

Worle Village Primary school



SAFEGUARDING AND CHILD PROTECTION POLICY.

2015 / 2016

Designated Person for Child protection: **Mrs Susan Elliott**

Deputy Person for Child Protection: **Mr Bruce Dale and Mr Kerry James**

Designated Governor responsible for Child Protection: **Mr Tristan Cogan**

By law this policy must be reviewed annually. This Policy will be next reviewed in **SEPTEMBER 2016.**

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1. MISSION STATEMENT

It is our aim at Worle Village Primary School to work in partnership with parents and external agencies to promote the spiritual, moral, cultural, mental and physical development of all pupils.

We aim to foster personal and academic development in a safe, caring, secure and challenging environment, so that each individual can achieve their full potential.

We recognise the needs of the community we serve and we aim to reflect those needs. At our school we really do believe that every child matters.

2. INTRODUCTION

All those working in education can contribute to the safeguarding and protection of the welfare of a child in need. According to the DFE, safeguarding and promoting the welfare of children defined as:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring children are growing up in circumstances consistent with the provision of safe and effective care.

Child protection is a part of safeguarding and promoting welfare. It 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. However, all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect from harm is reduced. This Child Protection Policy must be read with the over arching school Safeguarding Statement and other school Policies.

3. ETHOS

At Worle Village Primary School the health, safety and well-being of all our children are of paramount importance to all adults who work here. All of our children have the right to protection, regardless of age, gender, ethnicity or disability. They have a right to be safe in our school; this is enhanced by the adoption of the Whole School Behaviour Policy which includes our procedures for preventing and dealing with cases of bullying.

Worle Village Primary School regards Child Protection as an essential task of **all** its staff, governors and visitors/volunteers who come into school. We are committed to protecting children and safeguarding pupils in school. The use of assembly time, and our learning mentors, helps to develop appropriate attitudes in our children and makes them aware of the impact of their decisions on others.

We will ensure the content of the curriculum includes social and emotional aspects of learning and that child protection is included in the curriculum to help children stay safe, recognise when they don't feel safe and identify who they might / can talk to. We provide a curriculum that will help equip our children with the life skills and protective behaviours. The PSHE (Personal, Social and Health Education) Curriculum will include elements of how children can recognise different risks in different situations, and how to behave in response to equip them with the skills needed to keep themselves safe and empower them to feel safe. Worle Village Primary School recognises the importance of creating and promoting a positive, supportive, neutral and secure environment where pupils can develop a sense of being valued and heard in their own right and where they

feel safe, secure and respected. We aim to provide suitable support and guidance so that pupils have a range of appropriate adults to approach if they are in difficulties and ensure they know adults can be approached if they are worried or in difficulty. We encourage them to talk openly and enable them to feel confident that they will be listened to. We are also committed to establishing a safe physical environment in which children can learn and develop both personally and academically and achieve success in the 5 outcomes of the Every Child Matters agenda as stated in the Children Act 2004:

- Be Healthy
- Stay Safe
- Enjoy and Achieve
- Make a positive contribution
- Achieve economic well being

Every effort will be made to work in partnership with other agencies and seek to establish effective working relationships with parents, carers and other colleagues so enabling the Governing Body to fulfil their duty to have arrangements about safeguarding and promoting the welfare of children introduced by Section 175 of Education Act 2002 in place.

" The Governing Body of a maintained school shall make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school"- Education Act 2002 . Reference : Section 175.

4. POLICY AIMS

There are three main aims to our child protection policy:

Prevention- by creating a positive school atmosphere and providing high quality teaching and pastoral support to pupils.

Protection- by following agreed procedures and ensuring staff are appropriately recruited, trained and supported to respond appropriately and sensitively to Child Protection concerns.

Support- by providing support for pupils and school staff and for children who may have been or are being abused.

We will do these things by:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe and empowering children to feel safe.
- 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 for reporting concerns/suspected or actual cases of abuse.
- Ensuring extra care is taken to ensure that signs of abuse and neglect are identified and interpreted correctly, particularly for **vulnerable groups** such as children with communication difficulties or who use alternative/ augmented communication systems.
- Monitoring and supporting children and young people who have been identified as having welfare or protection concerns in accordance with his/her agreed Child Protection Plan.
- Keeping confidential records which are stored securely and shared appropriately with other professionals.
- Ensuring all steps are taken to maintain site security and pupils physical safety by ensuring a safe environment in which children can learn and develop.

5. ENTITLEMENT

Each child in our school, regardless of their background or home circumstances could be the victim of child abuse, whether it be by a parent or other adult known to them. They are therefore all entitled to the same degree of protection and support. Each child in our school will also begin to develop the skills which could enable prevention of abuse by learning about keeping safe, and who to ask for help if their safety is threatened.

6. IMPLEMENTATION

This policy applies to all who come into contact with children in Worle Village Primary School, including teachers, supply teachers, learning support staff, teaching assistants, lunch supervisors, admin staff, caretaker, cleaners, students, parent helpers/ volunteers, governors and visitors including contractors.

This policy should be read in conjunction with other related school policies.

- Overarching Safeguarding Statement
- Health and Safety Policy.
- e-Safety / Acceptable Internet Use Policy.
- Whole School Behaviour Policy including anti-bullying
- Positive Handling, Support and Physical Intervention Procedures.
- LSCB (local Safeguarding Child Board) procedures for Managing Allegations against Staff.
- Sex Education Policy.
- School Single Central Record. (See Office Staff)
- Guidance for Safer Working Practice for Adults who Work with Children and Young People/ Code of Conduct for Staff.
- Safer Recruitment. (Within this policy)
- School Whistle Blowing Policy(within this Policy)
- Administering Medicines Policy.
- LSCB Guidance for Dealing with Fabricated and Induced Illness.
- Intimate care Policy
- Educational Visits Policy (including procedures for assessing risks)
- First Aid and Accidents Policy.
- LSCB Guidance on the Abuse of Children with a Disability or Complex Health Needs.
- Attendance Policy.
- Data Protection Policy.
- Special Educational Needs Policy.
- Risk Assessments (inc. Fire Safety)
- Premises Management including Security Measures (Formal Inspections and Buildings Register)
- Prevent Statement

7. THE CHILDREN ACT 1989

The children Act 1989 introduced two key elements to Child Protection.

7.1 Child Support

Section 17 of the Children Act 1989 aims to identify those children and families in need of support. where the child is not at risk of significant harm, but is believed that the family would benefit from receiving services from Children's Social Care.

Under Safeguarding Procedures staff can make a referral to the Children's Services Directorate for child and family support, this must be done with the consent of the parent/ carer.

7.2 Child Safety

Section 47 of the Children Act 1989 places duty on Children's Social Care to assess those children who are deemed to be either at risk of suffering significant harm or likely to suffer significant harm.

Parents / carers permission must be sought before discussing a referral about them with other agencies, unless permission-seeking may itself jeopardise the investigation or place a child at risk of harm.

If you suspect that a child is being abused but there is nothing directly stated, seek an explanation for your concerns as appropriate, usually from parents/ carers and / or the child without raising the question of abuse.

