



**The
Blyth
School**

CHILD PROTECTION POLICY AND PROCEDURES

School Name: The Blyth School
Date Policy Formally Reviewed/Approved By Governors: 11 November 2010
Date Policy Becomes Effective: 12 November 2010
Review Date (s): November 2011
Person(s) responsible for Implementation and Monitoring: BK/GE/DH
Author: DH
Location of Policy: BK, staff intranet, staffroom, school's website
Other relevant policies e.g. PSHE Policy, Health and Safety Policy and Procedures, Allegation Management Procedure, Confidentiality Policy, Safer Recruitment Procedures, Bullying and Harassment Policy, Single Equalities Scheme, Behaviour Policy, Staff Codes of Conduct. The Blyth School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

CHILD PROTECTION AND SAFEGUARDING POLICY FOR THE BLYTH SCHOOL

INTRODUCTION

The Blyth School fully recognises the responsibility it has to have arrangements about safeguarding and promoting the welfare of children

Rationale

The Blyth School believes that pupils have a fundamental right to be protected from harm and that they cannot learn unless they feel secure. We also believe that all staff working in school have a right to personal support and guidance concerning the protection of pupils.

Aims of Child Protection Policy

Our school aims to provide an environment in which -

- children feel secure and happy
- their views and opinions are valued
- children are encouraged to talk and know they will be listened to.

There are four main elements to our policy:

PREVENTION through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos.

PROCEDURES for identifying and reporting cases, or suspected cases, of abuse.

SUPPORT TO PUPILS who may have been abused.

PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN

Our policy applies to all staff and volunteers working in the school including governors and contracted catering staff. The Blyth school recognises that School Improvement Staff can often be the first point of disclosure for a child and that concerned parents may also contact school governors.

1. PREVENTION

1.1. We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps prevention. We will therefore raise awareness of child protection issues and equip children with the skills to keep them safe.

1.2. The school will therefore:

- 1.2.1. establish and maintain an environment and positive ethos where children feel secure, supported and are encouraged to talk, are listened to, can learn, develop and feel valued;

- 1.2.2. ensure that there is support and guidance to pupils so that they have a range of appropriate adults whom they feel confident to approach if they are experiencing difficulties. These may be form tutor, head of key stage, pastoral manager or a subject teacher they feel they can talk to. It is made clear that the pastoral system is set up to support pupils.
- 1.2.3. include in the curriculum, activities and opportunities for PSHE which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help. We will ensure that our curriculum provides opportunities to children/pupils to help them to express feelings, be assertive, raise self-esteem, be safe, develop an awareness of potential risks to health and well-being, and understand that they have an entitlement to say 'no' on occasions which make them feel uncomfortable. This is carried out through a range of core curriculum lessons as well as in weekly PSHE lessons.
- 1.2.4. include, in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills
- 1.2.5. We develop partnerships/working relationships with parents/carers so that they have an understanding of the school's statutory responsibility to ensure the welfare and safety of all children/ pupils which might include referrals to Social Services in suspected child abuse cases. We will also develop positive inter-agency links with Social and Health Services to ensure effective and appropriate referrals. We work closely with staff at Social Services, the E.W.O., the School Nurse and other inter-agency support staff, with regular meetings to discuss concerns over individuals.

2. PROCEDURES

- 2.1. We will follow the procedures set out in Interagency Procedures produced by the Northumberland Safeguarding Children Board, and in ['Working Together' 2010](#)
- 2.2. The school will:
 - 2.2.1. ensure that it has a designated senior person (DSP) with responsibility for Child Protection issues with working knowledge of Northumberland Safeguarding Children Board (NSCB) procedures for reporting and handling child protection cases.
The Blyth School's main DSP is Mrs G Evans – Deputy Headteacher. There are contingency arrangements should the DSP not be available as we have two further trained DSPs Ms B Knowles – Headteacher and Mrs A Jobling – Deputy Headteacher.
 - 2.2.2. recognise the importance of the role of the DSP and arrange support and training. As such the DSP is appropriately trained and encouraged to have positive working relationships with Social and Health Services to ensure effective inter-agency approach. This is done through regular inset sessions, usually on an inter-agency basis, meeting and working with staff from Social Services, Health and Children's Services. Training will be updated every two years.

- 2.2.3. ensure every member of staff (including temporary and supply staff and volunteers, and on-site contracted catering staff) and every governor knows:
- the name of the designated person and her role
 - that they have an individual responsibility for referring child protection concerns using the proper channels and within the timescales set out in the NSCB procedures
 - that the school's Child Protection Procedures and the NSCB procedures are located on the staff intranet and in the staffroom
 - 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 and on the school's website
- 2.2.4 provide training for all staff from the point of their induction, and updated every three years at a minimum, so that they know
- their personal responsibility,
 - the NSCB procedures,
 - the need to be vigilant in identifying signs of abuse
 - how to support and to respond to a child who tells of abuse
- 2.2.5. undertake appropriate discussion with parents prior to involvement of another agency unless the circumstances preclude this.
- 2.2.6. ensure that all staff and volunteers recognise their duty and feel able to report concerns of a child protection nature (see below) or about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with the school's whistle blowing policy located on the staff intranet and in the staff room

GUIDANCE FOR STAFF - REPORTING CONCERNS

All staff will be familiar with the school's and NSCB child protection procedures. Copies are available on the staff intranet and in the staffroom.

