



Child Protection Policy

Wibsey Primary School fully recognises its responsibilities for child protection. It applies a child-centred and co-ordinated approach to safeguarding. The aim of the policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate. The pupils' welfare is of paramount importance.

'Keeping children safe in education 2015' emphasises that safeguarding policies should include:

- staff relationships with pupils
- reference to the 'Position of Trust' offence (Sexual Offences Act 2003)
- communications on social media
- information sharing

This policy is consistent with: The legal duty to safeguard and promote the welfare of children, as described in section 175 of the Education Act 2002, section 47 of the Children Act 1989 and sections 10 and 11 of the Children Act 2004. The Sexual Offences Act 2003 'Position of Trust. Offence, The Statutory guidance: 'Working Together to Safeguarding Children March 2015' , 'Keeping children safe in education – Statutory guidance for schools and colleges March 2015".The Bradford Safeguarding Children Board (BSCB) Procedures, which contain procedures and guidance for safeguarding children;

Our policy applies to all staff, governors and volunteers working in the school. The four main elements to our policy are:

- Prevention (e.g. positive and safe environment in which pupils can learn and develop, teaching and pastoral support to pupils, safe recruitment procedures in checking the suitability of staff and volunteers to work with children.)
- Protection (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns.)
- Support (to pupils who have or may have been abused in accordance with his/her child protection plan.)
- Working with parents and external agencies (to ensure appropriate communications and actions are undertaken).

Extended school activities

Where the Governing Body provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply. Where services or activities are provided separately by another body, the Governing Body will seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and there are arrangements to liaise with the school on these matters where appropriate.

We recognise that, because of the daily contact with children, there is a need for all staff to be well placed to observe the outward signs of abuse. Staff encourage children and parents to feel free to talk about any concerns and to see school as a safe place when there are difficulties. The school will therefore:

- Establish and maintain an environment in which adults are vigilant, noticing when a child is troubled.
- Establish and maintain an environment where children feel secure, are encouraged to talk, are heard and understood; and to have that understanding acted upon.
- Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty and can develop an on-going stable relationship of trust.
- Ensure that children are treated with the expectation that they are competent rather than not. That they are informed and engaged in procedures, decisions, concerns, plans and outcomes.
- Include in the curriculum activities and opportunities for PSHE/Citizenship which equip children with the skills they need to stay safe from abuse (including online), and to know to whom they can turn for help.
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies.
- Operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including references, Criminal Record and prohibition from teaching checks.

All adults working with or on behalf of children have a responsibility to safeguard and promote their welfare. This includes a responsibility to be alert to possible abuse and to record and report concerns to staff identified with child protection responsibilities within the school.

We will follow the procedures set out by the Local Safeguarding Children Board and take account of guidance issued by the Department for Children, Schools and Families (DCSF). The procedures laid out are to:

- have a named person who is on the leadership/senior management team of the school. (Most primary schools have at least 2 named persons and secondary schools may have up to 4).
- have a named governor

- have a written child protection policy that staff are aware of and understand.
- have child protection procedures in line with those of the BSCB.
- have staff who have received child protection training. (Named persons refresh their child protection training every 2 years and all other staff refresh every 3 years).

At Wibsey Primary School we:

- Ensure we have at least two designated named persons who are on the leadership/senior management team of the school. Appropriate training is updated as required and support is given for this role. Currently there are 5 designated named persons in school.

Mr Nigel Cooper – Headteacher
 Mrs Karen Yates – Deputy Headteacher,
 Mr Jeremy Barlow – Assistant Headteacher/Designated Safeguarding Lead
 Mrs Samantha Germaine-Lee – Inclusion Manager
 Mr John Harvey – Behaviour Manager).

- Ensure we have a nominated Governor (Mr Sami Hazallah) responsible for child protection.
- Ensure every member of staff (including temporary and supply staff and volunteers) understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to a designated named person responsible for child protection.
- 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 prospectus and school website.
- Notify Social Services if there is an unexplained absence of more than 2 days of a pupil who is in the child protection register.
- Continue the development of effective links with relevant agencies and co-operate as required with their enquiries regarding child protection issues – including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept secure, separate from the main pupil file, and in locked locations.
- Continue to develop, and then follow, procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.

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. 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 child through:

- The content of the curriculum.

- The school ethos which promotes a positive and secure environment and gives pupils a sense of being valued.
- 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.
- Liaison with other agencies that support the pupil such as Social Services, CAMHS, Education Welfare Service and Educational Psychology Service.
- Ensuring that, where a pupil on the child protection register leaves, their information is transferred immediately to the new school and that the child's social worker is informed.

The Governing Body's statutory responsibility for safeguarding the welfare of children goes beyond simply child protection. The duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies and procedures, for instance:

- Behaviour Management
- Racist incidents
- Anti-Bullying (including Cyberbullying)
- Physical Interventions/Restraint (DfE Guidances "Use of Reasonable Force" and "Screening, searching and confiscation")
- Special Educational Needs
- Trips and visits
- Work experience and extended work placements
- First aid and the administration of medicines
- Health and Safety
- Sex and Relationships Education
- Site Security
- Equal Opportunities
- Toileting/Intimate care
- e-safety
- Extended school activities

The above list is not exhaustive but when undertaking development or planning of any kind the school considers the implications for safeguarding and promoting the welfare of children.

Agreed by Governors	Full Governors	X
	Finance and General Purposes	
Date:	Teaching and Learning	
Chair of Committee	John Haddock	
Written	January 2015	
Review	January 2018	