8. DEALING WITH DISCLOSURES FROM CHILDREN.

The way in which a member of staff talks to a child who discloses abuse could have an effect on the evidence that is put forward if there are subsequent proceedings, and it is important that staff do not jump to conclusions, ask leading questions, or put words in a child's mouth. If a child makes a disclosure to a member of staff or other adult working in school she/he should write a record of the conversation as soon as possible, stating exactly, in the child's words, what has been said, noting any action taken in cases of possible abuse. This must be signed and include the date, time and place of disclosure. All records should be locked in the Child Protection locked drawer which is located in the Head teacher's office. A model Child Disclosure/ Concern record can be found at **Appendix B**.

Inform the Designated Person for Child Protection (DPCP) **Mrs S. Elliott, who will evaluate your assessment.**

The DPCP Can:

- Make a telephone call to Social Care Referral and Assessment Team (**01275 88 266**)
- Initial contact will be made with a Social worker who will take basic details. A duty officer will then discuss the concern in more detail.
- The initial referral may be initially by telephone but must be followed up in writing within 48 hours.

LSCB REFERRAL GUIDANCE. The referral process is outlined at **Appendix A.**

All adults in School have a shared responsibility to safeguard and promote the welfare of all children.

Social Care Referral and Assessment Team

Telephone - 01275 888 266

Email: duty.intake@n-somerset.gov.uk

Emergency Duty Team - Out of hours Service. 01454 615 165

Police Child Protection Team - 01934 638 171.

Staff must be aware that:

- It is not the responsibility of teachers or other staff or volunteers in schools to investigate suspected cases of abuse.
- They should not take any action beyond that agreed in the procedures established by the North Somerset Safeguarding Children Board.

They cannot promise a child complete confidentiality - instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.

Listening to Children.

Experience, and consultation with children, shows that they will talk about their concerns and problems to people they feel they can trust and they feel comfortable with. This will not necessarily be a teacher. It is therefore essential that all staff and volunteers in a school know how to respond sensitively to a child's concerns, which to approach for advice about them, and the importance of not guaranteeing complete confidentiality,

Children also want to know that they will be listened to and their concerns will be taken seriously, so school should seek to demonstrate to children that it provides them with a safe environment where it is okay to talk. Any member of staff or volunteer who is approached by a child wanting to talk should listen positively and reassure the child. They should record the discussion with the pupil as soon as possible and take action in accordance with the establishment's child protection procedures.

If a child chooses to disclose, you **SHOULD**:

- be accessible and receptive
- listen carefully and uncritically at the child's pace
- take what is said seriously
- reassure the child that they are right to tell
- tell the child that you must pass on this information
- make a careful record of what was said

You should **NEVER**

- take photographs or examine the injury
- investigate or probe aiming to prove or disprove possible abuse- never ask leading questions
- make promises to children about their confidentiality or keeping "secrets"
- assume someone else will take the necessary action
- jump to conclusions or react with shock, anger or horror
- speculate or accuse anybody
- confront another person(adult or child)allegedly involved
- offer opinions about what is being said or about the persons allegedly involved

- forget to record what you have been told
- fail to pass the information on to the correct person
- ask a child to sign a written copy of the disclosure

Vulnerable Groups: For many children with communication difficulties or who use alternative/ augment communication systems, you may need to take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns should be reported in exactly the same manner as for other children.

9. ROLES AND RESPONSIBILITIES

All governors and staff have a shared responsibility to safeguard children. However, there are certain designated persons in school with more specific roles and responsibilities:

9.1 The Role of The Designated Person For Child Protection (DPCP)

The Designated Person for Child Protection (DPCP) will have knowledge and skills for recognising and acting upon Child Protection concerns, having received appropriate training.

Referrals

- Refer cases of suspected abuse or allegations to local Social Care and Assessment Team and discuss with the Duty Social Worker.
- Act as a source of support, advice and expertise within school when deciding to make a referral.

Training

- To recognise how to identify signs of abuse and when it is appropriate to make a referral
- Have a working knowledge of how the North Somerset Safeguarding Children Board operate, North Somerset Child Protection Procedures, the conduct of a child protection conference and be able to attend and contribute these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's Child Protection Policy and Safeguarding Statement.
- Ensure all staff have induction training covering child protection and are able to recognise and report any concerns immediately when they arise.
- Be able to keep detailed accurate secure written records of referrals/ concerns.
- Obtain access to resources and attend any relevant or refresher training courses at least every two years.
- Ensure the child protection/safeguarding policy is updated and reviewed annually and work with the governing body regarding this.

Raising Awareness

- Ensure parents are aware of the child protection policy in order to alert them to the fact that the school may need to make referrals. Raising parent's awareness may avoid later conflict if the school does have to take appropriate action to safeguard children.
- Where children leave the school roll, ensure the child protection file is transferred to the new school as soon as possible, separately from the main file, and addressed to the designated person for child protection.
- Where the child leaves the school and the new school is not known, ensure that the local authority is alerted so that the child's name can be included on the database for missing pupils.

Supporting Pupils at Risk

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 their lives of the children at risk.

We will endeavour to support pupils through:

- a curriculum which encourages self-esteem and self-motivation
- the school ethos which promotes a positive , supportive and secure environment where everyone is valued.
- the implementation of a shared behaviour policy
- a consistent approach which supports all children
- regular liaison with other professionals and agencies who support pupils and their families.
- the development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations.

9.2 The Role of the Head teacher

- To ensure that the policies and procedures adopted by the Governing Body are fully implemented and followed by all staff.
- To ensure sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children.
- To ensure all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner by supporting the whistle blowing policy.

9.3 The Role of the Governing Body/ Designated Governor

- Good practice suggests that a designated Governor is appointed for Child Protection, the Designated Governor at this school is – **Mr Tristan Cogan**.
- The Governing Body is accountable for ensuring their school has effective policies and procedures in place in accordance to the DFE guidance- "Working Together to Safeguard Children" and monitoring the schools compliance with them.
- Has a child protection/ safeguarding policy and procedures in place that are in accordance with LSCB and LA guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request.
- Operates safe recruitment procedures and makes sure all appropriate checks are carried out on new staff and volunteers, including Criminal Record Bureau Checks.
- Have procedures for dealing with allegations against members of staff and volunteers that comply with guidance from the DFE (Dealing with Allegations of Abuse against Teachers and Other Staff), LA and locally agreed inter-agency procedures.
- Has a senior member of staff who is designated to take lead responsibility for dealing with child protection issues providing advice and support to other staff, liaising with the LA and working with other agencies.
- To operate a whistle blowing policy and remedy any deficiencies or weaknesses in regard to child protection arrangements that is brought to attention without delay.

- Ensure there is a child protection update item on every governing body agenda.

10. ATTENDANCE AT CHILD PROTECTION CONFERENCES

The Designated person for Child Protection or their deputy will be expected to attend a Child Protection Conference and provide a written report. If a child is made subject to a Child Protection Plan Their class teacher may need to attend core group meetings, and then they will be given appropriate support around child protection issues by the Designated Person for Child Protection.

11. CATEGORIES OF ABUSE

There are four main categories of abuse - physical injury, neglect, sexual abuse and emotional abuse .It important to remember that most abuse involves more than one main type, for example, sexual and emotional abuse may be recognised together.

