



Cleves School  
Learning Together

# Safeguarding Policy

**This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

**Child Protection Officer at the school is:  
Ian Russ**

**Introduction**

- 1.1 This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, 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” 2003. The guidance reflects “Safeguarding Children and Safer Recruitment in Education” DfES Jan 2007, and Surrey Safeguarding Children Board SSCB (formerly the Surrey Area Child Protection Committee), Child Protection Procedures.
- 1.2 The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.
- 1.3 We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child’s welfare is our paramount concern.
- 1.4 All staff believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.
- 1.5 The aims of this policy are:
  - 1.5.1 To support the child’s development in ways that will foster security, confidence and independence.
  - 1.5.2 To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to, approach adults if they are in difficulties, believing they will be effectively listened to.
  - 1.5.3 To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
  - 1.5.4 To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
  - 1.5.5 To emphasise the need for good levels of communication between all members of staff.
  - 1.5.6 To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.

- 1.5.7 To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
- 1.5.8 To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory List 99 or CRB check (according to guidance), and a central record is kept for audit.

## **2.0 Safe School, Safe Staff**

### 2.1 We will ensure that:

- 2.1.1 All members of the governing body understand and fulfil their responsibilities.
  - 2.1.2 We have a designated senior member of staff, our Child Protection Liaison Officer, and a deputy, both of whom have undertaken the Two Day Child Protection Foundation Training delivered through the SSCB and who undertake other training as required by the Allegations Manager, to update their training at least every 2 years.
  - 2.1.3 All members of staff are provided with child protection awareness at induction.
  - 2.1.4 All staff and governors, have child protection awareness training, updated by the CPLO every 3 years, to maintain their understanding of the signs and indicators of abuse.
  - 2.1.5 All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse.
  - 2.1.6 All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the schools' Safeguarding Policy on the school website.
  - 2.1.7 Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.
  - 2.1.8 Community users organising activities for children are aware of the school's child protection guidelines and procedures.
  - 2.1.9 We will ensure that any member of staff found not suitable to work with children will be notified to the appropriate bodies including the DfES for consideration for inclusion on List 99 for education staff (The same DfES team can access POCA, the Protection of Children Act list, where necessary).
- 2.2.1 Our procedures will be regularly reviewed and up-dated.

- 2.3 The name of the Designated member of staff for Child Protection, the Child Protection Liaison Officer, or CPLO will be clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
- 2.4 All new members of staff will be given a copy of our safeguarding induction information, and child protection policy, with the CPLO's name clearly displayed, as part of their induction into the school.

### 3.0 Responsibilities

- 3.1 The designated teacher, CPLO is responsible for:
- 3.1.1 Referring a child if there are concerns about possible abuse, to the Contact Centre Children's Team, and acting as a focal point for staff to discuss concerns.
  - 3.1.2 Keeping written records of concerns about a child even if there is no need to make an immediate referral.
  - 3.1.3 Ensuring that all such records are kept confidentially and securely and are separate from pupil records.
  - 3.1.4 Ensuring that an indication of further record-keeping is marked on the pupil records.
  - 3.1.5 Liaising with other agencies and professionals.
  - 3.1.6 Ensuring that either they or the class teacher attends case conferences, core groups, or other multi-agency planning meetings, contributes to assessments, and provides a report which has been shared with the parents
  - 3.1.7 Ensuring that any pupil currently on the child protection register who is absent without explanation for two days is referred to their key worker's Social Care Team.
  - 3.1.8 Organising child protection induction, and update training every 3 years, for all school staff.
  - 3.1.9 Providing, with the Head teacher, an annual report for the governing body, detailing any changes to the policy and procedures; training undertaken by the CPLO, and by all staff and governors; number and type of incidents/cases, and number of children on the child protection register (anonymously).

**4.0 Supporting Children**

- 4.1 We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self worth.
- 4.2. We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- 4.3. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 4.4. Our school will support all pupils by:
  - 4.4.1 Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
  - 4.4.2 Promoting a caring, safe and positive environment within the school.
  - 4.4.3 Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
  - 4.4.4 Notifying Social Care as soon as there is a significant concern.
  - 4.4.5 Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the pupil's new school and ensuring the school medical records are forwarded as a matter of priority.

**5.0 Confidentiality**

- 5.1 We recognise that all matters relating to child protection are confidential.
- 5.2 The Head teacher or CPLO will disclose any information about a pupil to other members of staff on a need to know basis only.
- 5.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 5.4 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- 5.5 We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with an Assistant Team Manager at the Contact Centre Children's Team on this point.

**6.0 Supporting Staff**

- 6.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- 6.2 We will support such staff by providing an opportunity to talk through their anxieties with the CPLO and to seek further support as appropriate.

**7.0 Allegations against staff**

- 7.1 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- 7.2 All Staff should be aware of Surrey's Guidance on Behaviour Issues, and the school's own Behaviour Management policy.
- 7.3 Guidance about conduct and safe practice will be given at induction.
- 7.4 We understand that a pupil may make an allegation against a member of staff.
- 7.5 If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher.
- 7.6 The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer, who is the Local Education Officer (LEO) for maintained schools, or the Allegations Manager (Schools and Education Services) AM for independent schools and other local authority education services.).
- 7.7 If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in 7.5 above, without notifying the Headteacher first.

- 7.8 The school will follow the Surrey procedures for managing allegations against staff. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a strategy meeting with, for example: police, social care and education managers, requiring action prior to this first meeting.
- 7.9 Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the LEO/AM and Personnel Consultant in making this decision.
- 7.10 In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors with advice as in 7.8 above.
- 7.10 We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.

## **8.0 Anti-bullying**

- 8.1 Our policy on bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes homophobic and gender related bullying.

## **9.0 Racist Equality**

- 9.1 Our policy on racial equality is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

## 10.0 Prevention

- 10.1 We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.
- 11.2 The school community will therefore:
- 11.3 Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- 11.4 Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- 11.5 Include across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

## 12.0 Health & Safety

- 12.1 Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and when away from the school when undertaking school trips and visits.

**Written by:** Ian Russ  
**Updated:** May 2010  
**Review date:** May 2011

**Appendix 1**  
**Risk Assessment 'Checklist'**

- Are there cultural, linguistic or disability issues?
- Am I wrongly attributing something to impairment?
- Does the chronology indicate any possible patterns which could/do impact upon the level of risk?
- Are any injuries or incidents acute, cumulative, episodic?
- Did any injuries result from spontaneous action, neglect, or intent?
- Explanations consistent with injuries/behaviour?
- Severity and duration of any harm?
- Effects upon the child's health/development?
- Immediate/longer term effects?
- Likelihood of recurrence?
- Child's reaction?
- Child's perception of the harm?
- Child's needs, wishes and feelings?
- Parent's/carer's attitudes/response to concerns?
- How willing are they to cooperate?
- What does the child mean to the family?
- What role does the child play?
- Possible effects of intervention?
- Protective factors and strengths of/for child (i.e. resilience/ vulnerability);
- Familial strengths and weaknesses?
- Possibilities?
- Probabilities?
- When and how is the child at risk?
- How imminent is any likely risk?
- How grave are the possible consequences?
- How safe is this child?
- What are the risk assessment options?
- What are the risk management options?
- What is the interim plan?

Appendix 2

