



# CLAREMONT HIGH SCHOOL ACADEMY

## SAFEGUARDING POLICY

Policy: Child  
Protection

Legal Status:  
**Statutory**

Updated:  
**May 2016**

Adopted:  
**Nov 2016**

Next Review:  
**2017**

Responsible SLT:  
**THB**

This policy was reviewed by B. Thomas in March 2016 and brought to the SMT meeting on .....for discussion and approval. It will be taken to the Pupil Sub Committee for approval on the .....

“Because of their day to day contact with individual children during the school terms, teachers and other school staff are particularly well placed to observe the outward signs of abuse, changes in behaviour or failure to develop.”

*(Working Together 2006)*

### **Roles and Responsibilities**

All adults working with or on behalf of children have a responsibility to protect them. There are, however, key people within school who have specific responsibilities under child protection procedures. The name of the designated teachers are Ms Bethan Thomas Deputy Head, Child Protection Officer, Mr Andrew Page SENCO completed level 3 training.

It is the role of the Governing Body and the school leadership team to ensure that the Named Persons for Child Protection are properly supported to carry out this task and that they are given time to fulfil the duties that their role demands.

The school leadership team will ensure that Named Persons for Child Protection attend the required training and that they refresh their training every two years.

All other staff and the nominated governor must be offered an appropriate level of training and must undergo refresher training every three years. All staff have completed the annual level 1 training and the PPM's have completed level 1&2.

It is the role of the Named Persons for Child Protection to ensure that the child protection procedures are followed within the school, and to make appropriate, timely referrals to Children's Social Care in accordance with the locally agreed procedures. Additionally, it is the role of the Named Persons for Child Protection to ensure all staff employed including temporary staff and volunteers within the school are aware of the school's internal procedures, to advise staff and to offer support to those requiring this.

The Named Persons for Child Protection and the Headteacher provide an annual report for the governing body detailing any changes to the policy and procedures; training undertaken by all staff and governors and other relevant issues.

The role of the Nominated Governor for Child Protection Mrs Liz Coles is to ensure that the school has an effective policy that locally agreed procedures are in place, and that the policy and structures supporting Safeguarding children are reviewed annually. Governors must not be given details relating to individual child protection cases or situations to ensure confidentiality is not breached.

A statement in the school brochure will inform parents and carers about our school's duties and responsibilities under child protection procedures. Parents can obtain a copy of the school Child Protection Policy on request.

### **Safer Recruitment**

The Governing Body and school leadership team are responsible for ensuring that the school follows safe recruitment processes.

This policy has been developed in accordance with the principles established by the Children Act 1989; the education Act 2002, and the Children Act 2004 and in line with government publications:

‘Working Together to Safeguard Children’, 2006

'Framework for the Assessment of Children in Need and their Families', 2000

'What To Do If You Are Worried A Child Is Being Abused', 2006

'Safeguarding Children and Safer Recruitment in Education', DfES Guidance,  
September 2007

In July 2015 the Department for Education (DfE) published an updated version of its statutory guidance on safeguarding, **Keeping Children Safe in Education**

Safeguarding is not just about protecting children from deliberate harm. It includes issues for schools such as:

- pupil health and safety
- bullying
- racist abuse
- harassment and discrimination
- use of physical intervention
- meeting the needs of pupils with medical conditions
- providing first aid
- drug and substance misuse
- educational visits
- intimate care
- internet safety
- FGM
- Prevent Duty
- school security.

Claremont fully recognises its responsibilities for child protection we believe that **Child protection is the responsibility of all school staff. Claremont will:**

- Establish and maintain an environment where children feel safe and secure, are encouraged to talk, feel valued and are listened to.

**1. Our policy applies to all staff, governors and volunteers working in the school. The aims of this policy are:**

1.1 To ensure that we practice safe recruitment in checking the suitability of staff and volunteers to work with children

1.2 To raise awareness of child protection issues and equip children with the skills needed to keep them safe. To develop and then implement procedures for identifying and reporting cases, or suspected cases of abuse.

1.3 To support pupils who have been abused in accordance with his/her agreed child protection plan

1.4 To establish a safe environment in which children can learn and develop

1.5 All BT's complete level 1 training on arrival at Claremont.

**2. We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:**

2.1 Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.