Physical Abuse

Actual or risk of physical injury to a child or failure to prevent physical injury (or suffering) to a child, including deliberate poisoning, suffocation and factitious illness by proxy. This includes excessive punishment.

Symptoms- Behaviour changes/ withdrawal/ regression. Frequent unexplained injuries. Afraid of physical contact. Violent behaviour during role play. Unwillingness to change clothes. Aggressive language and use of threats. Bruising in unusual areas. Changing explanation of injuries. Not wanting to go home with parent / carer. Finger Marks, Broken bones. Cuts and grazes. Cigarette burns. Cowering.

Neglect

Actual risk or persistent or severe neglect of a child or the failure to protect a child to any kind of danger, including cold or starvation. Extreme failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development, including failure to thrive.

Symptoms- Lack of appropriate clothing. Complaining of Cold/ Hunger. Not wanting to communicate. Often in trouble. Attention seeking. Use of bad language. Lack of confidence/ low self- esteem. Dirty. Body sores. Urine smells. No parental interest. Behaviour problems . Lack of respect. Bullying. Stealing.

Sexual Abuse

Actual or risk of sexual exploitation of a child or adolescent. The child may be dependent and / or developmentally immature. The involvement of dependent, immature children and adolescents in activities to which they are unable to give informed consent or that violate the social taboos of family roles.

Symptom- Inappropriate behaviour- language. Change of behaviour. Rejecting physical contact or demanding attention. Physical evidence- marks, bruising. Pain going to the toilet, strong urine. Bruising marks on genital area. Drawing - inappropriate knowledge. Withdrawn. Role play. Rocking. Stained underwear.

Emotional Abuse

Actual risk of severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill-treatment or rejection. It is important to remember that all abuse involves some emotional ill-treatment.

Symptoms- Crying, Rocking, Withdrawn. Not wanting to socialise. Aggression. Bad behaviour. Bribery by parent. Behaviour changes. Lack of confidence. Self infliction. Isolation from peers-unable to communicate. Attention seeking. Afraid of authoritative figures. Clingy. Treating others as you have been treated.

What is Grooming ?

While there are a number of definitions for grooming it is generally recognised as a process by which an individual prepares a child for abuse. This is usually perpetrated by a significant adult in the child's life either at home or somewhere else in the child's environment. Grooming is a conscious, purposeful, and carefully planned approach used by the offender to gain access to the child, gain the child's trust and compliance and maintain the child's secrecy to provide opportunities to abuse and reduce the likelihood of being reported or discovered. This process is thought to strengthen the offender's abusive pattern of behaviour, as it may be used as a means of justifying or denying their actions. **(NSPCC- Safeguarding in Education- The role of schools in protecting children from grooming and entrapment)**

12. INDUCTION AND TRAINING

All school based staff will be required to undertake an appropriate level of safeguarding training(to include internal school procedures and responsibilities; child protection process; how to recognise and respond to signs and symptoms of concern and abuse; safe working practices; dealing with disclosures from children) and must undergo refresher training every three years. Training is organised by the DPCP in line with government guidance. All staff have undertaken whole school - Level One Safeguarding Training. Staff will be given a copy of the Child Protection Policy and Child Protection information (**What To Do If You Suspect A Child Is Being Abused**) - (**Guidance For Safer Working Practice For Adults Who Work With Children And Young People**) Copies of these are kept in the School Staff Room.

The nominated Governor should receive safeguarding training from a strategic perspective on a three yearly basis, to be disseminated to the rest of the governing body.

The Governing Body will ensure the DPCP attend the required DPCP safeguarding training when they first take up the role and that they continue to update their knowledge on an on-going basis and at least every 2 years as required by guidance. The DPCP has undertaken both level 2 and Level 3 (Multi Agency) Safeguarding Training. The Deputy DPCP has undertaken Level 2 Safeguarding Training.

The DPCP will ensure that all new staff and volunteers are appropriately inducted as regards the school's internal safeguarding procedures, including those for Child Protection and communication lines. This will also be a regular agenda item at staff meetings.

The Governing Body will ensure that at least **two** appropriate members of the school team complete accredited Safer Recruitment Training, which will be refreshed at least every 5 years.

The DPCP and the Head teacher (if not one and the same) will provide an annual report to the Governing Body detailing safeguarding training undertaken by all staff and will maintain up to date registers of who has been trained. This, along with Induction Training and other safeguarding training including Health and Safety related training will be included in the school staff Training Plan.

13. RECORD KEEPING

Staff must record any welfare concern that they have about a child on a Child Disclosure/ Concern Record (Appendix B), with a Body Map (Appendix C) where injuries have been observed to be passed to the DPCP. Records must be completed as soon as possible after the incident/event and must be signed and dated.

Blank Child Disclosure/Concern Records are kept in the Head Teachers Office.

Child Protection records are kept centrally and securely by the DPCP and are shared on a 'need to know' basis only. They should be held separate from the child's school file.

14. ALLEGATIONS AGAINST MEMBERS OF STAFF AND VOLUNTEERS

Sometimes allegations of inappropriate treatment of children are made against members of staff employed by the school including volunteers rather than members of the child's family. Such allegations are dealt with according to specific procedures on NSSCB Website. The member of staff to whom the allegation is reported should:

- treat the matter seriously
- ensure that, where necessary the child / young person receives appropriate medical attention;
- make a written record of the information using the Childs/ Parents own words, including when the alleged incident took place ; who was present; and what happened.
- sign and date the written record
- report the matter immediately to the Head Teacher or the Deputy in his/her absence. Confidentiality must be maintained at all times.

The Head Teacher for Worle Village Primary School is- **Mrs S Elliott.**

Initial Action by the Head Teacher

The Head Teacher wherever possible:

- obtain written details of the allegation, signed and dated by the person receiving the allegation;
- countersign and date the written details;
- record any other information and names of any potential witness;
- establish chronology of significant events;
- consider the information already known about those involved;
- discreetly check any incident or log books;
- on the basis of these factors, make a professional judgement , and record the reason for any subsequent action taken.

The Head Teacher will collate information about the allegation and report these without delay (if the allegation is against the Head teacher, the chair of Governors will report) to the Local Authority Designated Officer (LADO)

If the allegation meets, or appears to meet, any of the criteria below the Head Teacher must consult with the (LADO) as soon as possible, but certainly within **1 WORKING DAY.**

The Head Teacher must contact the LADO if the member of staff has:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against 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 advice of the LADO can also be sought if there is uncertainty as to whether a referral should be made or for example there are concerns about staff members conduct outside work which may raise concerns about their suitability to work with children.

Action should not normally be taken until this discussion takes place, unless emergency action is enquired to safeguard or protect the child concerned, in which case the usual child protection procedures will take precedence. In order not to compromise any possible criminal investigation the member of staff should not be advised that a serious allegation has been made against them unless it is agreed as appropriate by the LADO or agreed at a strategy discussion. The child's parents should also be advised at the earliest opportunity that an allegation has been made but they should be advised not to discuss the allegation direct with the staff member concerned.

If an allegation requiring immediate attention is received outside of normal office working hours the Head Teacher should consult immediately with the Out of Hours Emergency Social Work Service or Local Police. They must ensure they inform the LADO the next working day.

