

Willenhall Community Primary School

Safeguarding and Child Protection Policy for our Pupils

New Policy

Agreed by Governors: July 12th 2017

Shared with all Staff: 4th September 2017

Frequency of Review: Yearly

Date of Review: 3rd September 2018

Designated Lead Person for Child Protection: Caroline Kiely, Head teacher 07831304820

Deputy Designated Lead Person for Child Protection: Julie Dalton, Home School Liaison Officer, 02476 302004

Named Governors for Safeguarding & Child Protection: Dave Chater & David Galliers

LAC Designated Person: Julie Dalton, Home School Liaison Officer, 02476 302004

E-Safety Lead: Jack McGibney 02476 33697 and Geoff Hay 02476 302004

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Purpose and Aims

Willenhall Community is responsible for safeguarding children (protecting the child).

Our policy is for all staff, children, volunteers, governors and visitors in the school.

There are five main parts to our policy:

- Ensuring we employ the right staff.
- Understand child protection and help children to understand how to keep themselves safe
- Developing and know when to see the head teacher and/or Deputy Head teacher if you are worried about another child or yourself.
- Help children who are on a child protection plan.
- Make our school safe for children.

We recognise that because of the day to day contact with children, school staff can see any signs of abuse. The school will therefore:

- Have a school where children feel secure, are encouraged to talk, and are listened to
- Ensure children know that there are adults in the school whom they can talk to if they are worried
- Opportunities for children to develop the skills they need to stay safe from abuse.

The Role of the Head teacher

The Head teacher, supported by the Deputy Designated Safeguarding Lead, must make sure that this policy is followed by all staff.

Ensure that the school is alert to possible private fostering arrangements.

The Role of the Safeguarding Lead

The responsibility of the Deputy Designated Safeguarding Lead involves managing referrals/cases and raising awareness of safeguarding and child protection with the staff.

The Deputy Designated Safeguarding Lead will cover these duties when the Head teacher is not in school

The Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead will ask social services if they are still unsure on whether to refer.

The Role & Responsibilities of all Staff within School

All staff, volunteers and children (age appropriate) must read this policy

Safeguarding Training

The Head teacher must have training on child protection at least once every two years

In addition to basic child protection training the Designated Safeguarding Lead must attend the LSCB's Level 2 Working Together to Safeguard Children training, and then undertake DSL refresher safeguarding training at least annually.

or LSCB Level 3 at least every two years (statutory requirement). The Deputy Designated Safeguarding Lead must meet the training requirements

Any newly appointed Designated Safeguarding Lead must attend the LSCB's Level 2 Working Together to Safeguard Children training before taking lead responsibility for safeguarding.

All other staff, who works with children, will undertake safeguarding and child protection training at Level 1 (this should be carried out by the Designated Safeguarding Lead and/or the Deputy Designated Safeguarding Lead in School)

All new members of staff will receive child protection training.

Talks and updates on child protection and safeguarding procedures will be given out on a regular basis, at least yearly, but more frequently when necessary, to ensure that all members of staff know any changes to the school policy.

Promoting Children and Young People's Well-being

The school will teach children about safeguarding.

Children have said that they need

- Vigilance: to have adults notice when things are troubling them
- Understanding and action: to understand what is happening; to be heard and understood; and to have that understanding acted upon
- Stability: to be able to develop an on-going stable relationship of trust with those helping them
- Respect: to be treated with the expectation that they are competent rather than not
- Information and engagement: to be informed about and involved in procedures, decisions, concerns and plans
- Explanation: to be informed of the outcome of assessments and decisions and reasons when their views have not met with a positive response
- Support: to be provided with support in their own right as well as a member of their family
- Advocacy: to be provided with advocacy to assist them in putting forward their views

The model sets out a single assessment, planning and review pathway for all children and young people, ensuring that needs are identified earlier and addressed on a multi-agency basis, the Common Assessment Framework (CAF)

Child Protection procedures shall be seen within the context of this broader framework as a response when there is an identified need to protect a child or young person who is at risk of significant harm.

Dealing with concerns or disclosures regarding a child or young person

All staff and volunteers must be aware that the main categories of abuse are:

Physical abuse

Hitting, slapping, punching, kicking, hair-pulling, biting, pushing

Rough handling

Scalding and burning

Physical punishments

Inappropriate or unlawful use of restraint

Making someone purposefully uncomfortable (e.g. opening a window and removing blankets)

Involuntary isolation or confinement

Misuse of medication (e.g. over-sedation)

Forcible feeding or withholding food

Restricting movement (e.g. tying someone to a chair)

Sexual abuse

Inappropriate touch anywhere

Inappropriate looking

Use of pornography

Emotional abuse

Enforced social isolation – preventing someone accessing services, educational and social opportunities and seeing friends

Removing mobility or communication aids or intentionally leaving someone unattended when they need assistance

Preventing someone from meeting their religious and cultural needs

Preventing the expression of choice and opinion

Failure to respect privacy

Preventing stimulation, meaningful occupation or activities

Intimidation, harassment, use of threats, humiliation, bullying, swearing or verbal abuse

Neglect

Failure to provide or allow access to food, shelter, clothing, heating, stimulation and activity, personal or medical care

Failure to provide care in the way the person wants

Failure to administer medication as prescribed

Refusal of access to visitors

Not taking account of individuals' cultural, religious or ethnic needs

Not taking account of educational, social and recreational needs

Ignoring or isolating the person

Failure to allow choice and preventing people from making their own decisions

Failure to allow use of glasses, hearing aids, dentures, etc.

Failure to ensure appropriate privacy and dignity

Communication with Parents / Carers

- Parents and carers will be made aware of the school policy through published information and in initial meetings with parent and carers of new children.
- Parents and carers will be informed that in some situations there may be a need to contact other agencies without first telling them. This decision will be made in partnership between Education Services and Social Care Services.

Recording Keeping

The completed records will be kept whilst the pupil remains in our school if they move to another school these records will be sent to the new school.

The information contained will be confidential.