



The Priory School

Child Protection (Policy and Procedure)

Monitoring	Frame of engagement	Date
Member of Staff Responsible	CKN	
Governor Accountability	Full Governing Body	20.10.16
Consultation Parameters	Link Governor for Child Protection	
Information	Staff	
Date of latest version		October 2016
Date for next review (and cycle)		October 2018 Annual Review
Uploaded to Website		

1. Introduction

This policy reflects current legislation, accepted best practice and complies with the government guidance: Working Together to Safeguard Children March 2015 and Keeping Children Safe in Education September 2016.

At The Priory School, the governors and staff fully recognise the contribution the school makes to safeguarding children. We recognise that the safety and protection of all students is of paramount importance and that all staff, including volunteers, have a full and active part to play in protecting Students from harm.

We believe that the school should provide a caring, positive, safe and stimulating environment which promotes all students' social, physical, emotional and moral development.

Ultimately, effective safeguarding of children can only be achieved by putting children at the centre of the system, and by every individual and agency playing their full part, working together to meet the needs of our most vulnerable children in line with Working Together 2015 and Keeping Children Safe in Education 2016.

2. The aims of this policy are to:

- Confirm that the students' development is supported in ways that will foster security, confidence and independence.
- Raise the awareness of teachers, non-teaching staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- Confirm the structured procedures to be followed by all members of the school community in cases of suspected harm or abuse.
- Emphasise the need for good levels of communication between all members of staff and those with designated responsibility for child protection, health and safety and other safeguarding responsibilities.
- Emphasise the appropriate safeguarding and child protection policies, procedures and arrangements of those service providers who use the school's premises through extended schools or provide any other before and after school activities.

3. Roles and Responsibilities

3.1 The Governing Body:

- Ensures that there is a trained link governor for:
 - Child Protection: Samantha Salt
who will attend training/updates every three years.
 - Looked After Children: Samantha Salt

- Ensures a member of the governing body nominated to liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against The Principal.
- Ensures that the school has a Child Protection Policy and Staff Code of Conduct which should include amongst other things staff/student relationships and communications including the use of social media.
- Operates safe recruitment procedures and makes appropriate staff and volunteer checks and has procedures for dealing with allegations against staff and volunteers that all comply in accordance with SSCB procedures.
- Ensures that schools and colleges create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children (Part three: Safer Recruitment. Keeping Children Safe in Education 2016).
- Ensures that at least one member of an appointing panel for staff will have attended safer recruitment training.
- Appoints a member of staff of the school's leadership team to the role of Designated Safeguarding Lead.
- Ensures the school keeps an up to date single central record.
- Monitors adequacy of resources committed to child protection, and the staff and governor training profile
- Recognises that neither it, nor individual governors, have a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against staff).
- Makes sure that the Child Protection Policy is available to parents on request.
- Ensures this policy and practice complements other policies e.g. anti-bullying including cyber bullying, health and safety, drug misuse, to ensure safeguarding.

3.2 The Principal ensures that:

- The policies and procedures adopted by the governing body are followed by all staff.
- The policy will be updated annually, and be available publicly via the school website.
- Designated staff review the six-monthly updates of the SSCB procedures.

- Sufficient resources and time are allocated to enable the designated leads and other staff to discharge their responsibilities including taking part in strategy discussions and other multi-agency meetings, to contribute to the assessment and support of children and young people, and be appropriately trained.
- A list of all staff and volunteers, and their safeguarding training dates is maintained.
- All staff and volunteers feel able to raise their concerns about poor and unsafe practice in regard of students, and such concerns are addressed in a timely manner in accordance with agreed policies.
- He undergoes child protection training which is updated regularly, in line with advice from the LSCB.

3.2.2 Allegations against The Principal

Where an allegation is made against The Principal this should be referred to the Chair of Governors, as well as the Local Authority Designated Officer (LADO) **0345 6789021** or email lado@shropshire.gov.uk.

The role of the Chair of Governors shall include:

- Monitoring of procedures relating to liaison with the LADO, Social Care and the Police in relation to any allegations of child abuse made against The Principal, including attendance at Initial Action Meetings.

3.3 The trained designated leads for child protection:

- 1 Carolyn Knight – Senior Designated Lead
- 2 Alison Bell
- 3 Tony Walters
3. Elizabeth Tinsley
4. Lizzie Robie

They will:

- Have their roles explicitly defined in their job descriptions.
- Be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively.
- Undergo updated child protection training every two years in line with legislation and best practice.
- Liaise in accordance with the SSCB procedures when referring a student where there are concerns about possible abuse or harm.
- Where there are concerns about a member of staff being involved, contact the Local Authority Designated Officer (LADO).
- Be able to access the contents of the SSCB procedures and personnel procedures (*on Shropshire Learning Gateway*) updated and make these accessible to all staff.