Initial consideration by the Head Teacher and LADO

The LADO will establish, in discussion with the Head Teacher that the allegation is within the scope of the LSCB procedures and may enquire further investigation. There may be up to 3 strands considered as part of this consideration and the discussion will centre upon whether there is a need for:

- a police investigation because a crime has or may have been committed
- enquires and assessment by social care to determine if services or emergency actions are required
- consideration by the employer of disciplinary action in respect of the individual

If agreement is reached, that the criteria for action by the police or children's services, the LADO will contact children's social care to ensure a formal strategy meeting is set up involving children's services social care and the police. If only the last criterion is met, the LADO will provide advice to the Head Teacher on the subsequent management of the case to a satisfactory conclusion within the framework of the organisations procedures for discipline and conduct.

Suspension

The decision on **suspension/ transfer to alternative duties** of the staff member subject to the allegation is the responsibility of the Head Teacher having consulted with their HR adviser and the LADO. Suspension should never be an automatic step for the staff subject to allegations; each case should be dealt with on its merits taking into consideration factors such as the seriousness of the allegation, the potential risks to children and whether it possible to investigate the allegation whilst the person is still at work. The strategy meeting will make recommendations to the agency if one is required but the ultimate decision rests with the Head Teacher.

Referrals must also be made to the Independent Safeguarding Authority (ISA) (Disclosure and Barring Service (DBS) from December 2012, when we have concerns that a person has caused harm or poses a future risk of harm to children or vulnerable adult. In these circumstances we must make a referral to the ISA. If we dismiss or remove a member of staff or a volunteer because they have harmed a child or vulnerable adult, or we would have done so if they had not left, we must tell the Independent Safeguarding Authority.

All staff needs 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 more detailed Guidance on how to respond to allegations against staff, please refer to NSSCB -Dealing with Allegations of Abuse against Teachers and Other Staff (paragraphs 6-15) under section initial considerations. Link:

<http://media.education.gov.uk/assets/files/pdf/d/dealing%20with%20allegations%20of%20abuse%20october%202012.pdf>

15. NORTH SOMERSET SAFEGUARDING CHILDREN BOARD

North Somerset has a Local Safeguarding Board.

The LADO, which is designated upon calling SPA, has the overall responsibility for the management of allegations, investigations and in order that enquiries can be responded to in a timely manner, other members of the team will also support the role by rota. Agencies seeking advice or making a referral in respect of an allegation, should contact on **01275 888808**.

SPA (Single Point of Contact) (LADO) **01275 888244**

Social care Referral and Assessment Team - 01275 888 266

Emergency Duty Team - Out of Hours Service - 01454 615 165

Police Child Protection Team - 01934 638 171

16. WHISTLE BLOWING

Staff must acknowledge their individual responsibility to bring matters of concern to the attention of the Head Teacher. Although this can be difficult this is particularly important where the welfare of children may be at risk. You may be the first to recognise that something is wrong but may not feel able to express your concerns out of a feeling that this would be disloyal to colleagues or you may fear harassment or victimisation. These feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. Remember it is often the most vulnerable children or young people who are targeted. These children need someone like you to safeguard their welfare.

Don't think what if I'm wrong- think what if I'm right

Reasons for Whistle blowing

- Each individual has a responsibility for raising concerns about unacceptable practice or behaviour
- To prevent the problem worsening or widening
- To protect or reduce risks to others
- To prevent becoming implicated yourself

What stops people from Whistle blowing

- Starting a chain of events which spirals
- Disrupting the work or project
- Fear of getting it wrong
- Fear of repercussions or damaging careers
- Fear of not being believed

How to raise a concern

- You should voice your concerns, suspicions or uneasiness as soon as you feel you can. The earlier a concern is expressed the easier and sooner action can be taken
- Try to pinpoint exactly what practice is concerning you and why

- Approach the Head Teacher
- If your concern is about the Head Teacher, or you feel you need to take it to someone outside the school, contact the Chair of Governors. Mr P Watkins or the LADO.
- Make sure you get a satisfactory response- don't let matters rest
- Put your concerns in writing, outlining the background and history, giving names, dates and places where you can.
- A member of staff is not expected to prove the truth of an allegation but you will need to demonstrate sufficient grounds for the concern.

What happens next?

- You should be given information on the nature and progress of any enquires
- Your employer has a responsibility to protect you from harassment or victimisation
- No action will be taken against you if the concern proves to be unfounded and was raised in good faith
- Malicious allegations may be considered as a disciplinary offence

Self reporting

There may be occasions where a member of staff has a personal difficulty, perhaps a physical or mental health problem, which they know to be impinging on their professional competence. Staff have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered. Whilst such reporting will remain confidential in most instances, this cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children.

Further advice and support

It is recognised that whistle blowing can be difficult and stressful. Advice and support is available from your line manager, HR department and / or your professional or trade union.

"Absolutely without fail - challenge poor practice or performance. If you ignore or collude with poor practice it makes it harder to sound the alarm when things go wrong. "

(reproduced with acknowledgement to " Sounding the Alarm"- Barnardos)

17. WORKING WITH OTHER AGENCIES

Worle Village Primary School recognises and is committed to its responsibility to work with other professionals and agencies both to ensure children's needs are met and to protect them from harm. We will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals (in discussion with parents/carers) as appropriate.

Schools are not the investigating agency when there are child protection concerns and thus, the school will pass all relevant cases to the statutory agencies, which we will support in undertaking their roles. Staff should understand that alongside this, the school may have a crucial role in supporting the child whilst investigations and assessments take place.

Worle Village Primary School recognises the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need Meetings and CAF Teams around the child.

The Head Teacher and DCPC will work to establish strong and co-operative relationships with relevant professionals in other agencies.

18. PARTNERSHIP WITH PARENTS

The school shares a purpose with parents to educate and keep children safe from harm and to have their welfare promoted. We are committed to working with parents positively, openly and honestly.

We ensure that all parents are treated with respect, dignity and courtesy. We respect parents rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

The school will in most circumstances, endeavour to discuss all concerns with parents about their children. However, there may be exceptional circumstances when the school will discuss concerns with Children's Services and / or the Police without parental knowledge. The school will, of course, always aim to maintain a positive relationship with all parents. This Child Protection Policy is available on request.

19. PROFESSIONAL CONFIDENTIALITY AND INFORMATION SHARING

Safeguarding and Child Protection information is confidential and personal. Other than the agreed communication lines in school, it is for the DPCP to decide what information needs to be shared, with whom, how and when, and whether consent needs to be gained for this process. If in any doubt, the DPCP can seek advice from North Somerset Safeguarding Children Board or Children's Social Services.

If a member of staff needs to seek advice about a safeguarding situation for a child independently for the purposes of keeping a child safe (specifically with the Children's Services Safeguarding team or Children's Social Services) , it is appropriate for the detail to be discussed, although the staff member may choose to maintain the anonymity of the child whilst initial consultation takes place.

All staff should remain aware that they cannot keep " secrets" and absolute confidentiality with children , and that if children disclose abuse or give information that suggests they may be unsafe, this MUST be passed on to the DPCP as soon as possible. The child should be told who their disclosure will be shared with and what will happen next.

