



## Savile Park Primary School

### Child Protection Policy 2016

This policy should be read alongside the following Savile Park Primary School policies:-

- Anti-bullying
- Managing Allegations Against Staff
- Acceptable Use Policy
- Health and Safety
- Medical needs and intimate care
- Code of Conduct

#### 1. POLICY STATEMENT – What we want to achieve.

The health, safety and well-being of all our children are of paramount importance to all the adults who work in Savile Park Primary School. Our children have the right to protection, regardless of age, gender, race, culture or disability. We will ensure that all appropriate action is taken to ensure that the safety and well-being of all children who attend Savile Park Primary School is promoted and safeguarded.

- 1.1 The children of Savile Park Primary School will be respected and we will encourage all children to do their best. We will provide opportunities that enable our children to take and make decisions for themselves.
- 1.2 We will teach personal, social and health education and citizenship, as part of the National Curriculum in order to help to develop appropriate attitudes in our children and to make them aware of the impact of their decisions on others. We will also teach them how to recognise different risks in different situations and how to behave in response to them
- 1.3 Within Savile Park Primary School every child matters and we will strive to promote at all times their:-  
 Safety  
 Health  
 Opportunity to make positive contributions to the school and community  
 Opportunity to enjoy and achieve.

#### 2.0 AIM

This policy and procedures aims to ensure the following:-

- 2.1 To ensure that all staff operate within the Calderdale Local Safeguarding Children Board (LSCB) procedures.
- 2.2 To ensure we fulfil our pastoral and statutory duties as set out in the Children Act 1989 and 2004, Working Together to Safeguard Children Guidance (2010), Education Act 2002 and Safeguarding Children, Keeping Children Safe in Education (2016) and Safer Recruitment (2006).
- 2.3 To ensure that a safe environment is created through the robust recruitment of staff and volunteers.

- 2.4 To ensure that all staff are clear about their role and responsibilities in safeguarding children whose welfare may be compromised or who may be at risk of harm.
- 2.5 To make clear the procedure for dealing with child protection concerns.
- 2.6 To ensure that there is effective and appropriate communication between all staff in relation to Child Protection matters.
- 2.7 To ensure that all staff have the skills and knowledge to enable them to effectively support children who are at risk of significant harm by working in partnership with children, their families and other agencies.
- 2.8 To work in partnership with parents and carers, offering support, information and advice about their child's learning and development and being clear about what they can expect from the school and what is expected from them.

### **3.0 PROCEDURES:**

3.1 The school has a Designated Safeguarding Lead (DSL). This is currently the Head Teacher – Jane Boylan. This person is responsible for the management and co-ordination of the school's response to all matters related to Child Protection. The school has a deputy senior designated safeguarding lead should the DSL be off the premises. At Savile Park Primary this is currently Carolyn Cole.

3.2 The Designated Safeguarding Lead is responsible for the management and co-ordination of the school's response to all matters relating to child welfare and child protection. It is the role of the DSL to:

- Implement and follow statutory guidance as set out in **Safeguarding Children and Safer Recruitment in Education (2006) and Working Together to Safeguard Children (2010) and 'Keeping Children Safe in Education' 2016**
- Ensure all action taken to safeguard children at risk of abuse or neglect is in accordance with Calderdale Safeguarding Children Board procedures which can be accessed at [www.calderdale-scb.org.uk](http://www.calderdale-scb.org.uk)
- Recognise how to identify signs of neglect and abuse and to provide support and advice to staff on matters relating to the welfare of children including referring cases to Children's Social Care
- Manage and implement child protection procedures within the school including
  - Maintaining confidential child protection files
  - Monitoring child welfare concerns
  - Where children are subject of child protection plan the Designated Senior Person will be involved in the preparation of the Plan and ensure that the school's role and responsibilities in contributing to the actions to safeguard the child, and promote their welfare, are clearly identified and carried out
- Work in partnership with parents/carers to address concerns, working in an open and transparent manner
- Ensure all staff have access to and understand this policy and how to implement safeguarding procedures within Savile Park Primary School
- Ensure all staff access safeguarding training commensurate with their roles and responsibilities through delivering or facilitating whole school training (all staff including support and ancillary staff)

3.3 Any concerns about the safety or wellbeing of a child should be notified to the DSLs immediately.

3.4 The DSL will check the school records and obtain information from other staff as appropriate.

3.5 The DSL may request a Child Protection Register check as part of the process of gathering information and making a decision as to the level of concerns about a child. The telephone number is Halifax (01422) 393336 – Ask to speak to Child Protection – Register Custodian.