- Ensure all staff, including supply teachers, visiting professionals working with students in the school and volunteers are informed of the names and contact details of the designated leads and the school's procedures for safeguarding children.
- Attend strategy meetings and/or case conferences where required.
- Support staff and volunteers who may find safeguarding issues upsetting or stressful by enabling them to talk through their anxieties and to seek further support from the school leadership group or others as appropriate.
- Ensure involvement of other designated leads e.g. where there are concerns about a student who is 'looked after'.

They will ensure that:

- Written records of concerns are kept (via Toot Toot and any other written records taken), even if there is no immediate need for referral; and monitored using the Early Help Assessment Framework (EHAF).
- All child protection records are marked as such and kept securely locked, and if these are stored electronically, that they are differently password protected from the students' other files, and accessible only by The Principal and designated leads.
- Student records are kept separately, and marked as appropriate to indicate other confidential records are being held elsewhere.
- All absence letters are dated and clearly signed by a teacher, and that if there are concerns about attendance and a student's wellbeing and safety, the Education Welfare Officer is contacted.
- If a student has a Child Protection Plan, and is absent without explanation for one day, their key worker in Safeguarding is contacted.
- Phone calls about absences are similarly logged and dated.
- Records are monitored for patterns and appropriate action is taken.
- Where there are existing concerns about a student, and they transfer to another school in this authority, a copy of information held e.g. an **EHAF** is forwarded under confidential cover and separate from the student's main file to the designated lead for child protection in the receiving school.
- Where a student has a **child protection plan** and transfers to another school;
 - the designated lead in Safeguarding is informed immediately and will ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main student file or to the Social/Children's Services within the new authority if the student is transferring to a school in another authority as soon as possible.

3.4 The staff

All staff, teaching and non-teaching, volunteers and others working in school need to:

- Be aware that to safeguard children, they have a duty to share information with the designated lead, and through the designated lead, with other agencies.
- Be aware that if staff members are unsure they should always speak to the designated lead. In exceptional circumstances, such as in emergency or a genuine concern that

appropriate action has not been taken, staff members can speak directly to children's social care.

- Be alert to signs and symptoms of harm and abuse.
- Know how to respond to their duty when they have concerns or when a student discloses to them and how to act.
- Know what and how to record concerns.
- Undergo child protection training which is updated regularly, in line with advice from the SSCB. (*Whole staff training every three years*).
- Maintain an attitude of 'it could happen here'.

PROCEDURE

1. Introduction

This procedure reflects current legislation, accepted best practice and complies with the government guidance: Working Together to Safeguard Children March 2015 and Keeping Children Safe in Education September 2016.

2. Designated Persons

The details of the Designated Safeguarding Lead, Child Protection Governor and The Principal are outlined in Appendix 1 of this procedure.

3. Support for those involved in a child protection issue

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. The school shall support students, their families and staff by:

- Taking all suspicions and disclosures seriously.
- Nominating a link person who shall keep all parties informed and be the central point of contact. Where a member of staff is the subject of an allegation made by a student, separate link people will be nominated to avoid any conflict of interest.
- Responding sympathetically to any request from students or staff for time out to deal with distress or anxiety.
- Maintaining confidentiality and sharing information on a need to know basis only with relevant individuals and agencies.
- Storing records securely.
- Offering details of helplines, counselling or other avenues of external support to all those involved in the issue.
- Following the procedures laid down in our Whistleblowing, Complaints and Disciplinary procedures where necessary.
- Cooperating fully with the relevant statutory agencies.

4. Taking Action – Key Points

In an emergency take the action necessary:

- Report your own concern to the designated lead as soon as possible.
- Do not start your own investigation.
- Share information on a need to know basis only – do not discuss the issue with colleagues, friends or family.
- Complete a record of concern.
- Seek support for yourself if you are distressed.
- Use the flowchart in Appendix 2 to assist in reporting a concern directly.

5. If you suspect a student is at risk of harm

There will be occasions when you suspect that a student may be at risk, but you have no 'real' evidence. The student's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or you may have noticed physical but inconclusive signs. In these circumstances, try to give the student the opportunity to talk. (The signs you have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is ill).

It is fine to ask the student if you can help in any way. Note the concerns and if the student does begin to reveal that they are being harmed you should follow the advice in Section 6 of this procedure. If following your conversation you remain concerned, you must discuss your concerns with the Designated Safeguarding Lead.