2.2 Ensure that children know that there are adults in the school whom they could approach if they are worried.

2.3 Include opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from abuse.

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2.5 Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

**3. We will follow the procedures set out in the LEA Child Protection Procedures and take account of any guidance issued by the Department for Children, Schools and Families to:**

3.1 Ensure that we have a Designated Senior Person for child protection who has undertaken Child Protection Training, delivered to staff and who undertakes an update training day as recommended by the LEA every two years.

3.2 Ensure we have a nominated governor responsible for child protection.

3.3 Ensure every member of staff, and the governing body know the name of the senior designated person responsible for child protection and their role.

3.4 Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.

3.5 Ensure that the Designated Person contacts Children's Social Care if there are concerns about a child/young person

3.6 Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its duties in the school prospectus

3.7 Notify the Area Social Care Office immediately if there is an unexplained absence of a pupil who is on the child protection register/subject to a child protection plan

3.8 Implement the statutory and LEA guidance when a child goes missing from education

3.9 Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including the attendance at case conferences.

3.10 Keep written records of concern about children, even when there is no need to refer the matter immediately.

3.11 Ensure all records are kept securely and separate from the main pupil file and in a locked location, and ensure that a child's school record indicates the existence of further records  
Ensure that when a child moves school their Child Protection Record/File is transferred to the named Designated Person in that new setting. See guidance to Child Protection

3.12 Ensure that FGM Female genital mutilation is reported as there is now a 'mandatory reporting duty' that came into force in October 2015.

**4. We recognise that a child/young person, parents or a colleague may make an allegation against a member of staff if they have:**

4.1 Behaved in a way that has harmed a child, or may have harmed a child

4.2 Possibly committed a criminal offence

4.3 Behaved towards a child or children in a way that indicates he/she is unsuitable to work with children, therefore we will

4.4 Ensure that the school has a named Senior Manager for handling allegations against staff. This may be the headteacher, and where an allegation is made against the headteacher that the Chair of Governors should be notified.

4.5 Ensure that the school complies with the DCSF Practice Guidance for Handling Allegations Against Adults who Work with Children and Young People (May 2009). This will require the Senior Manager, or the Chair of Governors, when the allegation is against the headteacher, to contact the

4.6 Local Authority Designated Officer for further advice

4.7 Ensure that we participate in any investigation that ensues

4.8 Ensure safe recruitment practices are always followed. This means that we hold a Single Central Record of Recruitment and that the Headteacher and/or a Governor has completed Safer Recruitment Training. We understand that whilst not statutory, it is best practice to ensure that the interview panel consists of one member who has undertaken the Safer Recruitment Training.

4.9 Ensure that we implement the education recommendations following a Serious Case Review (SCR)

**5. We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:**

5.1 The content of the curriculum

5.2 The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.

5.3 The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.

5.4 The implementation and reviewing of statutory policies that are relevant to safeguarding and promoting the welfare of children

5.5 Liaison with other agencies that support the pupil such as Children's Social Care, Child and Adult Mental Health Service (CAMHS); the Education Welfare Service; the Educational Psychology Service.

5.6 Ensuring that where a pupil on the child protection register leaves the school, their information is transferred to the new school immediately and that the child's social worker is informed

## **6. Recognising that children come from multi cultural backgrounds and as a result have developed polices to ensure that we embrace:**

6.1 Diversity in religion and faith

6.2 Diversity of Race

6.3 Diversity of Ethnicity

6.4 Diversity of Gender and Sexual Orientation

6.5 The Disability Equality Duty

**7. We have taken steps to train our staff on the recent Prevent legislation and are aware of our responsibilities in regard to the safety and well being of our students. The Counter-Terrorism and Security Act, which came into force on 1 July 2015, requires certain authorities, including schools, to "have due regard to the need to prevent people being drawn into terrorism". This is known as the 'Prevent duty'.**

7.1 The duty covers all types of extremism, whether political, religious or ideological.

7.2 Claremont believes the duty to protect pupils from the risk of radicalisation should be seen as part of the schools' wider safeguarding duty, similar to the responsibility to protect pupils from harm caused by, for example, drugs, gangs, neglect or sexual exploitation.

7.3 The Prevent duty is consistent with schools' existing duties, such as the requirement to abide by the Equality Act 2010, promote 'fundamental British values', secure a balanced presentation of political issues and promote community cohesion.

## **Ethos**

Claremont recognises the importance of creating an ethos within school that will help children feel safe and confident that they will be listened to.

'We recognise that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. Our school may be the only stable, secure and predictable element in their lives'.