3.6 The DSL will consider the following options and make a decision as to the most appropriate action based on the information they have. The DSL will use the Calderdale Continuum of Need and Response.

(i) Child Protection Referral (High Concerns - Level 5/4)

Refer the matter to social services, as a child protection matter, without informing the parent or seeking the consent to the referral. (eg if child is placed at considerable risk, there is a justifiable fear of violence, there is need for immediate action)

- The written referral form (Appendix 1) should be completed and sent (by fax if urgent) to the Initial Response team.
- A copy of the referral should be kept on the child's file.
- In an emergency the referral can be made by telephoning the duty Social Worker – Initial Response Team, however the referral MUST be followed up in writing within 24 hours.

(ii) Child Protection Referral (High concerns – Level 5/4)

Refer the matter to Social Services (Appendix 1) but advise the parents of the concerns and reason for referral.

- The parents should be contacted and the concerns discussed with them and the decision to refer to Social Services shared with them.
- Difficulty in contacting a parent should not delay the referral being forwarded to SS. The following information can be added: - “Attempts to discuss the referral with the parents have been unsuccessful”.
- The DTCP should consider writing to the parent/carer to advise them of the decision to refer to Social Services and that efforts were made to contact them to discuss the matter first. It will be appropriate to include a copy of this letter in the referral to Care Services

(iii) Child Wellbeing Concerns (Medium – Level 3)

Not all situations will require a referral to Children's Social Care for statutory intervention but may require staff to monitor the child within the school and a referral to specialist services e.g. Education Welfare Service, Behaviour Support Services, Educational Psychologist Service, Domestic Violence Support Services, CAMHS. Any referrals will be discussed with and consent sought from parents/carers.

Consideration may also be given to completing a Common Assessment Framework (CAF) which is designed to help schools to work in partnership with parents/carers to:

- Identify problems early on
- Establish quickly which other practitioners are working with a child and their family
- Engage other, appropriate, services earlier thereby addressing issues or problems early.

The Early Intervention Team – can also be accessed for challenging cases which are not at tier 4/5. Tel no: 01422 392510

(iv) Child Wellbeing Concerns (Low)

Monitor the child's wellbeing within school over an agreed period of time e.g. 1 week; ½ a term. It would be at the Head Teachers discretion as to whether a parent should be notified that a child was being monitored in this manner.

The DSL will be responsible for ensuring that other staffs, where appropriate, are aware of concerns and any need to monitor a child. The DSL will also record which staff have been advised of the need to monitor the child's general wellbeing.

Any concerns raised by any member of staff or volunteer should be carefully recorded. This should include the nature of the concern, date discussed, action agreed. ALL staff should report concerns using the CPOMS system of recording.

Paper based information should be stored in a secure, lockable filing cabinet, accessible by the DSL and deputy DSLs.

**NOTE:** The DSL may seek advice as to the most appropriate course of action by contacting either of the following for advice:

- (i) Team Manager, Initial Response Tel 01422 393336
- (ii) Head of Commissioning and Partnership Services Calderdale MBC Northgate House Tel; 01422 392527

#### **4.0 The Role and Responsibility of All Staff Within School**

All Staff must:

4.1 Have access to **What To Do If You're Worried A Child Is Being Abused** (summary guidance issued 2006) and as part of their induction, policy and procedures who the Designated Safeguarding Lead is and what action to take if they have concerns about the wellbeing or welfare of a child.

4.2 Access the following chapters in *Working Together to Safeguard Children* (2010)

Chapter one	<b>Introduction</b>
Chapter Two	<b>Roles and Responsibilities</b>
Chapter Five	<b>Management of Individual Cases</b>
Chapter 11	<b>Safeguarding Children Who May Be Particularly Vulnerable</b>

Copies of these chapters are available in the Staff Handbook and Staff room. And also read 'Keeping Children Safe in Education' 2016.

4.3 Ensure that interactions with children are child centred, appropriate and professional.

4.4 Listen, believe, and take seriously, what the children are saying to you.

4.5 Be honest and clear about confidentiality boundaries. Children need to know that staff may not always be able to uphold confidentiality where there are child welfare concerns and will need to share them with the Designated Safeguarding Lead or the Head.