6. Immediate response when a student discloses:

It is vital that our actions do not abuse the student further or prejudice further enquiries, for example:

- Listen to the student, if you are shocked by what is being said, try not to show it.
- It is OK to observe bruises but not to ask a student to remove their clothing to observe them.

6.1 If a disclosure is made:

- Accept what the students says.
- Stay calm, the pace should be dictated by the student without them being pressed for detail by asking leading questions such as "what did s/he do next?" It is our role to listen - not to investigate.
- Use open questions such as "is there anything else you want to tell me?" or "yes?" or "and?"
- Be careful not to burden the student with guilt by asking questions like "why didn't you tell me before?"
- Acknowledge how hard it was for the student to tell you.
- Do not criticise the perpetrator, the student might have a relationship with them.
- Do not promise confidentiality, reassure the student that they have done the right thing, explain whom you will have to tell (the designated lead) and why; and, depending on the student's age, what the next stage will be. It is important that you avoid making promises that you cannot keep such as "I'll stay with you all the time" or "it will be all right now".

6.2 Recording information:

- Make some brief notes at the time or immediately afterwards; record the date, time, place and context of disclosure or concern, facts and not assumption or interpretation.
- If it is observation of bruising or an injury try to record detail, e.g. "right arm above elbow" Do not take photographs!
- Note the non-verbal behaviour and the key words in the language used by the student (try not to translate into 'proper terms').

- It is important to keep these original notes and pass them on to the designated member of staff who may ask you to write a referral.
- Log the information on Toot Toot and allocate one of the Designated Leads as mentor.

6.3 Supporting Students:

- The staff and governors recognise that a child or young person who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth. We recognise that in these circumstances students might feel helpless and humiliated, and that they might feel self-blame.
- We recognise that this school might provide the only stability in the lives of students who have been abused or who are at risk of harm.
- We accept that research shows that the behaviour of a student in these circumstances might range from that which is perceived to be normal to aggressive or withdrawn.
- The school will support all students by:
 - Discussing child protection cases with due regard to safeguarding the student and his or her family.
 - Supporting individuals who are or thought to be in need or at risk in line with SSCB procedures.
 - Encouraging self-esteem and self-assertiveness.
 - Challenging and not condoning aggression, bullying or discriminatory behaviour
 - promoting a caring, safe and positive environment.
 - Gaining access to an interpreter if required to ensure the voice of the child is heard.

6.4 Confidentiality:

- A student's views will be considered by the designated lead in deciding whether to inform the student's family, particularly where the student is sufficiently mature to make informed judgements about the issues, and about consenting to that.
- The personal information about all students' families is regarded by those who work in this school as confidential. All staff and volunteers need to be aware of the confidential nature of personal information and will aim to maintain this confidentiality.
- Staff understand that they need know only enough to prepare them to act with sensitivity to a student and to refer concerns appropriately. The designated leads and Principal will disclose information about a student to other members of staff on a need to know basis only. It is inappropriate to provide all staff with detailed information about the student, the incident, the family and the consequent actions.

6.5 Staff must be aware that:

- They cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep them or others safe.

- Where there are concerns about welfare relevant agencies need to be involved at an early stage. If a member of staff or a volunteer has concerns about a student's welfare, or if a student discloses that s/he is suffering abuse or reveals information that gives grounds for concern, the member of staff should speak to their designated lead with a view to passing on the information.

6.6 Working with Parents/Carers:

- Parents and carers play an important role in protecting their children from harm.
- In most cases, the school will discuss concerns about a student with the family and, where appropriate, seek their agreement to making referrals to Initial Contact Team.
- Where there are any doubts, the designated lead should clarify with Initial Contact Team whether, and if so when and by whom, the parents should be told about the referral.
- The student's views will be considered in deciding whether to inform the family, particularly where the student is sufficiently mature to make informed judgements about the issues, and about consenting to that.
- The school aims to help parents understand that the school, like all others, has a duty to safeguard and promote the welfare of all students. The school may need to share information and work in partnership with other agencies when there are concerns about a student's welfare.
- The school website will have a policies section where parents can access links to all relevant policies.

7. Protecting children from radicalisation:

- Our school promotes tolerance and harmony between different cultural traditions; we teach a broad and balanced curriculum which promotes the spiritual, moral and cultural development of students and prepares them for the opportunities, responsibilities and experiences of life. The school promotes community cohesion and safeguards against biased or unbalanced teaching and the promotion of partisan political views and ensure that when political or controversial issues are brought to students' attention, they are offered a balanced presentation of opposing views.
- Government guidance on radicalisation is followed; this is available for all staff in the Safeguarding section of Shropshire Learning Gateway

8. If you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a student are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career.

