



# **Safeguarding and Child Protection Policy**

# Child Protection Policy

## Child Protection Policy for The John Frost School

This Policy follows the Newport Education safeguarding policy and procedures.

### Introduction

1.1 The school fully recognises the contribution it makes to child protection.

There are three main elements to our policy:-

1. Prevention through the teaching and pastoral support offered to students;
2. Procedures for identifying and reporting cases, or suspected cases of abuse. Because of our day to day contact with children, school staff are well placed to observe the outward signs of abuse; and
3. Support for those students who may have been abused.

1.2 This policy applies to all staff and volunteers working in the school and its governors. It is recognised by this school that all staff that come in to contact with children can often be the first point of disclosure for a child. This first point of contact is an important part of the child protection process, and it is essential that all staff are aware of and implement the school's procedures as noted in this policy.

1.3 This policy may be read in conjunction with the following school policies:

- ▶ Whistle Blowing
- ▶ Disciplinary
- ▶ Complaints
- ▶ Anti-Bullying
- ▶ Behaviour for Learning

It should also be read in conjunction with the following:

- ▶ Social Services and Wellbeing Act 2014
- ▶ United Nations Convention on the Rights of the Child which states:

*'The Convention defines a child as a person below the age of 18, unless the laws of a particular country set the legal age for adulthood younger. The Convention applies to all children, whatever their race, religion or abilities. No child should be treated unfairly on any basis'.*

and - United Nations Convention on the Rights of persons with Disabilities which states:

*'The purpose of the present Convention is to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity. Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others'.*

## Prevention

- 2.1 This school recognises that high self esteem, confidence, supportive friends and good lines of communication with a trusted adult helps to safeguard children at our school. The school will, therefore:-
- a) Establish and maintain an ethos where children feel secure and encouraged to talk and share their concerns and will be listened to;
  - b) Ensure that children know that all adults in this school can be approached if they are worried or concerned about matters that concern them or their siblings or friends;
  - c) Include in the curriculum, activities and opportunities for PSE which equip children with the skills they need to stay safe from abuse and to know that they can turn to staff for help;
  - d) Include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life;
  - e) Particularly with regard to childcare and parenting skills.

## Procedures

- 3.1 At this school, we will follow the All Wales Child Protection Procedures (April 2008) and other guidance and protocols that have been endorsed and agreed by the Gwent Safeguarding Board.
- 3.2 The school will:-
- a) Ensure it has a named designated senior member of staff who has undertaken the appropriate training in line with agreed national and local requirements. This school will also nominate a named deputy who will be the central contact in times when the designated person is absent. In the unlikely event that both are absent or unavailable, the most senior person will act as a contact point for other staff;
  - b) Recognise the role of designated person and arrange support and training. The school will look to the Education Safeguarding Officer for guidance and support in all child protection matters in assisting the school's designated person;
  - c) Ensure that all members of staff, including permanent, part time and adult volunteers, along with every governor, knows:-
    - i) The name and contact details of both the designate and deputy person responsible for child protection;
    - ii) That it is the named designated person and/or their deputy who have the responsibility for making child protection referrals by completing the agreed multi-agency form. That the designated person and deputy will seek advice from the CPO and or Social Services Duty and Assessment Team if necessary when a referral is being considered; **IF IN DOUBT, A REFERRAL MUST BE SENT.**
  - d) Ensure that all members of staff are aware of the need to be alert to signs of abuse and know how to respond to a student who may disclose abuse. That all members of staff will be offered and expected to attend appropriate training and updates as arranged by the school;
  - e) Ensure that parents have a clear understanding of the responsibility placed on the school and its staff for child protection by setting out their obligations in school prospectus and other forms of communication. In particular there is a clear

obligation that 'the welfare of the child is paramount' and in some circumstances this may mean that the parents are not initially informed of a referral made by the school. This circumstance is in line with 'All Wales Child Protection Procedures' guidance.

