

## Wellesley Primary School

### Safeguarding Policy

Wellesley Primary School fully recognises its legal and moral responsibilities to promote the wellbeing of children, protect them from harm and respond to child abuse. We also recognise that many of the risks posed to children in the 'real world' equally apply to the 'virtual world' that children and young people may encounter when they use ICT in its various forms.

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

- 1) Ensuring we practice safer recruitment in checking the suitability of staff and volunteers to work with children.
- 2) Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- 3) Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- 4) Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- 5) Establishing a safe environment in which children can learn and develop.

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. For the purpose of this policy child abuse is defined as in Appendix 1. The school will therefore:

- Establish and maintain an environment 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 approach if they are worried.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We will follow the procedures set out by South Gloucestershire Safeguarding Children Board (located at [www.swcpp.org.uk](http://www.swcpp.org.uk)) and take account of guidance issued by the Department for Children Schools and Families to:

- Ensure we have a designated senior person for child protection who has received appropriate training and support for this role. In the case of this the designated Child Protection Officer is the Headteacher. When the Headteacher

is not present any child protection concerns must be reported to the teacher in charge.

- Ensure we have a nominated governor responsible for child protection.
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the Child Protection Officer responsible for child protection and their role. A guidance sheet will be provided to all supply and temporary staff on entering the school building.
- 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. Basic staff child protection training will be provided to all staff during the first INSET day of each new academic year.
- 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.
- Notify social services if there is an unexplained absence of more than two days of a pupil who is on the child protection register.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters 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 securely, separate from the main pupil file, and in locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safer 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. 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:

- The content of the curriculum.
- The school ethos which promotes a positive, supportive 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, Child and Adult Mental Health Service, education welfare service and educational psychology service.

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

### Dealing with Disclosures

#### **All staff will:**

- Be accessible and receptive
- Listen carefully and ask open questions to clarify (eg. who, what, how)
- Take it seriously (eg "This is very serious", " I'm sad that it has happened to you".)
- Reassure the child they are right to tell (e.g. 'I'm glad you told me:' "That was the right thing to do")
- Reassure the child it was not their fault
- Prepare them for the fact that you must involve others, such as Social Services.
- Explain that you cannot personally protect them - but will support them in telling the right people.
- Make careful records of what was said - using the child's own words and including questions you asked - keep your hand-written notes which should be dated and signed.
- Report all suspicions or disclosures **immediately** to the Headteacher or teacher in charge in his/her absence.

#### **All staff will be careful not to:**

- Jump to conclusions
- Try to force the child to disclose - let the child talk, ask only the questions you need to know to clarify immediate safety. The child should not be repeatedly interviewed and the Police/Social Services interview will form the basis of evidence needed to protect the child.
- Speculate or accuse anybody
- Ask any leading questions whatsoever, eg. "Was it daddy/mummy?", or any questions requiring a YES/NO answer.
- Make promises you cannot keep – it is important to remember that the child has chosen you, as a trusted adult, as a person to confide in. She or he will expect your support.

### When a referral is made to the Headteacher

- The Headteacher may contact Locality Social Work duty team if advice is needed and follow up by making an official referral to Social Services.
- A record of the concern will be kept by the school.
- When a referral is made to the Head or designated teacher they will assess whether Social Services should be informed.
- The Headteacher (or in extreme emergency, Deputy Head if the Head is unavailable) is the only person who should follow up disclosures.
- If an allegation is made against a member of staff the person would be suspended immediately and the LEA should be informed.
- Once a referral is made it is the role of the police, Social Services or LEA to investigate.
- The reporting person will be informed of any action taken.

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