20. CURRICULUM AND STAYING SAFE

Schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour: what is **safe**: to recognise when they and others close to them are not safe: and how to seek advice and support when they are concerned. Working Together to Safeguard Children 2010 states that the curriculum should ensure opportunities for "developing children's understanding, awareness and resilience."

Worle Village Primary School will use the curriculum to provide opportunities for increasing self-awareness, self-esteem , social and emotional understanding , assertiveness, and decision making so that pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others. Systems have been established to support the empowerment of children to talk to a range of staff when they are in difficulty and to raise comments, complaints and feedback about their school experience. Children at Worle Village Primary School will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate. Records will be kept of reported incidents in line with guidance.

21. SUPERVISION AND SUPPORT

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DPCP. All newly qualified teachers and classroom assistants have a mentor or co-ordinator with whom they can discuss their concerns including the area of child protection, however, all concerns MUST be

REPORTED to the DPCP without delay. **The DPCP can put staff and parent's in touch with outside agencies for professional support if they so wish.**

22. SAFE WORKING PRACTICE

Staff are required to work within clear Guidelines on Safe Working Practice/ the school's Code of Conduct.

Children may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all school staff should take care not to place themselves in vulnerable positions regarding child protection or potential allegations. For example, 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 the **Whole School Behaviour Policy** , and any physical interventions must be in line with agreed policy and procedure in which appropriate training should be provided. Full advice and guidance can be found in **Guidance for Safer Working Practice for Adults who Work with Children and Young People.**

23. CHILD EXPLOITATION AND E-SAFETY

It is recognised that the use of new technologies presents particular challenges and risks to children both inside and outside of school. Worle Village Primary School will ensure a comprehensive curriculum response to enable pupils to learn about and manage the associated risks effectively and will support parents and the school community (including all members of staff) to become aware and alert to the needs of keeping children safe online. Detailed information can be found in the school's E-Safety / Acceptable Internet Use Policy which can be found in the Head teacher's office. Children and young people can be exploited and suffer bullying through their use of modern technology such as the internet, mobile phones and social networking sites. In order to minimise the risks to our children and young people we will ensure that we have in place appropriate measures such as security filtering, and an acceptable use policy incorporated into our E-safety policy. We will ensure that staff are aware of how not to compromise their position of trust in or outside of the school and are aware of the dangers associated with social networking sites.

Our E-safety policy will clearly state that mobile phone or electronic communications with a pupil at our school is not acceptable. Where it is suspected that a child is at risk from internet abuse or cyber bullying we will report our concerns to the appropriate agency.

Staff should be particularly aware of the professional risks associated with the use of electronic communications (e-mail, mobile phones, texting, social network sites) and should familiarise themselves with advice and professional expectations outlined in Guidance for Safer Working Practice for Adults who work with Children.

24. COMPLAINTS

The school has a Complaints Policy available to parents, pupils and staff who wish to report concerns. This can be found in the School office.

Anything that constitutes an allegation against a member of staff for volunteer will be dealt with under the specific **Procedures for Managing Allegations against Staff- see section 14.**

25. SAFER RECRUITMENT

Worle Village Primary School is committed to ensure that all steps are taken to recruit staff and volunteers who are safe to work with our pupils and have their welfare and protection as the highest priority. The Governing Body and Head Teacher are responsible for ensuring that the school follows safe recruitment

process outlined within Guidance, including accurate maintenance of the Single Central Record, and an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role in line with the DFE document Safeguarding Children and Safer Recruitment in Education 2006.

[https://www.education.gov.uk/publications/eOrderingDownload/Final6836-SafeGuard.Chd bkmk.pdf](https://www.education.gov.uk/publications/eOrderingDownload/Final6836-SafeGuard.Chd%20bkmk.pdf).

We ensure that all appropriate measures are applied in relation to everyone who works in the school and who is therefore likely to be perceived by the children as a safe and trust worthy adult. This includes volunteers and staff employed by contractors. Safe recruitment practice includes scrutinising applications, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job.

- An Enhanced CRB will be obtained for volunteers when their volunteering is frequent(once per week , every week) or intensive (four or more times in a30 day period)
- Existing volunteers and parents who only accompany staff and children on one off outing trips , or who help at specific one off events such as sports day, do not require a CRB check, but will **NEVER** be given unsupervised access to children
- This school is committed to keeping an up to date Single Central Record detailing a range of checks carried out on our staff
- All new appointments to our school workforce who have lived outside the UK will be subject to additional checks as appropriate
- Our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy
- Identity checks that must be carried out on all appointments to our workforce before the appointment is made, in partnership with the Local Authority(LA)

The Governing Body will ensure that at least **two** appropriate members of the school team complete accredited Safer Recruitment Training. There will always be at least **one** member of every interviewing panel who has completed Safer Recruitment training which must be refreshed at least every 5 years.

26. REFERRAL TO THE ISA

Please note- The Coalition Government has published its Vetting and Barring Scheme review, but until new legislation to implement any changes is introduced, the current safeguarding responsibilities remain.

Employers, social services and professional regulators are under a legal duty to notify the Independent Safeguarding Authority(ISA)of relevant information, so that individuals who pose a threat to vulnerable groups can be identified and barred from working with these groups:

- If your organisation dismisses or removes a member of staff/ volunteer from working with children and /or vulnerable adults (in what is legally defined as regulated activity) because they have harmed a child or vulnerable adult you have a legal duty to inform the Independent Safeguarding Authority (ISA)
- An organisation which knowingly employs someone who is barred is breaking the law
- A person barred from working with children or vulnerable adults is breaking the law if they work/volunteer or seek to work/ volunteer with these groups.

The ISA Referral Guidance document [http://www.isa.homeoffice.gov.uk/PDF/Referral Guidance and Form Final v 10-01.pdf](http://www.isa.homeoffice.gov.uk/PDF/Referral%20Guidance%20and%20Form%20Final%20v%2010-01.pdf) is also available to help us understand the referral process.

The guidance sets out

- the key elements of the referral process
- the circumstances under which the referral should be made;
- the legal responsibilities of employers, including the paid and voluntary sector and also employees;
- the main points of the law in relation to referrals.

The advice of the LADO can also be sought if there is uncertainty as to whether a referral should be made for example there are concerns about the staff members conduct outside work which may raise concerns about their suitability to work with children

27. THE USE OF SCHOOL PREMISES BY OTHER ORGANISATIONS

Where services or activities are provided separately by another body using the school premises, the Head Teacher and Governing Body will seek assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that other organisations/ bodies have ensured that relevant safeguarding checks have been made in respect of staff and volunteers. If assurance is not achieved, an application to use premises may be refused. **See School Lettings Policy for further information.**

(Where an organisation uses the schools premises they will be required to complete, Safeguarding Declaration Use for : Out of School Hours Provision with children attending / In School Hours provision with children Participating.) The Organisation MUST meet the schools Checklist of Minimum Requirements. All forms are available from the school office.

28. SECURITY

All staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. We operate within a whole school community ethos and welcome comments from pupils / parents and others about areas that may need improvement as well as what we are doing well. Appropriate checks will be undertaken in respect of visitors and volunteers coming into school, they must show ID to confirm who they are. Visitors will be expected to sign in and out via the office visitors log and to display a visitors badge whilst on school site. Any individual who is not known or identifiable should be challenged for clarification.

