilities of a School DCPC and the Child in need/child protection procedure. Training is also provided to the DCPC and the Deputy DCPC (from 2012) from the Independent Schools Association. Whole staff training in the area of child protection including an overview of the Framework for Assessment is planned for every 3 years in line with DCSF guidance. Temporary staff and volunteers will be made aware of the child protection arrangements. The DCPC is trained every 2 years which covers child protection and inter-agency training. Newly appointed staff / volunteers will receive induction training in the area of child protection.

MONITORING AND REVIEW:

The proprietors will ensure that the school has a senior member of staff designated to take lead responsibility for dealing with child protection issues. The proprietors will regularly monitor and review any incidents in relation to child protection. Any deficiencies or weaknesses in child protection procedures or arrangements will be remedied without delay.

The policy forms part of our school development plan and will be reviewed annually. Both the policy and the procedures/efficiency with which the DCPC has undertaken the related duties is reviewed annually by the proprietors.

All staff should have access to this policy and sign to the effect that they have read and understood its content.

School:	Bronte School
Headteacher	Mr Richard Dyson
DCPC	Mr Richard Dyson
Deputy DCPC	Mrs Sally Gordon (from 22.2.2012)
Proprietors	Mr Peers Carter and Mrs Susan Carter
LA Area Children's Officer (Safeguarding) West Kent	Helen Windiate 01732 525035 or 07740 183798 Claire Ray 01732 525381 or 07920 108828
Most recent CP Training event	DCPC – 20/05/2010 Whole staff – 31/08/2011
CP Training Planned	DCPC – 22.2.2012 Whole staff – Sept. 2014

APPENDIX 1

BRONTE SCHOOL



CHILD PROTECTION - INCIDENT FORM / RECORD OF CONCERN

Name of Child:	
Date of Birth:	
Incident(s) which gives rise to concern (include date/time):	
Verbatim record of what the child said:	
Is a body map of bruising/injuries attached? (If so, indicate position, colour, size, shape and time recorded)	
Action taken:	

APPENDIX 3

Indicators of abuse - what you might see

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated person.

Remember, it is your responsibility to report your concerns. It is not your responsibility to investigate or decide whether a child has been abused.

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- Look unkempt or uncared for
- change their eating habits, have difficulty in making or sustaining friendship: appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour - from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSP to decide how to proceed. It is very important that you report your concerns - you do not need 'absolute proof that the child is at risk.