4.6 Allow children time and space to talk to you, avoid interrogating, investigating or examining children in your care.

4.7 If you see a child with an injury, always ask them how they sustained the injury

4.8 Recording is essential to ensure that we safeguard the welfare of children in our care. If you have any concerns or suspicions it is important that you:

- Date and wherever possible record the time on all records. This includes the date and time that you obtained the information, and the date and time of writing the record (there is often a delay in between the two events).
- Include the nature of your concerns; what gave rise to them, where, when and how.
- If a disclosure is made you must thoroughly record the context and content of your involvement. All recording must be factual. Distinguish between fact and opinion.

4.9 Discuss your concerns with the Designated Safeguarding Lead.

### **The Role of Care Services**

#### **5.0 CHILD PROTECTION CONFERENCES:**

The decision to convene a child protection conference is made by Care Services, either following a Child Protection Investigation or as a result of an accumulation of concerns over time.

Once the decision has been reached to convene a CPCC Care Services have a maximum of 15 days to hold the meeting.

The DSL will attend all initial CPCC's on children who attend Savile Park Primary School. A written report (Appendix 4) must be provided for each CPCC. The following information should be included in the report:-

- Attendance History.
- Any concerns about the child from the school files – including dates and times of such concerns.
- Any action and outcome of concerns within school.
- Information about Parent/School communication and relationship, including the parents' response to any specific concerns identified.
- The child's presentation and demeanour.
- The child's academic progress. Comments/observations made by other staff who have significant contact with the child (e.g. support staff, class teacher).
- Any other information known about the family.
- Any strengths or positive attributes that the child and his/her parents have.
- Any other relevant information.

**Where possible the report should be shown and discussed with the parent/carer prior to the CPCC. It will be shared with them at the conference and it is helpful for them to have had the opportunity to read and discuss it prior to the conference**

A copy of the report to CPCC should be retained on the child's school file.

When received, a copy of the minutes and agreed protection plan (if registered) will be kept on the school CP file.

### **6.0 What to do if there is information which you do not feel should be shared with the parents at the CPCC.**

The DSL must contact the chairperson of the CPCC prior to the meeting. They will discuss the appropriateness of keeping any information confidential and if necessary, the Chairperson will make arrangements to manage this e.g. by excluding the parents/carers from part of the CPCC. This decision rests with the chairperson of the CPCC.

### **7.0 CORE GROUPS:**

All children whose names are placed on the Calderdale ACPC Child Protection Register will have a 'Core Group' of professionals who are responsible for safeguarding their wellbeing and implementing the Child Protection Plan.

The Core Group will meet every (6) weeks and it is the responsibility of the Key Worker (within Care Services) to convene and co-ordinate these meetings.

Where a representative from school is a member of the Core Group they should ensure that all reasonable efforts are made to attend meetings. In the event of their being unable to do so a short (preferably written) report should be provided to the Key Worker.

### **8.0 REVIEW CONFERENCE:**

A Review Conference is a meeting which is held to review the child protection plan and to decide whether or not a child's name should remain on the Calderdale CPR. The DSL should attend such meetings for any child who attends at Savile Park Primary School.

A written report will be needed – see Appendix 5

### **9.0 RECRUITMENT OF STAFF**

We require all adults in school, both staff and volunteers to be vetted in line with the dfes guidance DfES/1568/2005, which was produced in response to the Bichard Enquiry.

The following procedures apply to all staff, regardless of their job description, employed within Savile Park Primary School and is regardless of status e.g. Permanent, Temporary, Casual, Sessional etc.

All applicants must complete a Standard Application Form (see Appendix 6)

The Head Teacher will scrutinise the application form in order to:

- Assess the candidates suitability for the post
- Identify any gaps in the career history
- Look for any unusual employment breaks, changes, patterns.
- Identify any issues requiring clarification at interview.

It is the Head Teacher's responsibility to ensure that any issues arising from the application form are clarified at/before interview.

All applicants will be interviewed and assessed as to their suitability for the post.

The successful applicants' identities will be verified by:

Checking documentation EG: Passport, utility bill, driving licence and NI number

**and**

Speaking to Referees – The discussion should confirm the context in which the referee and applicant know each other, and clarify critical information such as reason for leaving a post and confirm whether there is anything further to add to the reference, particularly with regard to the applicants suitability for the post.