The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access of that individual to the school site. **Please refer to the DfE document ' A Legal Toolkit for Schools' http://media.education.gov.uk/assets/files/pdf/a/a_legal_toolkit_for_schools.pdf.**

29. SUMMARY

We need to:

- Ensure we have a designated lead person for child protection who has received the appropriate training and support for this role. **The Designated Person for Child Protection (DPCP) is Mrs S Elliott,** in her absence it is **Mr B Dale**. The DPCP has undertaken the Level 2 and 3 training. The Deputy has completed Level 2 training.
- Ensure we have a nominated Governor responsible for child protection who has received appropriate training and support for this role. Currently this role is undertaken by **Mr Tristan Cogan**.
- Maintain a high profile on protection/safeguarding training for all staff. Ensure the training is appropriate to equip them to carry out their responsibilities for child protection effectively. Refresher training will be taken at 3 yearly intervals.
- Ensure Child Protection arrangements are part of Induction Procedures for all staff and volunteers. All staff/ new staff and volunteers will receive and sign this policy. They will be shown where they can access information and with whom to discuss any concerns.

- Ensure every member of staff and volunteers (including temporary and supply staff and volunteers) and governing body knows the name of the Designated Person for Child Protection responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse, both physical and emotional, and responsibility for referring concerns to the designated person for child protection.
- Ensure 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 Children's Services Social Worker if there is an unexplained absence of a pupil who is on a Child Protection Plan.
- Develop effective links relevant agencies which will lead to effective information sharing.
- Co-operate as required with enquiries regarding child protection matters including attendance at core group meetings, cases conferences, contributing to reports and ensure cover enabling the relevant to attend when needed.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely; separate from the main pupil file, and in locked locations. Currently records are stored in the locked drawer of the head teacher's desk.
- Ensure procedures for dealing with allegations of abuse against staff members are in accordance with North Somerset LSCB guidelines and all staff are aware of them.
- Ensure safe recruitment practices are always followed and appropriate checks (Criminal Record Bureau Checks) are carried out on new staff and volunteers who will work with children on a frequent or intensive basis. Frequent is defined as once per week but every 4 weeks or more: Intensive is defined as 4 or more occasions in any 30 day period.
- Ensure all staff and volunteers feel able to raise concerns about poor or unsafe practice by operating and positively encouraging a whistle blowing policy.
- If any adult suspects that a child may be a victim of abuse, they immediately inform the designated person about their concerns. Abuse can be of a sexual, emotional or physical nature. It can be the result of neglect.
- If a child discloses any kind of abuse, the teacher / member of staff/ adult should only seek initial clarification from the child- tact and sympathy is vital.
- **Under no circumstances should any member of staff attempt to obtain further information or to investigate what the child is saying.**
- Any action that the DPCP takes when dealing with an issue of child protection will be in line with the procedures outlined in North Somerset LSCB Procedures, Guidance and Protocols.
- We regard all information relating to individual child protection issues as confidential, and we treat this accordingly. We only pass information on to appropriate persons as necessary.
- It is not realistic to suggest teachers should never touch pupils, and they, and other staff in schools, have the right to use reasonable force to control and restrain pupils in certain circumstances. Guidance about this can be found in the DfE booklet- Use of Reasonable Force- Advice for head teachers, staff and governing bodies. http://media.education.gov.uk/assets/files/pdf/use_of_reasonable_force_advice_for_headteachers_and_governors.pdf.

30. MONITORING AND REVIEW

Schools should be aware of the critical importance of promoting the emotional health and wellbeing of children and young people if they are to achieve their potential rather than focus exclusively on attainment. It is therefore essential to create a safe environment in our school for whole school staff and pupils. A culture of openness and transparency should be promoted which in turn encourages vigilance and a sense of shared responsibility for the safeguarding of pupils.

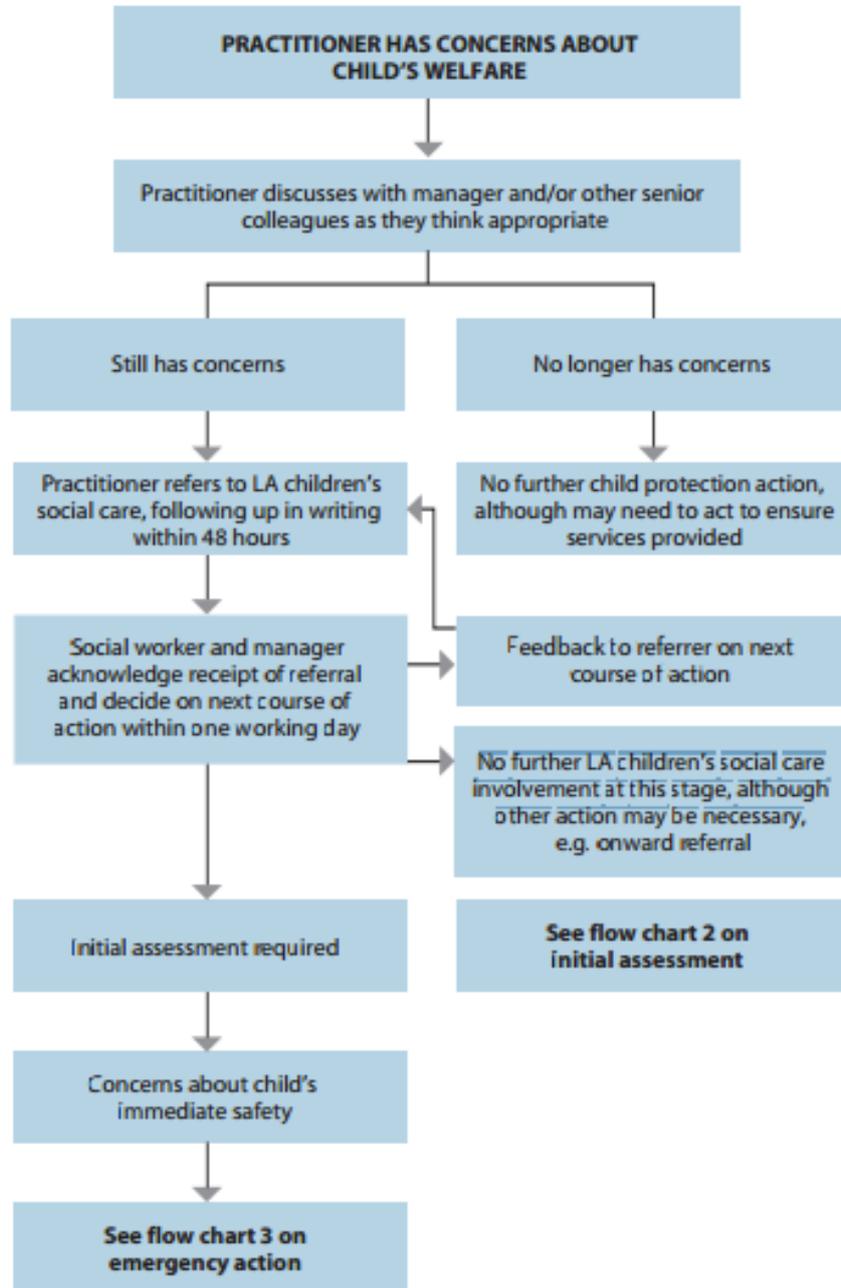
Safeguarding including child protection is to be a regular agenda item at full Governors meetings; sub-committee meetings and staff meetings, giving the Designated Person for Child Protection and Designated Governor the opportunity to update on staff/ governor training and any other relevant issues or changes.