- f) Provide training for all staff so that they know:-
- i) Their personal responsibility;
  - ii) To be cognisant of agreed local procedures (NSCB);
  - iii) The need to be vigilant in identifying suspected cases of abuse; and
  - iv) How to support a child who discloses abuse, particularly the dos and don'ts.
- g) Notify designated social worker if:-
- i) A student on the Child Protection Register is excluded either for a fixed term or permanently; and
  - ii) If there is an unexplained absence of a student on the Child Protection Register of more than two days duration from school (or one day following a weekend).
- h) Work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding Child Protection matters, including attendance at initial and review Child Protection conferences and core groups; and support these with the submission of written reports;
- i) Keep written records of concerns about children (noting date, event and action taken), even where there is no need to refer the matter to agencies responsible for formal investigation;
- j) Ensure that all records and files are kept secure and in locked locations. The designated person is responsible for the security, compilation and storage of all records and should be able to access and produce them in times of need. It is the responsibility of the designated person to ensure that any transfer of records is conducted via the Authority's agreed protocol and procedures for the 'Transfer of Sensitive Information';
- k) Adhere to the procedures set out in the Welsh Assembly Government guidance circular 45/2004 Staff Disciplinary Procedures in Schools;
- l) Ensure that all recruitment and selection procedures follow all national and local guidance. The school will seek advice and guidance from the Authority's Human Resources Department on recruitment and selection;
- m) Seek to designate a governor for safeguarding who will champion and oversee the school's Child Protection Policy and practice. This governor will feedback to the Governing Body on Child Protection matters as and when required but will be required to write an annual report to the Body on the school's Child Protection activities.

## **Supporting the Student at Risk**

- 4.1 At this school we recognise that children who are at risk, suffer abuse or witness violence are often affected by these in adverse ways, some may be deeply troubled by these events.
- 4.2 This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school and due to these adverse factors, their

behaviour may be challenging and defiant or they may be withdrawn. At this school we will endeavour to be patient and supportive to the children at risk.

4.3 The school will endeavour to support the student through:-

- a) The content of the curriculum to encourage self esteem and self motivation (see section 2 of this policy on Prevention);
- b) The school ethos which:-
  - i) Promotes a positive, supportive and secure environment; and
  - ii) Gives students a sense of being valued (see section 2 on Prevention).
- c) The school's Behaviour Policy is aimed at supporting vulnerable students in the school. All staff will follow a consistent approach which focuses on the behaviour of the offence committed by the child but does not damage the student's sense of self-worth. The school will express and explain to all students that some behaviour is unacceptable (shared with parents via school brochures and other points of communication) but each individual is valued and is not to be blamed for any abuse which has occurred. Staff should read the school's Behaviour Policy in conjunction with this and other named policies noted in this policy.
- d) Liaison with other agencies who support the student such as Social Services, Child and Adolescent Mental Health Services, the Educational Psychology Service, Education Welfare Service and others; and
- e) Keeping records and notifying Social Services if there is a recurrence of a concern with the individual.

4.4 When a student on the Child Protection Register leaves, we will transfer the sensitive information to the new school immediately (using the agreed policy and procedures for the 'Transfer of Sensitive Information' and the designated person will be central to this process) and if not already done, to inform Social Services of the move.

## **Behaviour**

4.5 This school has a Behaviour Policy which clearly states our values and expectations. This is a separate policy which is reviewed on a regular basis by the Governing Body and can be located in the Staff Shared area in the Policies and Procedures folder.

## **Bullying**

4.6 The school has an Anti-bullying Policy which clearly sets out the school's values and expectations. Every member of the school community has the right to feel safe and happy. This document can be located in the Staff Shared area in the Policies and Procedures folder.

## Physical Intervention

4.7 The school's policy on Physical Intervention has been set out in a separate document. The policy should be read in conjunction with the LEA's "Policy and Guidance Framework – The Use of Reasonable Force to Control or Restrain Students" (draft January 2001) which was produced following the publication of the W.O. Circular 37/38 Section 550A of The Education Act 1996. Both children and staff have rights. This document attempts to ensure that staff have a safe, carefully managed and monitored environment, and those children's needs, safety and rights are respected and nurtured. This document can be located in the Staff Shared area in the Policies and Procedures folder.

