



CHILD PROTECTION POLICY

INTRODUCTION

Kington St Michael School fully recognises the contribution it makes to Child Protection. There are three main elements to our policy:

- Prevention through the teaching and pastoral support offered to pupils.
- 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 sign of abuse.
- Support to pupils who may have been abused.

Our policy applies to all staff and volunteers working in the school community. Teaching Assistants, Mid-day supervisors, administration officers as well as teachers can be the first point of disclosure for a child. Concerned parents may also contact school governors.

PREVENTION

We recognise that high self esteem, confidence, supportive friends and good lines of communication with a trusted adult helps prevention.

The school will therefore:

- establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to
- ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty
- include in the curriculum, activities and opportunities for PSHCE which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help.

PROCEDURES

The school follows the Wiltshire Local Safeguarding Children Board guidelines set out at www.wiltshirelscb.org

The school will:

- ensure it has a designated senior member of staff, who has undertaken the 2 day training course provided by the LA as a minimum
- through annual review meetings, ensure every member of 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 “Multi-Agency Child Protection Procedures and Guidelines”
 - ✓ where “Multi-Agency Child Protection Procedures and Guidelines” is located
- ensure that members of staff are aware of the need to be alert to signs of abuse and know how to respond to a pupil who may tell of abuse
- 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 website
- provide training for all staff so that they know
 - their personal responsibility
 - procedures set out in “Multi-Agency Child Protection Procedures and Guidelines”
 - the need to be vigilant in identifying cases of abuse
 - how to support a child who tells of abuse

- notify the local Social Services team if:
 - it should have to exclude a pupil on the child protection register either for a fixed term or permanently
 - if there is an unexplained absence of a pupil on the child protection register of more than two days duration from school (or one day following a weekend)
- work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at initial case conferences, core groups and child protection review conferences
- keep written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Services immediately
- ensure all records are kept secure and in locked locations
- adhere to the procedures set out in “Multi-Agency Child Protection Procedures and Guidelines” and the school's Personnel Manual when an allegation is made against a member of staff
- ensure the criminal background of applicants for vacant posts are checked in accordance with DfES guidelines
- ensure that an annual CP audit is completed and reviewed mid-year
- designate a governor for child protection who will oversee the schools child protection policy and practice.

SUPPORTING THE PUPIL AT RISK

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.

This 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 seem withdrawn.

The school will endeavour to support the pupil through:

- The content of the curriculum to encourage self esteem and self motivation
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued
- The school's behaviour policy is aimed at supporting all pupils, including 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.
- Liaison with other agencies who support the student such as Social Services, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Services and the Education Welfare Service.
- Keeping records and notifying Social Services as soon as there is a recurrence of a concern.
- When a pupil on the child protection register leaves, we will transfer information to the new school and relevant agencies immediately.

Bullying

Our policy on bullying is set out in the school's behaviour policy and is reviewed annually by the governing body.

Physical Intervention

Our policy on physical intervention is set out in our guidelines on physical restraint and is reviewed annually by the governing body. All teachers and teaching assistants have been trained in the use of physical restraint.

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 will be particularly sensitive to signs of abuse.

Please refer to Safeguarding Children – What to Do poster in staffroom for details of reporting procedures.

Child protection coordinator is the Headteacher
Deputy Child protection coordinator is the SENCO
Child protection governor is the Chair of governors

Policy reviewed: October 2007

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Policy reviewed March 2009