The Child Protection Policy is reviewed annually by the Governing Body to reflect current best practice and any new guidelines issued by Government or relevant agencies.

This Policy was adopted by the Governing Body in March 2014

FLOW CHART 1

REFERRAL



Appendix B - CHILD DISCLOSURE/CONCERN RECORD

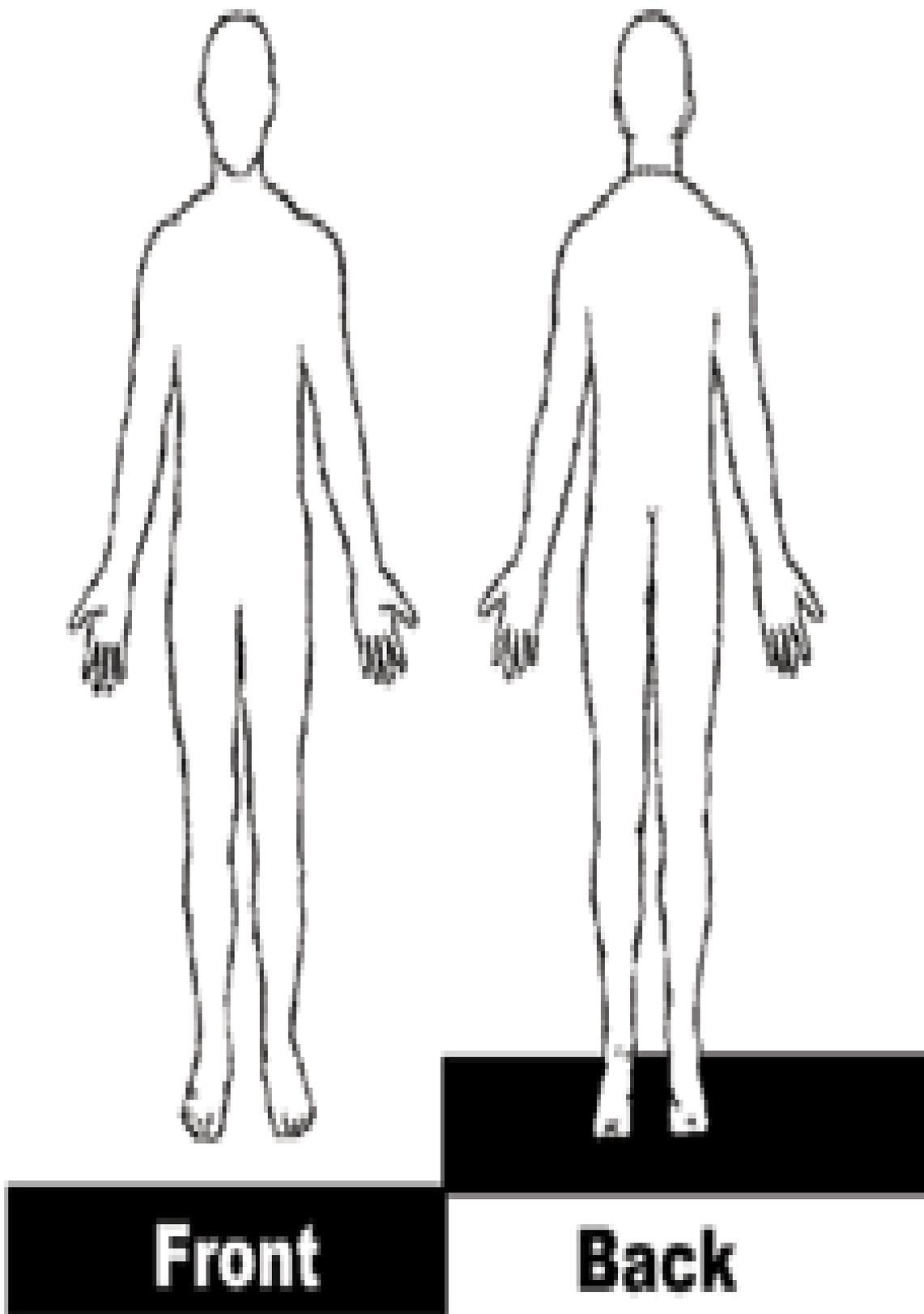
Worle Village Primary School

Child Disclosure/Concern Record (to be written ASAP after not during your conversation with the child)
 This form is for use by any adult working in the school or parent that has concerns about a child. Please record any referrals from Social services, Police incident reports of domestic abuse etc

Child's Name		Class		D.O.B		Gender	M / F	
Date		Time	Place		Name Of Person Completing This Form (Please Print)			
Nature Of Concern/Conversation/ Questions asked? (Continue on separate sheet if necessary)								
Describe the demeanor of the child, any marks you may have seen – noting size and position (refer to body map)								
Name of person you reported your concerns to and who was present during disclosure								
Action to be taken/recommendations from the Designated Person for Child Protection								
Signed:					Position:			
Date:								

Appendix C - BODY MAP

To be used (where appropriate) with Child Disclosure/Concern Record



Safeguarding Declaration

Lettings & Commissioned Extended Services Provision

Use for: Out of School Hours provision with children attending

To be completed by the organisation

Organisation Details

Name of Organisation _____

Address _____

Telephone number

Name of Organisation Leader _____

Address (if different) _____

Telephone number (if different) _____

Does the proposed use of premises involve children under the age of 18? Yes / No

If Yes, please complete the section below:

Is the organisation registered with Ofsted? Yes / No

If Yes, please provide the date of registration and the registration number.

Date_____ Registration Number_____

If No, please complete the section below.

Does the organisation currently have a Child Protection Policy? Yes /
No

If Yes, please provide a copy.

If No, a copy of the Local Safeguarding Children Board policy is available for adoption,

accessible at www.n-somerset.gov.uk This must be in place before any activity is permitted.

Names, addresses and telephone numbers of all adults regularly attending, and their CRB status

LEADER

Date the Leader was Enhanced CRB checked

Date the Leader last attended child protection training

Who was the training provider?

Other Adults

Name _____

Address _____

Telephone number _____

Has this person been Enhanced CRB checked? Yes / No

Date of Enhanced CRB check _____

Name _____

Address _____

Telephone number _____

Has this person been Enhanced CRB checked? Yes / No

Date of Enhanced CRB check _____

Name _____

Address _____

Telephone number_____

Has this person been Enhanced CRB checked? Yes / No

Date of Enhanced CRB check

Have all adults been provided with basic child protection training? Yes
/ No

If No, Training is available, without cost, on-line through Children's Workforce Development

Council (CWDC) www.cwdcouncil.org.uk/safeguarding/safer-recruitment

Declaration

I agree to keep a register of members in attendance at each session, and a central record of contact details for each member of the organisation.