All staff know where to access more detailed information contained in DfES publication "What to do if you are worried a child is being abused". Copies are kept by the DSP and members of the SLT.

Categories of Abuse

The following categories of abuse are recognised for the purposes of the child protection register.

- **neglect:** persistent or severe failure to provide for a child an adequate standard of physical and/or emotional care, or failure to protect a child from any kind of danger, resulting in the significant impairment of the child's health or development, including failure to thrive;

- **physical injury:** physical injury which has been inflicted or knowingly not prevented, including deliberate poisoning, suffocation and Munchausen's syndrome by proxy;
- **sexual abuse:** the involvement of dependent, developmentally immature children and adolescents in sexual activities which they do not fully comprehend, to which they are unable to give informed consent, or which violate the sexual taboos of family roles;
- **emotional abuse:** the severe adverse effect on the emotional, physical or behavioural development of a child, or on the child's health, including failure to thrive, as a result of persistent or severe emotional ill-treatment or rejection.

The designated teacher will ensure that all staff, through training and discussion, are familiar with the above categories including signs and symptoms for recognising possible abuse, and understand and can carry out the procedures for reporting concerns.

Easy to follow steps:

- report any suspicious injury or suspect dialogue no matter how small to the designated teacher
- never mention to parents what a pupil has disclosed before reporting to the designated person and social services
- never investigate further or take action beyond that agreed in the procedures established by the NCPC.

Allegations made against staff

If allegations or suspicions are made against a member of staff these must be reported immediately to the Headteacher who must consult with the Local Authority Designated Officer (LADO) for child protection and/or School Support Personnel manager and follow the procedures outlined in Appendix C17 of LMS Manual.

In the case where the headteacher is suspected, the staff member should report to the designated senior person or the deputy headteacher, or the most senior teacher present who must consult with the LADO and/or School Support Personnel manager and follow the procedures outlined in Appendix C17 of LMS Manual.

Detailed procedures for confidentiality.

Handling Information

Child Protection work necessarily involves the handling of confidential information and all staff will receive training in dealing with such information. How to deal with disclosure and subsequent confidentiality will be included in staff training. Staff who receive information about children/pupils and their families in the course of their work will share that information only within professional contexts.

Records and Reports for Child Protection

The designated senior person will maintain records relating to Child Protection issues in school. This will include working notes of discussions and concerns raised both by staff and children/pupils, as well as records of child protection conferences and other meetings.

All records are held confidentially in a secure location and shared only on a need to know basis. The designated senior person will determine what information is required by relevant staff. The name of the pupil and details will only be known by staff who work with that pupil. (Detailed guidance G44/98 "Child Protection Records and Other Material Held in School.")

Support and Guidance for Staff

The school recognises that involvement in such situations may be particularly difficult and stressful for staff, and will take steps to ensure that appropriate support and guidance is made available to all staff including the designated teacher.

3. SUPPORTING THE PUPIL AT RISK

- 3.1. 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.
- 3.2. The 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.
- 3.3. We recognise that some children actually adopt abusive behaviours and that these children must be referred on for appropriate support and intervention and will need to support them in accordance with his/her agreed child protection plan.
- 3.4. The school will endeavour to support the pupil through:
 - 3.4.1. the content of the curriculum to encourage self esteem and self motivation
 - 3.4.2. the school ethos which (i) promotes a positive, supportive and secure environment (ii) gives pupils a sense of being valued
 - 3.4.3. 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 is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred.
 - 3.4.4. liaison with other services which support the pupil such as the locality team, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Services and the Education Welfare Service.
 - 3.4.5. a commitment to develop productive and supportive relationships with parents whenever it is in a pupil's best interest to do so.
 - 3.4.6. recognition that children living in a home environment where there is domestic violence, drug or alcohol abuse are vulnerable and in need of support and protection.
 - 3.4.7. vigilantly monitoring children's welfare, keeping records and notifying the locality team **as soon as there is a recurrence of a concern.**

- 3.4.8. transferring information of a pupil subject to a Child Protection Plan to a new school immediately should that child leave the school.

4. PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN

- 4.1. The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.
- 4.2. The school will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents as advised by the County Council's and other relevant Codes of Conduct which are located on the staff intranet and staffroom.
- 4.3. The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of position of trust).
- 4.4. the school will promote responsible use of social networking sites by education staff. Please refer to the school's E-Safety Policy which can be found on the staff intranet and school website.