## On-line safety

4.8 The school recognises the importance of safeguarding children against abuse via any electronic source e.g. internet, social networking sites etc. Staff have access to the following document produced by Becta "Safeguarding Children Online – Guidance for School Leavers" January 2008. This document is located in the Staff Shared area in the Policies and Procedures folder.

## Children with Statements of Additional Learning (ALN)

4.9 The school recognises that statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems need to be particularly sensitive to signs of abuse. The school's policy on ALN has been set out in a separate document. This document can be located in the Staff Shared area in the Policies and Procedures folder.

## Children who enter the Looked-After system

4.10 The school recognises that children who enter the Children Looked After (CLA) system are often the most vulnerable and needy. The school keeps a record of all students who are CLA. The school liaises with external agencies regularly to review students who are looked after. The school supports all CLA students and ensures they receive the care and guidance needed particular to the individual.

## 5.0 Radicalisation

The school is aware of its responsibilities (under Section 26 of the Counter Terrorism and Security Act 2015 and the *Prevent* Duty Guidance) to safeguard students at risk of radicalisation. The school does this by:

- Providing a safe environment for students to talk about issues that may concern them, including sensitive topics such as terrorism and extremist ideology.
- Identifying and risk assessing individuals who may be drawn into terrorism, violent or non-violent extremism.
- Knowing how to complete a Channel referral and how to seek support for the child/young person
- Ensuring all staff receive appropriate training and have the knowledge and confidence to identify students at risk of being drawn into terrorism and extremism and challenge extremist ideas.

- Ensuring children are safe from terrorist and extremist material when accessing the internet in school, including having in place appropriate levels of filtering.

## **Mandatory reporting of FGM**

The school is aware of its duty to report known cases of FGM to the police (*section 74 of the Serious Crime Act 2015*). Where staff *suspect* FGM may have been carried out or think a girl *may be at risk* then the school will follow existing safeguarding procedures in these cases.

### **Key Guidance for Staff**

#### **A) What to do if a child tells you they have been abused by a member of staff or any adult working with children.**

**If an allegation of abuse is made against a member of staff or any adult working with children this must be reported to the Head Teacher without delay.** If the concern is about the Head Teacher this must be reported to the Chair of Governors. If in doubt you can contact the Council's Education Safeguarding Officer for guidance and advice or the Social Services Duty and Assessment Team (see contact details below).

#### **B) What to do if a child tells you they have been abused by someone other than a member of staff:**

A child may confide in any member of staff and may not always go to a member of the teaching staff. Staff to whom an allegation is made should remember:

- Yours is a listening role, do not interrupt the child when they are freely recalling events. Limit any questions to clarifying your understanding of what the child is saying. Any questions should be framed in an open manner so not to lead the child;
- You must report verbally to the school's **Designated Senior Person for child protection immediately** (or in their absence, their Deputy), to inform them of what has been disclosed. In the unlikelyhood of both being absent seek out the most senior person in the school;
- Make a note of the discussion, as soon as is reasonably practical (but within 24 hours) to pass on to the school's DSP. The note which should be clear in its use of terminology should record the time, date, place, and people who were present and should record the child's answers/responses in exactly the way they were said as far as possible. This note will in most cases be the only written record of what has been disclosed, and as it is the initial contact, an important one in the child protection process. Remember, your note of the discussion may be used in any subsequent formal investigation and or court proceedings. It is advised that you retain a copy in a safe place;
- Do not give undertakings of absolute confidentiality. (see note following this section for more details) You will need to express this in age related ways to the child as soon as appropriately possible during the disclosure. This may result in the child 'clamming up' and not completing the disclosure, but you will still be required to share the fact that they have shared a concern with you to the DSP. Often what is initially shared is the tip of an iceberg;
- That a child may be waiting for a case to go to criminal court, may have to give evidence or may be awaiting care proceedings.
- Your responsibility in terms of referring concerns ends at this point, but you may have a future role in terms of supporting or monitoring the child, contributing to an assessment or implementing child protection plans. You can ask the DSP for an update but they are

restricted by procedures and confidentiality and may be limited in their response. The level of feedback will be on a need to know, but whatever is shared is strictly confidential and not for sharing with others.