I agree to ensure that all members in attendance are informed that they may only access the designated room(s)/area(s) and MUST NOT attempt to access any other areas.

I understand, where children or young people are present, that I must notify the school if there has been a change in Ofsted registration or adults regularly attending, and that failure to do so could result in a termination of the agreement.

I confirm that all the information provided by myself, or my organisation, in the form above is accurate.

Signed by organisation leader _____

Date _____

For school use only:

North Somerset Family Information Service, 01934 426 300/cis@n-somerset.gov.uk has confirmed organisation's Ofsted registration (where relevant): Yes / No

Organisation's Child Protection Policy has been provided to the school: Yes / No

Policy covers minimum requirements covered in checklist Yes / No

Policy checked by: _____

Name and signature of Headteacher or Designated Member of Staff

Name _____ Job Title _____

Signature _____

Date _____

**Lettings & Commissioned Extended Services Provision
Safeguarding Declaration**

**Use for: In School Hours provision with Children
Participating**

To be completed by the organisation

Organisation Details

Name of organisation _____

Address _____

Telephone number _____

Name of organisation leader _____

Address (if different) _____

Telephone number (if different)

Are all children accompanied by an adult? Yes / No

If No, is the organisation registered with Ofsted?

If Yes, please provide the date of registration and the registration number.

Date _____ Registration Number _____

If children are present, unaccompanied by an adult and the organisation is not registered with Ofsted, please complete the section below:

Does the organisation currently have a Child Protection Policy? Yes / No

If Yes, please provide a copy.

If No, a copy of the Local Safeguarding Children Board policy is available for adoption, accessible at www.n-somerset.gov.uk

This must be in place before any activity is permitted

Date the leader was Enhanced CRB checked _____

Date the leader last attended child protection training _____

Who was the training provider? _____

Names, addresses and telephone numbers of all adults regularly

attending, and their CRB status

Name _____

Address _____

Telephone number _____

Has this person been Enhanced CRB checked? Yes / No

Date of Enhanced CRB check _____

Name _____

Address _____

Telephone number _____

Has this person been Enhanced CRB checked? Yes / No

Date of Enhanced CRB check _____

Name _____

Address _____

Telephone number _____

Has this person been Enhanced CRB checked? Yes / No

Date of Enhanced CRB check _____

all other adults been provided with basic child protection training?

Yes / No

If No, Training is available, without cost, on-line through Children's Workforce Development Council (CWDC)

www.cwdcouncil.org.uk/safeguarding/safer-recruitment

Declaration

I agree to keep a register of members in attendance at each session, and a central record of contact details for each member of the organisation.

Signed by _____

Leader

I agree to ensure that all members in attendance are informed that they may only access the designated room(s)/area(s) and MUST NOT attempt to access any other areas.

Signed by _____

Leader

I confirm that all the information provided by myself, or my organisation, in the form above is accurate. I understand, where children or young people are present that I must notify the school if there has been a

change in Ofsted registration or adults regularly attending, and that failure to do so could result in a termination of the agreement.

Signed by organisation leader _____

Date _____

For school use only:

North Somerset Family Information Service, 01934 426 300/cis@n-somerset.gov.uk has confirmed organisation's Ofsted registration (where relevant): Yes / No

Organisation's Child Protection Policy has been provided to the school:
Yes / No

Policy covers minimum requirements covered in checklist Yes / No

Policy checked by: _____

I confirm that where there are adults present who

- have not been CRB checked and/or
- are not ISA registered

that the room(s)/area(s) being let are physically segregated, in order to safeguard pupils and staff.

Name and signature of Headteacher or Designated Member of Staff

Name _____ Job Title _____

Signature _____ Date _____

SAFEGUARDING KEY DOCUMENTS AND WEBSITE CHECKLIST – ALL SCHOOL

STAFF/REGULAR VOLUNTEERS TO SIGN

<p>Please sign to say you have been made aware of.....</p> <p>Safeguarding Children’s Board (NSSCB) and the South West Child Protection Procedures websites. These are available via the links below</p> <p>http://www.northsomersetscb.org.uk and www.swcpp.org.uk.</p>	<p>Please sign to say you have been made aware the school has adopted “Guidance for Safer Working Practice for Adults who Work with Children and Young People” This is available via the link below</p> <p>http://www.northsomersetscb.org.uk/uploads/files/139.pdf</p> <p>Please sign to say you know the location of the Child Protection Policy and the booklet “What To Do If You’re Worried a Child is Being Abused”</p> <p>The booklet is also available to all via the link below</p> <p>http://www.nsomerset.gov.uk/NR/rdonlyres/EA798D22-84B6-4C8B-9767-A2B4280EED1B/0/publication_20090818_Whattodoifyoureworriedsummary.pdf</p>		
Name	Signature	Date	

Appendix G

SAFEGUARDING KEY DOCUMENTS AND WEBSITE CHECKLIST – ALL SCHOOL

<p>Please sign to say you have been made aware of.....</p> <p>Safeguarding Children’s Board (NSSCB) and the South West Child Protection Procedures websites. These are available via the links below</p> <p>http://www.northsomersetlscb.org.uk and www.swcpp.org.uk.</p>	<p>Please sign to say you have been made aware of and adhere to the “Guidance for Safer Working Practice for Adults who Work with Children and Young People” which the school has adopted. This is available via the link below</p> <p>http://www.northsomersetlscb.org.uk/uploads/files/139.pdf</p>	<p>Please sign to say you know the location of the Child Protection Policy and the booklet “What To Do If You’re Worried a Child is Being Abused” and have read and understood what procedures to follow if you have concerns. The booklet is also available via the link below</p> <p>http://www.nsomerset.gov.uk/NR/rdonlyres/EA798D22-84B6-4C8B-9767A2B4280EED1B/0/publication_20090818_Whattodoifyoureworriedsummary.pdf</p>	<p>Hillside First School’s ‘Whistleblowing Policy. This can be found on the school’s ‘P’ public drive.</p>
HARD COPIES OF THESE DOCUMENTS CAN BE FOUND IN THE STAFF ROOM			
Name:	Signature:	Date:	
Name:	Signature:	Date:	
Name:	Signature:	Date:	
Name:	Signature:	Date:	
Name:	Signature:	Date:	

Name:	Signature:	Date:

STAFF/REGULAR VOLUNTEERS TO SIGN

Child Protection Policy

Checklist of Minimum Requirements

Name of Organisation:

Letting reference/project name:

Insert date that policy/evidence meeting the following statements was evidenced.

The policy:

Acknowledges that the organisation should be working within the **South West Child Protection Procedures (SWCPP)**

States how the organisation will seek to keep children and young people safe

Identifies how to make a referral, who to contact both daytime and out of hours

Includes a statement about the importance of maintaining confidentiality

States the process for dealing with allegations against a

member of the organisation

Details how training will be accessed and frequency of training

Includes a statement that all staff and/or volunteers regularly

attending have to have an enhanced CRB check, be registered

and that all references have to be sought, before the member of

staff/volunteer can work with children and young people

Only when all statements have been positively evidenced

within the policy can it be signed off.

Name and signature of Headteacher or Designated Member

of Staff completing checklist

Name _____ Job Title _____

Signature _____ Date _____