Two references will be sought (see proforma) on all successful applicants. One reference will be from the current or most recent employer. Proforma letter and form at appendix 7 should be used.

All successful candidates must be subject to a CRB check prior to their appointment. The CRB request must be for an enhanced disclosure and marked to indicate that the applicant will be working with children. The CRB will then check List 99 and the POCA List and identify any relevant information on the disclosure (or accompanying letter).

The proforma at Appendix 2 provides a template for safe recruitment procedures.

Completion of this will be held to ensure that all the relevant checks have been completed.

## **10 Recruitment of Volunteers**

Although there will not be a formal recruitment process, the Head Teacher will be responsible for ensuring that all volunteers are suitable for that role. This will be achieved by:

All volunteers must complete a Personal Details and Declaration form – see Appendix 8, instead of a Standard Application Form

Informal discussion with the volunteer to assess their suitability

Verification of identity and references as for staff at 9.0

Completion of Disclosure and Barring Service check.

Once these checks have been completed satisfactorily the Head Teacher will complete part three of the Volunteers Application.

**NOTE:** The Head Teacher has the discretion to allow volunteers to work within school once the Application form is completed and the DBS check and References applied for. This discretion should only be used when the volunteer is already known to the school and when verbal references have been satisfactorily completed.

### **11. “One off” Helpers**

The only exception to the procedures outlined at 10 are when the volunteer’s role is ‘one-off’ assistance and does not require them to be left alone with children. This is at the discretion of the Head Teacher.

**DfES/1568/2005 states:** “In other circumstances e.g. where a volunteer’s role will be a “one off” – accompanying teachers and pupils on a day outing, helping at a concert or a school fete, those kinds of measures would be unnecessary provided that the person is not to be left alone and unsupervised in charge of children”

In such circumstances, Helpers will be asked to complete Part 1 of the Application and Declaration for volunteers.

### **12. Managing Allegations against Staff, Governors and Volunteers**

Savile Park Primary School will implement statutory guidance as set out in **Appendix 5, Safeguarding Children and Safer Recruitment (2006), Appendix 5, Working Together to Safeguard Children (2010)** and to follow the Council’s **Schools Personnel Guidelines** when managing allegations against people who work with children

It is essential that any allegation of abuse made against a member of staff, governor or volunteer is dealt with fairly, quickly and consistently, in a way that provides effective protection for the child(ren) and at the same time supports the individual(s) who are the subject of the allegation.

Procedures will be initiated whereby it is alleged that a member of staff, governor or volunteer has:

- Behaved in a way which 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 which indicates that he/she is unsuitable to work with children

The Local Authority Designated Officer (LADO) will be informed and they will provide external scrutiny, management and oversight operating with Calderdale Safeguarding Children Board procedures

### **13 Extended School Status**

Savile Park Primary School is an extended school and as such, many services are delivered on the premises. Children and families are likely to perceive that these are safe and approved by the school body. We will therefore take all reasonable steps to ensure that such services are safe and reach the same high standards of child protection as within school.

Organisations / Individuals delivering such services within Savile Park Primary School will be asked to complete the Proforma at Appendix 2



## **Curriculum**

The curriculum contributes to safeguarding children through developing children's understanding, awareness and resilience. It has an important role in making sure children and young people are aware both of behaviour towards them that is unacceptable and how to keep themselves safe. The curriculum supports children in a number of ways for example:

- Providing information re the availability of advice and support, both in the community and online
- Educating about how to recognise and manage risks in different situations, including on the internet, and deciding how to respond appropriately and effectively
- Helping children and young people to judge what kind of physical contact is acceptable and unacceptable
- Helping children and young people to recognise when pressure from others (including people they know) threatens their personal safety and well being, and to develop effective ways of resisting pressure

This is achieved primarily through the non-statutory framework for Personal, Social and Health Education (PSHE) which enables schools to tackle issues regarding healthy relationships, including domestic violence, bullying and abuse.

## **Monitoring and Evaluation**

Section 175 of the Education Act 2002 sets down that "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". This section of the Act came into effect from 1<sup>st</sup> June 2004.