All staff must remember that the welfare of the child is paramount. All concerns of poor practice or possible child abuse by colleagues shall be reported to The Principal. Complaints about The Principal should be reported to the Chair of Governors.

9. Staff who are the subject of an allegation

When an allegation is made against a member of staff, standard procedures shall be followed. (Note it is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events can and do happen. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to students and we must act on every allegation).

Staff who are the subject of an allegation shall have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. It will be dealt with through the Statement of Procedures for Dealing with Allegations of Abuse made Against Staff.

10. Professional Development:

- The governors:
 - recognise that all staff and volunteers who work with students aged up to 18 years need to have appropriate child protection training that equips them to recognise and respond to students' welfare concerns.
 - Ensure staff are given mandatory induction, which includes familiarisation with the child protection policy, staff behaviour policy, the Designated leads in the school their responsibilities and procedures to be followed.
 - All staff read at least part one of Keeping Children Safe in Education 2016.
 - Monitor training including multi-agency training in the last 3 years undertaken by staff and governors to ensure their knowledge and skills are up to date.

All of the above needs to be reported to governors by:

- a report of the school's training needs assessment presented to the governors annually so that they can ensure that training is appropriately provided for all staff.
- a training register kept to indicate when staff and governors have been trained including safer recruitment and this in turn informs the *annual* report to governors.

11. Prevention in the Curriculum:

- The school recognises the importance of developing students' awareness of behaviour that is unacceptable towards them and others, and how they can help keep themselves and others safe.
- The PSHE programme *in each key stage* provides personal development opportunities for students to learn about keeping safe and who to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, students are taught to, for example:
 - Safely explore their own and others' attitudes.

- Recognise and manage risks in different situations and how to behave responsibly.
- Judge what kind of physical contact is acceptable and unacceptable.
- Recognise when pressure from others (including people they know) threatens their personal safety and well-being and develop effective ways of resisting pressure; including knowing when and where to get help.
- Use assertiveness techniques to resist unhelpful pressure.
- Internet Safety.

12. Safer Recruitment

The school endeavours to ensure that 'safe' staff are employed by following the guidance in Safeguarding Children and Safer Recruitment in Education. Safer recruitment means that all applicants shall:

- Complete an application form.
- Provide two referees, including at least one who can comment on the applicant's suitability to work with children.
- Provide evidence of identity and qualifications.
- Be checked through the DBS (Disclosure and Barring Service) as appropriate to their role.
- Be interviewed and their assertions challenged.

All new members of staff shall undergo an induction that includes familiarisation with the school's Child Protection Policy and identification of their child protection training needs.

13. Photography and Images

To protect the students the school shall:

- Seek student's consent for photographs to be taken or published.
- Seek parental consent.
- Ensure students are appropriately dressed.
- Encourage students to tell us if they are worried about any photographs that are taken of them.

14. e-Safety

Most of our students will use mobile phones/lpads/computers at some time. Cyber-bullying by students via texts and emails shall be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

Chatrooms and social media networking sites are the more obvious sources of inappropriate and harmful behaviour. Students will not be permitted to access these sites within the school network.

Use of mobile phones and cameras in school

Mobile phones are not banned in school; staff, students and visitors may use mobile phones and have them on their person during the school day. Students may not use their mobile phone during the school day unless they have been given permission by a member of staff. Year 11 students are allowed to use their mobile phones at lunch time in the Drama Studio.

Mobile phones and cameras must never be used to take images of any member of the school community unless permission has been given by the Principal. Staff should set the example to students by not using their mobile phones in public and, where staff allow students to use mobile phones in school, it must be for educational purposes only.

Contact Details of Child Protection Key Staff at The Priory School

1. The Designated Safeguarding Lead (DSL) for Child Protection

Name: Mrs C Knight
Email: ckn@tpstrust.co.uk
Tel: 01743 204009

2. The Child Protection Governor

Name: Mrs S Salt
Email:
Tel:

3. The Principal

Name Mr M J Barratt
Email: Principal@tpstrust.co.uk
Tel: 01743 284008

4. Senior Student Support Officer

Name: Mr A Walters
Email: AW@tpstrust.co.uk
Tel: 01743 284046

5. Learning Mentor/Pupil Premium Champion

Name: Mrs E Tinsley
Email: ET@tpstrust.co.uk
Tel: 01743 284017

6. Pupil Premium Mentor

Name: Miss E Robey
Email: elr@tpstrust.co.uk
Tel: 01743 284036

Flowchart for Reporting Child Protection Concern