OTHER RELEVANT POLICIES

4.5. Physical Intervention

- 4.5.1. Our policy on physical intervention by staff is set out as appendix of the school's Behaviour Policy and is reviewed annually by the governing body. We acknowledge that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person.
- 4.5.2. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

4.6. Bullying and Harassment

Although bullying is a form of abuse, bullying behaviour is not usually reportable through Child Protection procedures in the same way as Child Abuse. Our policy on bullying and harassment is located on the staff intranet and is reviewed annually by the governing body. We acknowledge that to allow or condone bullying may lead to consideration under child protection procedures.

4.7. Racist Incidents

Our policy on racist incidents is set out in the school's Single Equalities Scheme and is reviewed annually by the governing body. We acknowledge that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

4.8. Health & Safety

Our Health & Safety policy, set out in a separate document, is reviewed annually by the governing body. It reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

4.9. Children with Statements of Special Educational Needs

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 are particularly sensitive to signs of abuse.

4.10. Confidentiality and Information Sharing

- 4.10.1. Staff will ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubts about confidentiality, staff will seek advice from a senior manager or outside agency as required.
- 4.10.2. The Headteacher or designated person will disclose any information about a pupil to other members of staff on a need to know basis only.
- 4.10.3. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 4.10.4. All staff must be aware that they cannot promise a child to keep secrets.

5. GOVERNING BODY CHILD PROTECTION RESPONSIBILITIES

5.1. The governing body fully recognises its responsibilities with regard to child protection and to safeguarding and promoting the welfare of children.

5.2. It will:

- 5.2.1. designate a governor for child protection who will oversee the schools child protection policy and practice and champion child protection issues
- 5.2.2. ensure an annual report is made to the governing body, and copied to Children's Services, on child protection matters to include changes affecting CP policy and procedures, child protection training received, the number of incidents/cases (no names) and child protection in the curriculum
- 5.2.3. ensure that this policy is annually updated and reviewed

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- 5.3. If the governing body provides extended school facilities or before or after school activities directly under the supervision or management of school staff, the school's arrangements for child protection as written in this policy shall apply.
- 5.4. Where services or activities are provided separately by another body the governing body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

Our designated member of staff with responsibility for Child Protection issues is:

Mrs G Evans - Deputy Headteacher

Last trained: 16 March 2010

Deputising arrangements if absent or unavailable:

Ms B Knowles - Headteacher

January 2010

Mrs A Jobling - Deputy Headteacher

January 2010

Our designated governor with responsibility for Child Protection issues is:

Lesley Rickerby

Safer Recruitment and Selection on-line training

One member of the selection panel for staff appointments must have completed either the on-line or face-to-face safer recruitment training:

Ms B Knowles	Headteacher	December 2009
Mrs A Jobling	Deputy Headteacher	December 2009
Ms D Houghton	HR & Operations Manager	December 2008
Mrs A Hewitson	Chair of Governors	March 2009
Mr D Knott	Governor	March 2009
Mr B Houghton	Governor	March 2009
Mr R Richmond	Governor	March 2009
Mr C Hunter	Governor	March 2009

This policy was ratified on 11 November 2010 and will be reviewed Autumn Term 2011

Bridget Knowles

Headteacher

Appendix A

Contacts

APPENDIX 1

Advice Area	School Contact(s)
Discussion about a CP or child welfare referral	Local District Child Care team
Advice on the operation of CP/Safeguarding Procedures , how to refer and where	Russell Pilling /Independent Reviewing Officers 01670 714411
Lead roles in relation to responding to allegations against staff (including those not employed by school)	Andrea Carmichael (as LADO for all allegations) 01670 533503 Suzanne Hendey (01670 533640) or Ian Harbottle (533134) re school staff Hugh Cadwallader (533621) for centrally employed education staff Sarah Kirk (533708) or Rudi Imhoof (534007) for Facilities Management Staff, e.g. Catering, caretakers, crossing patrol etc
CP Allegations relating to school transport	Andrea Carmichael /School transport Team (533670)
Model CP Policy for schools	Janet Ingham (533691) Linda Gaines (533612)
Policy on Use of restraint in Schools	Bill Humphrey (01670 533513)
Recruitment and Selection/Vetting and Barring	Suzanne Hendey/Ian Harbottle/Hugh Cadwallader
Co-ordination of Training Requirements for Designated staff (CP)	Eleanor Phillips (01670 534410)
MAPPA – Risk Management re individuals who may pose a risk to children	Mark Douglas (01670 533363) /MAPPA Unit, Northumbria Police
Monitoring/Quality Assurance re operation	Tony Mays and/or School Improvement

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of schools safeguarding arrangements	Partners (01670 533507)
Safeguarding Traveller Children	Jane Walker (01670 533575)
Children Missing from Education	Bill Humphrey (01670 533513)