### **C) What to do if you have safeguarding concerns about a child but there is no direct disclosure of abuse.**

All safeguarding concerns must be passed on to the DSP for safeguarding who can advise on any action/support needed. Actions may include:

- talking to the child about your concerns (all questions should be open questions) and offering support
- talking to parents/carers about your concerns
- offering school-based support/independent counselling
- seeking consent for a referral to early intervention services (Families First)
- making a multi-agency referral to social services.

Your responsibility in terms of referring concerns ends at this point, but you may have a future role in terms of supporting or monitoring the child, contributing to an assessment or implementing Child Protection plans. You can ask the designated person for an update but they are restricted by procedures and confidentiality and may be limited in their response. The level of feedback will be on a need to know basis, but whatever is shared is strictly confidential and not for general consumption with others.

## **6.0 Operation Encompass**

Operation Encompass is a police and education early information sharing partnership, enabling schools to offer immediate support for children and young people experiencing domestic abuse. Information is shared by the police with the school's safeguarding lead prior to the start of the next school day after officers have attended a domestic abuse incident. This enables appropriate support to be put in place, dependent upon the needs and wishes of the child.

Children experiencing domestic abuse are negatively impacted by this exposure; domestic abuse has been identified as an Adverse Childhood Experience and can lead to emotional, physical and psychological harm. Operation Encompass aims to mitigate this harm by enabling immediate support for the child.

## **Confidentiality**

- 7.0 The school and staff are fully aware of confidentiality issues if a child divulges that they are or have been abused. A child may only feel confident to confide in a member of staff if they feel that the information will not be divulged to anyone else. However, education staff (that is all staff at this school) have a professional responsibility to share relevant information about the protection of children with the designated statutory agencies when a child is experiencing child welfare concerns.

It is important that each member of staff deals with this sensitively and explains to the child that they must inform the appropriate people who can help the child, but they will only tell those who need to know in order to be able to help. Staff should reassure the child and tell them that their situation will not be common knowledge within the school i.e. not discussed with other staff. Staff need to be aware that it may well have taken



significant courage on the part of the child to disclose the information and they may also be experiencing conflicting emotions involving feelings of guilt, embarrassment, disloyalty (if the abuser is someone close) and hurt.

## **Training**

The school will be cognisant of national and local training requirements and guidance, which will include Newport Safeguarding Children Board's (NSCB) guidance, advice and training opportunities.

- 7.1 The school will ensure that the Designated Person for Child Protection (DSP) will have received initial training when starting their role and continued professional updates as required. Specific updates as suggested by national and local requirements will be central to the DSP's development. The designated deputy will be initially supported by the designated person and consideration for joint opportunities for training with the designated person will be considered.
- 7.2 All staff will be regularly updated during the year as appropriate from the designated person, but will receive specific awareness raising training within a 2-3 year period.
- 7.3 It will be a recommendation that the Governing Body will also receive awareness raising training and the nominated governor will be offered opportunities for more specific training.

**The designated person** for Child Protection at this school is:- **MRS M POULTON**

**The deputy designated person** for Child Protection at this school is:- **MR J REES**

**The nominated governor** for Child Protection at this school is:- **MR GARETH JENKINS**

**The Authority's Education Safeguarding Officer is- Nicola Davies** and she can be contacted on:- **01633 656656**

**Social Services** can be contacted on:- Phone: **01633 656656**

**This policy was updated on 20 January 2020 by Michayla Poulton.**

**This policy was presented and accepted by the Governing Body on 5 March 2020.**

**Staff were last made aware of this policy and/or updates on 13 March 2020.**

**This policy will be reviewed in February 2021.**