Therefore the Governing Body shall:

- Support and assist the Designated Safeguarding Lead in their role, including regular training in order to fulfil their responsibilities
- Ensure that this policy is kept up to date and consistent with Calderdale Safeguarding Children Board procedures and government guidance
- Have in place systems to identify any deficiencies or weaknesses with regard to safeguarding children arrangements and seek ways to remedy these
- Ensure that safeguarding children is a collective responsibility for the whole school and is an integral part of the corporate and strategic role of the governing body
- Ensure that all staff receive child protection training commensurate with their roles and responsibilities
- Undertake an annual review of child protection activity within the school, including allegations against staff

The current designated governor for safeguarding is Ian McPhail

**Created by: Karen Lomas**

**Date taken to governors: May 2006**

**Signed by governors:** \_\_\_\_\_

**Reviewed (state when, by whom and if amendments made/not):**

May 2007

June 2008

Sept. 2009 (with Julie Archer – consultant and whole staff at training day)

- Nov 2010 amendments made to reflect training and changes in legislation
- January 2012 – amendments reflect new telephone numbers
- January 2013 – change to telephone number and inclusion of Early Intervention Team
- January 2014 – Rachel Amdurer added to list of deputy designated person for child protection  
CRB checks replaced by Disclosure and Barring checks.  
List 99 removed.
- January 2015 by Karen Lomas, Rachel Amdurer and Carolyn Cole  
Designated Lead for Child Protection changed title to ‘Designated Safeguarding Lead’  
CPOMS included as the means of recording all concerns within school  
Social Services changed to Care Services  
Barry Reynolds added as designated governor for safeguarding.  
2.2, 3.2 and 4.2 Added ‘Keeping Children Safe in Education’ 2014
- November 2016 by Jane Boylan  
Safeguarding Governor amended to Ian McPhail  
2.2, 3.2 and 4.2 amended to ‘Keeping Children Safe in Education’ 2016

APPENDIX 1

SAVILE PARK PRIMARY SCHOOL – VOLUNTEERS AND HELPERS

PERSONAL DETAILS AND DECLARATION.

First Name: ..... Date of Birth: .....

Family Name: .....

Address: .....

.....

.....

.....

I understand that as a 'one-off' helper in school I will not be responsible for the supervision or care of children without a member of staff being present.

I confirm that I have never been convicted or cautioned for an offence against a child.

Signed: ..... Date: .....

Record of 'One-off' helping sessions

Date	Activity

CONT. APPLICATION TO REGISTER AS A VOLUNTEER IN SPPS.

Please give details below of the names of two people (not relatives) who are able to provide references for you:

NAME:

ADDRESS:

TEL. NO:

HOW DO YOU  
KNOW THIS  
PERSON

Please also complete the Application for a DBS check – this pack will be given to you by the Head Teacher.

You cannot commence volunteering until all references have been received and approved by the Head Teacher.

HEAD TEACHER'S AUTHORISATION:

I confirm that I have read and approved of the 2 references and DBS check for the above named and that they are approved to work in school as a Volunteer.

Signed: .....

Date: .....

## APPENDIX 2

**SAVILE PARK PRIMARY SCHOOL****DETAILS OF ORGANISATIONS/INDIVIDUALS  
DELIVERING SERVICES WITHIN SCHOOL**

NAME OF ORGANISATION.

NAME OF MANAGER/OWNER

ADDRESS

TEL. NO:

DETAILS OF SERVICE TO BE DELIVERED:

RELEVANT QUALIFICATIONS:

DETAILS OF STAFF DELIVERING THE SERVICE

NAME

D.O.B.

ADDRESS

DATE OF CRB CHECK

# APPENDIX

## STANDARDS EXPECTED OF CONTRACTORS WITHIN SPPS

1. All staff and volunteers used to deliver services to children at SPPS will be subject to satisfactory CRB and Reference checks as per guidance DfES /1568/2005.
2. Session leaders must be appropriately qualified.
3. The organisation must have Public Liability Insurance.
4. The organisation must have a child protection policy; or agree to work within the CP policy of SPPS.
5. The organisation will ensure that all staff and volunteers used understand their role and responsibilities with regard to Child Protection and as such, any concerns about a child/staff/volunteer will be referred to the Designated Teacher Child Protection.

### DECLARATION:

I confirm that the standards set out above will be adhered to at all times. I confirm that volunteers and staff who deliver services will have been subject to satisfactory CRB (Enhanced Disclosures), Identity and Reference checks.

Signature:

Date

Name: