

## SAFEGUARDING CHILDREN (CHILD PROTECTION) POLICY

### 1 INTRODUCTION

- ⇒ Orsett CE Primary School recognises the responsibility it has under Section 175 of the Education Act 2002 and the requirements of the “Safeguarding Children in Education DfES/0027/2004 to have arrangements in place to safeguard and promote the welfare of children.
- ⇒ Through their day-to-day contact with pupils and direct work with families, staff at the school have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to the appropriate agency, normally the appropriate Children’s Team (Social Care).
- ⇒ This Policy sets out how the school’s Governing Body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school.
- ⇒ **Below are the main elements to our Policy:**
  - **PREVENTION** through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos.
  - **PROCEDURES** for identifying and reporting cases, or suspected cases, of abuse.
  - **SUPPORT TO PUPILS** who may have been abused.
  - **PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN**
  - **PREVENT** Safeguarding Objectives
  - **Female Genital Mutilation**
  - **Early Help**
  - **So-called “honour based” violence (HBV)**
  - **Child Sexual Exploitation CSE)**
- ⇒ Our Policy applies to all staff and volunteers working in the school (education support services). Teaching assistants, mid-day supervisors, secretaries as well as teachers can be the first point of disclosure for a child. Concerned parents may also contact school Governors.

### 2 PREVENTION

- ⇒ We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.
- ⇒ The school will therefore:
  - Establish and maintain an ethos where children feel secure and 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 or in difficulty;
  - Include in the curriculum activities and opportunities for PSHE which equip children with the skills they need to stay safe from abuse and information about who to turn for help;
  - Include in the curriculum material that will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.

### 3 PROCEDURES

- ⇒ We will follow the procedures set out in the Thurrock Local Safeguarding Children Board “Safeguarding Inter-Agency Procedures”. This is now available online at : <http://www.thurrocklscb.org.uk/procedures/set-procedures/>
- ⇒ In addition, staff and managers in our school/education support service must ‘have regard’ to the guidance issued in ‘**Safeguarding Children and Safer Recruitment in Education**’ January 2007.
- ⇒ Practical advice can be found in The Government booklet “**What to do if you are worried a Child is being Abused**” (version available via teachernet)

### 3.1 The Designated Senior Member of Staff for Child Protection

- ⇒ The school will:
  - Ensure it has a designated senior member of staff (member of the leadership team) who has undertaken as a minimum, the two day child protection training course, accredited by the Local Safeguarding Children Board
  - Provide another member of staff to act as designated person for child protection in the absence of the above person (not necessarily from the senior leadership team)
  - Ensure this training is updated every two years in accordance with Government guidance
  - Recognise the importance of the role of the designated teachers and ensure s/he has the time and training to undertake her/his duties
  - Ensure there are contingency arrangements should the designated members of staff not be available
  - Ensure that the designated member of staff will take advice from a child protection specialist when managing complex cases (e.g. Education Safeguarding Children Manager).
  - Ensure that the designated member of staff is responsible for coordinating action where it is suspected that a child is in need, has been harmed, or is at risk of significant harm.
  - Ensure they are familiar with Local Safeguarding Children Board procedures and DCSF guidance.
  - Ensure child protection records are maintained.

### 3.2 The Role of School Staff

- ⇒ The school will:
- ⇒ Ensure every member of staff knows:
  - The name of the designated person(s) and her/his role
  - That they have an individual responsibility for referring child protection concerns using the proper channels (school/education support service procedure – Appendix 1) and within the timescales set out in the Inter-Agency procedures.
  - Where the Inter-Agency procedures and school/education support service Child Protection procedures are located
  - The NSPCC whistleblowing help line: 08000280285 (8:00am-8:00pm M-F) [help@nspcc.org.uk](mailto:help@nspcc.org.uk)
- ⇒ Provide training for all staff from the point of their induction, and updated annually (minimum 2 hours), as well as being given relevant updates (via e-mail and staff meetings) as required, but at least annually, so that they know:
  - their personal responsibility
  - the local procedures
  - the need to be vigilant in identifying cases of abuse
  - how to support and to respond to a child who tells of abuse
- ⇒ Ensure that all staff and volunteers recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed policies.
- ⇒ The Head teacher must undertake a safer recruitment-training course approved by NCSL (National College of School Leadership) and in addition consider other members of the Senior Leadership Team attending this course.

### 3.3 Liaison with Other Agencies

- ⇒ The designated person will ensure that the school will:
  - Work to develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters including attendance and written reports at initial case conferences, core groups and child protection review conferences.
  - Notify the local Children's Team (Social Care) if:
    - it should have to exclude a pupil with a Child Protection Plan (whether fixed term or permanently);

- there is an unexplained absence of a pupil with a Child Protection Plan of more than two days duration from school (or one day following a weekend); or as agreed as part of any child protection or core group plan.
- they are concerned about the welfare of any child with a Child Protection Plan.

### **3.4 Record Keeping**

⇒ The school will:

- Keep clear detailed written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately
- Ensure all records are kept secure and in locked locations
- Ensure all relevant child protection records are sent to the receiving school or establishment when a pupil moves school.
- Record examples of good practice, monitor and report any gaps or weaknesses and report these to the Governors and the Education Safeguarding Manager.
- Have a Single Central Record in place and up to date at all times as set out in the Safeguarding Children and Safer Recruitment in Education (Jan 2007)

### **3.5 Confidentiality and Information Sharing**

⇒ Staff will ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from a senior manager or outside agency as required (e.g. Education Safeguarding Children Manager).

[The Local Safeguarding Children Board guidance on the Sharing of Information on Children in Need and in Need of Protection can be accessed from the LSCB Website at [www.thurrocklscb.org.uk](http://www.thurrocklscb.org.uk)]

- ⇒ The Headteacher or designated person will disclose any information about a pupil to other members of staff on a need to know basis only.
- ⇒ All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- ⇒ All staff must be aware that they cannot promise a child/parent to keep secrets.

### **3.6 Communication with Parents**

The school will:

- ⇒ Undertake appropriate discussion with parents prior to involvement of another agency unless the circumstances preclude this. (Further guidance on this can be found in the Thurrock Local Safeguarding Children Board Inter-Agency Child Protection Procedures).
- ⇒ 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. (Suggested wording to be included in the school brochure can be found at the Education Safeguarding Children Service) – see Appendix 2.

## **4 SUPPORTING THE PUPIL AT RISK**

- ⇒ We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self-blame.
- ⇒ Our school may be the only stable, secure and predictable element of the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.
- ⇒ We recognise that some children actually adopt abusive behaviours and that these children must be referred on for appropriate support and intervention.
- ⇒ Orsett CE Primary will endeavour to support the pupil through:
  - The content of the curriculum to encourage self-esteem and self-motivation, (eg Circle Time, Time to Talk , PSHE lessons)

- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued
- The school's Behaviour Policy is aimed at supporting vulnerable pupils in the school. All staff will agree on a consistent approach, which focuses on the behaviour of the offence committed by the child but does not damage the pupil's sense of self-worth. The school will ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred. This will be treated with consideration of the individual pupils' needs.
- Staff are aware of the possibility of SEN and disabilities are more likely to be abused or neglected, therefore identification of concerns is shared with the SENCO and relevant member of staff as needed.
- **Early Help**, by staff identifying learners who need support, such as vulnerable pupils and identifying between a safeguarding concern and a child in immediate danger or of significant risk of harm. (Safeguarding is what we do for all children, whilst Child Protection refers to the procedures we use for children at risk of significant harm or who have been harmed).
- Liaison with other agencies which support the pupil such as Social Care, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Service and the Education Social Work Service
- A commitment to develop productive and supportive relationships with parents whenever it is in a pupil's best interest to do so
- Recognition that children living in a home environment where there is a domestic violence, drug or alcohol abuse are vulnerable and in need of support and protection
- Vigilantly monitoring children's welfare, keeping records and notifying Social Care **as soon as there is a recurrence of a concern**
- Making references to the **Keeping Children Safe in Education** Document (Sept 2016)
- ⇒ When a pupil with a Child Protection Plan leaves, information will be transferred to the new school immediately. The Child Independent Reviewing Manager will also be informed. We will follow the procedures for children that are 'Missing Children'.

#### 4.1 Drug Use and Child Protection

- ⇒ The discovery that a young person is using illegal drugs or reported evidence of their drug use is not necessarily sufficient in itself to initiate child protection proceedings but the school will consider such action in the following situations:
- ⇒ When there is evidence or reasonable cause:
  - To believe the young person's drug misuse may cause him or her to be vulnerable to other abuse such as sexual abuse
  - To believe the pupil's drug related behaviour is a result of abusing or endangering pressure or incentives from others, particularly adults
  - Where the misuse is suspected of being prompted by serious parent/carer drug misuse
- ⇒ Children of Drug Using Parents
  - Further enquiries and/or further action will be taken when the school receives reliable information about drug and alcohol abuse by a child's parents/carers in the following circumstances:
    - the parental misuse is regarded as problematic (i.e. multiple drug use including injection)
    - a chaotic and unpredictable home environment exists which can be attributed to drug or alcohol misuse
    - children are not being provided with acceptable or consistent levels of social and health care
    - children are exposed to criminal behaviour

## 5 PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN

- ⇒ Orsett CE Primary will operate safer recruitment practices according to the DCSF document 'Safeguarding Children and Safer Recruitment in Education, January 2007' and WCC 'Safer Recruitment and Selection Policy for All Staff in Schools'. Appropriate Disclosure and Barring Service (DBS) and other reference checks will be completed as appropriate.

- ⇒ The school will ensure all interview panels include at least one person who has undertaken Safer Recruitment training
- ⇒ The school will consult with the Education Safeguarding Children Manager in the event of an allegation being made against a member of staff and adhere to the relevant procedures set out in Safeguarding Children and Safer Recruitment in Education, the Allegations Against Staff Procedure and will consult the school's HR provider in line with agreed policies
- ⇒ The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.
- ⇒ The school will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents as advised by the Local Authority's Code of Conduct.
- ⇒ The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of position of trust).
- ⇒ The school will ensure they have clear expectations on employment agencies used by the school and that they follow the safer employment guidance

## 6. PREVENT Safe Guarding Objectives

Within this overall framework the Prevent strategy will specifically:

- ⇒ Respond to the ideological challenge of terrorism and the threat we face from those who promote it;
- ⇒ Prevent people from being drawn into terrorism and ensure that they are given the appropriate advice and support; and
- ⇒ Work with sectors and institutions where there are risks of radicalisation which we need to address.

### 6.1 We can help to protect children from extremist and violent views in the same ways that we can help to **safeguard children** from drugs, gang violence or alcohol.

- ⇒ The purpose of this must be to protect children from harm and to ensure that they are taught in a way that is consistent with the law and our values.
- ⇒ Awareness of Prevent and the risks it is intended to address are both vital.
- ⇒ Staff can help to identify, and to refer to the relevant agencies, children whose behaviour suggests that they are being drawn into terrorism or extremism.
- ⇒ We will play a role of enabling young people to explore issues such as terrorism and the wider use of violence in a considered and informed way.
- ⇒ We can facilitate understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government.
- ⇒ These are important for reasons which go far beyond Prevent but they connect to the Prevent agenda.

### 6.2 PREVENT referrals should be reported in line with other safeguarding procedures.

- ⇒ As a school we are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTA 2015), in exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism. This duty is known as the Prevent duty.
- ⇒ You can contact the Essex Police to discuss any concerns on [PREVENT@essex.pnn.police.uk](mailto:PREVENT@essex.pnn.police.uk)

## 7 Female Genital Mutilation (FGM)

FGM comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

- ⇒ As a school we have statutory duty to report any concerns to the police, if it is felt that FGM is suspected to be carried out or having been carried out.
- ⇒ The school is guided by Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015)

## **8 So-called “honour based” violence**

So-called “honour based” violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or community. This includes:

- Female Genital Mutilation
- Forced Marriage
- Practices such as breast ironing.

In any of these cases, if staff suspect that this is happening they will pass on the information to the Designated Safeguarding Lead, and the information will be passed on to the Local Safeguarding Board immediately.

## **9 Child Sexual Exploitation**

Child Sexual Exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money, power or status. As with HBV all suspected cases will be referred to the Designated Safeguarding lead and the Local Safeguarding Board immediately.

## **10 OTHER RELATED INFORMATION and POLICIES**

### **10.1 Physical Intervention**

- ⇒ We acknowledge that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimum force necessary to prevent injury to themselves, another person or property.

### **10.2 Anti-Bullying**

- ⇒ Orsett CE Primary’s Policy on anti-bullying is set out in a separate document and is reviewed annually by the Governing Body. We acknowledge that to allow or condone bullying may lead to consideration under child protection procedures.

### **10.3 Racist Incidents**

- ⇒ Our Policy on racist incidents is set out in a separate document and is reviewed annually by the Governing Body. We acknowledge that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

### **10.4 Health and Safety**

- ⇒ Our Health and Safety Policy, set out in a separate document, is reviewed annually by the Governing Body. It reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

### **10.5 Children with Statements of Special Educational Needs**

- ⇒ We recognise that statistically children with behaviour difficulties and disabilities are most vulnerable to abuse. School staff that deal with children with profound and multiple disabilities, ASD, SHD, cerebral palsy, sensory impairment and/or emotional and behavioural problems are particularly sensitive to signs of abuse.

### **10.6 Record Keeping (Data Collection Sheet)**

- ⇒ We keep up to date information on emergency contacts for parents/guardians.

### **10.7 Other relevant policies are reviewed regularly:**

- ⇒ Attendance Policy (including how to deal with missing children)
- ⇒ E-Safety Policy
- ⇒ Staff Code of Conduct
- ⇒ Safer Recruitment Procedure
- ⇒ Whistleblowing Procedure
- ⇒ Extended Services and before and after school club activities guidelines

## **11 GOVERNING BODY CHILD PROTECTION RESPONSIBILITIES**

- ⇒ The Governing Body fully recognises its responsibilities with regard to child protection and to safeguarding and promoting the welfare of children. Appendix 4.
- ⇒ The Governing body will designate a governor for child protection who will:
  - oversee the school's Child Protection Policy and practice and champion child protection issues;
  - update training every two years
  - agree a programme of meetings at a minimum of termly intervals with the designated member of staff for child protection to review child protection activity within school (not sharing confidential information)
  - ensure that a termly report is made to governors as part of the head teacher's report to governors
  - ensure governor(s) involved in recruitment undertake a safer employment training course approved by NCSL (National College of School Leadership)
  - ensure all staff are aware of child protection procedures and have received adequate training for their position
  - ensure designated staff have been allotted sufficient time to fulfil their responsibilities (e.g. attend case conferences)
  - ensure Single Central Register is up to date and includes all workers at the school, including supply staff, regular visiting staff (such as peripatetic music teachers and regular volunteers)
  - Ensure all interview panels include at least one person who has undertaken "Safer Recruitment" training
  - ensure school is working to safe working practices, such as Code of Conduct for staff, internet safety policy, clear complaints procedure, allegations against staff process
  - ensure there is an adequate health and safety policy which includes safety within school buildings and range of risk assessments that must be carried out before specific activities such as school trips
  - ensure regular health and safety walkabout inspections are carried out by designated Health and Safety governor(s)
  - ensure that there is a nominated governor to liaise with local authorities in the event of an allegation against the head-teacher
  - ensure school addresses "Keeping Safe" outcome from Every Child Matters agenda through the curriculum.
  - seek assurance that organisations using the building have appropriate policies in place for safeguarding children, e.g. CRB checks.
  - ensure Special Educational Needs co-ordinator SENCO has received appropriate training
  - ensure appropriate policies are in place
  - ensure an annual report is made to the Governing Body, and copied to the Education Child Protection Service, on child protection matters to include changes affecting Child Protection policy and procedures, child protection training received, the number of incidents/cases (no names) and child protection in the curriculum;
  - ensure that this policy is annually reviewed and updated as required.

## **12 EXTENDEND SCHOOLS AND BEFORE AND AFTER SCHOOL ACTIVITIES**

- ⇒ If the Governing Body provides extended school facilities or before or after school activities directly under the supervision or management of school staff, the school's arrangements for child protection as written in this Policy shall apply.
- ⇒ Where services or activities are provided separately by another body the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

**13 DESIGNATED CHILD PROTECTION OFFICER(S)**

The Designated Child Protection Officer for Orsett CE Primary School is:

**Miss S Jones - Head Teacher**

The Deputy Designated Child Protection Officer for Orsett CE Primary School is:

**Mr J Dickson-Deputy Head**

**Approved by Governors:** October 2016

**Next Review:** Autumn 2017

Signed .....Date..... Chair of Governors

## APPENDIX 1

### Making a Referral

See also:

Thurrock Local Safeguarding Children Board – Inter-Agency Child Protection Procedures available at:  
[www.thurrocklscb.org.uk](http://www.thurrocklscb.org.uk)

DfES Guidance “Safeguarding Children and Safer Recruitment in Education” - (1 January 2007)

### General Considerations:

- ⇒ All concerns about the welfare of children and young persons, disclosures of possible abuse and observations of behaviour or injury which cause concern, must be taken seriously and reported within these procedures and those of the Thurrock Safeguarding Children Board.
- ⇒ All education staff share the responsibility of ensuring that concerns about children “in need” and those “in need of protection” are brought to the attention of the responsible person/agency in order that they may be investigated within the appropriate procedures.
- ⇒ Central education staff who visit different schools and educational settings should acquaint themselves with the school’s policy and procedures and the identity of the designated teacher for each establishment. Normally a referral for a child in that school should only be made in consultation with the designated teacher, (unless it is out of hours, an emergency or a school holiday).

### Procedure

- ⇒ Every case of possible child abuse or risk of “significant harm” identified within the establishment/service must be reported to the designated person without delay (matters should never go unreported overnight) where possible using the Child Protection Form (orange proforma).
- ⇒ It is the designated person’s responsibility to decide whether there should be an immediate referral to Children’s Services or the Police, further discussion with colleagues outside the school or an agreement to monitor the child. (See Thurrock Local Safeguarding Children Board Inter-Agency Procedures for contact details).
- ⇒ In rare cases of serious physical injury, it may be necessary to arrange immediate medical treatment for the child. An ambulance should be called and, where necessary, the child will be taken to the Accident and Emergency Department of a hospital. The suspicion of abuse must be made known by the person accompanying the child.
- ⇒ [Note: the responsibility for the medical investigation of significant harm lies with the Community Physician [Child Protection].]
- ⇒ Once the decision has been taken to make a referral, the designated teacher or their deputy will contact the Children’s Services team (where the abuse took place). If the child lives outside Thurrock, use the procedures for that Local Authority.
- ⇒ The Duty Officer will note the referral and confirm with the Duty Team Manager what action will be taken. **If you do not receive a response, seek clarification from the Duty Team Manager.**
- ⇒ The designated person will need to agree what action should be taken for the immediate support of the child. This should include what time the child or young person will be going home and with whom. It is important that there is a clear understanding about how the parents or carers are to be informed of the referral and by whom. A written note of the agreements reached should be kept by the referrer.
- ⇒ The appropriate member of staff (possibly the member of staff originally involved) should continue to support the child in accordance with the plan agreed with the Duty Officer.
- ⇒ The Inter-Agency Referral Form (sent via AVCO a confidential portal), must be completed by the designated person or their deputy. If all the information is not immediately available, this should not delay the form being sent. Give as much detail as possible as this will help them to cross-reference the referral with other

information held by other agencies and reach a decision about appropriate action. The form must be sent via AVCO (unless informed otherwise and a cope kept by the school).

- ⇒ A referral may result in:
  - ⇒ no action
  - ⇒ an assessment under Section 17 for Family Support Services; ('a child in need') with parents' consent
  - ⇒ acceptance of a referral under Section 47 for a Child Protection investigation; ('a child suffering from or at risk or suffering from significant harm');
  - ⇒ further investigation before a decision can be made.
  
- ⇒ A Strategy discussion may be called. It is normally expected that representatives from schools or other educational settings will be involved where they are the referrer. When the referral does not result in a Child Protection investigation or a Conference after an Inter-Agency Referral has been sent, the referrer should be notified of this decision and the reason for it given in writing.
- ⇒ **If you remain concerned for a child's safety when a previous referral has been closed, or if there has been no response, refer the case again or ask to speak to a senior manager.**
- ⇒ When an Initial Conference is called, the designated person should be invited. This will often be at short notice and should be held within 15 days of the Strategy discussion or initial referral. Attendance at conferences should be regarded as a very high priority. The designated person must ensure a report is prepared for the Conference.

## APPENDIX 2

### Suggested wording for information on Child Protection to be included in School\* Prospectus

Schools are strongly advised to inform parents/carers of their child protection procedures and the requirements to report concerns to Social Care. The following information can be used in the school's brochure:

#### Example

*'Under the Education Act 2002 (Section 175), schools must make arrangements to safeguard and promote the welfare of children. Parent/carers should know that the law (Children Act 2006) requires all school staff to pass on information which gives rise to a concern about a child's welfare, including risk from neglect, physical, emotional or sexual abuse. The staff will seek, in general, to discuss any concerns with the parent/carer, and where possible, seek their consent to a referral to Social Care. **This will only be done where such discussion will not place the child at increased risk of significant harm.** Schools will seek advice from Social Care when they have reasonable cause to suspect a child may be suffering or likely to suffer significant harm. Occasionally, concerns are passed on which are later shown to be unfounded. Parents/carers will appreciate that the designated person for child protection was carrying out their responsibilities in accordance with the law and acting in the best interests of all children.'*

\* The word 'school' is used throughout but this would include all educational settings e.g. Pupil Referral Units, Further Education establishments and Independent schools.

### **Standards for Effective Child Protection Practice in Schools**

Child protection matters are receiving an increased priority in Ofsted inspections. The following standards may assist schools in evaluating their practice. This should be used jointly by the Designated Child Protection person, Designated Governor for Child Protection to ensure the school is effective in child protection matters.

In best practice, schools:

- ⇒ Have an ethos in which children feel secure, the viewpoints are valued, and they are encouraged to talk and are listened to;
- ⇒ Provide suitable support and guidance so that pupils have a range of appropriate adults to whom they can turn if they are worried or in difficulties and understand their preferred method of communication;
- ⇒ Work with parents to build an understanding of the school's responsibility to ensure the welfare of all children and a recognition that this may occasionally require children to be referred to investigative agencies as a constructive and helpful measure;
- ⇒ Are vigilant in cases of suspected child abuse, recognising the signs and symptoms, have clear procedures whereby teachers report such cases to senior staff and are aware of local procedures so that information is effectively passed on to the relevant professionals;
- ⇒ Monitor children who have been identified as at risk, *in a secure place*, clear records of pupils' progress, maintaining sound policies on confidentiality, providing information to other professionals, submitting report to case conferences and attending case conferences;
- ⇒ Provide and support child protection training regularly to school staff every three years and in particular to designated teachers every two years to ensure their skills and expertise are up to date, and ensure that targeted funding for this work is used solely for this purpose;
- ⇒ Contribute to an inter-agency approach to child protection by developing effective and supportive liaison with other agencies;
- ⇒ Use the curriculum to raise pupils' awareness and build confidence so that pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others, taking into account of the guidance for Governors on sex and relationship education in circular 5/94;
- ⇒ Provide clear policy statements for parents, staff and children and young people on this and on both positive behaviour policies and the schools approach to bullying;
- ⇒ Have a clear understanding of the various types of bullying – physical, verbal, indirect and cyberbullying, and act promptly and firmly to combat it, making sure that pupils are aware of the schools position on this issue and who they can contact for support;
- ⇒ Take particular care that pupils with SEN in mainstream and special schools, who may be especially vulnerable to abuse, are supported effectively with particular attention paid to ensuring that those with communication difficulties are enabled to express themselves to a member of staff with appropriate understanding of the child's/young persons preferred mode of communication;
- ⇒ Have a clear policy about the handling of allegations of abuse by members of staff, ensuring that all staff are fully aware of the procedures and that they are followed correctly at all times, using the guidance set out in the DfES document Safeguarding Children and Safer Recruitment in Education;
- ⇒ Have a written Whole School Policy, produced, owned and regularly reviewed annually by school staff and which clearly outlines the school's position and positive action in respect of the aforementioned standards: The school, as good practice, should discuss child safety and safeguarding matters in a school council meeting (minimum annually);
- ⇒ The school will ensure that specified information is passed on in a timely manner to the Local Authority for monitoring purposes.

## Reference Documents

- Safeguarding children and safer recruitment in education, 1 January 2007 (DcSF)
- What to do if you're worried a child is being abused (DcSF)
- [www.everychildmatters.gov.uk](http://www.everychildmatters.gov.uk)
- [www.teachernet.gov.uk](http://www.teachernet.gov.uk) (child protection)
- Thurrock Inter Agency Child Protection Procedures
- Safer Recruitment Checklist – July 2007 (Education Safeguarding Children Manager)
- Behaviour in schools .... allowing teachers to teach
  - ... keeping staff and children safe
  - ... letting children learn
- Physical Intervention – Guidance on use of force to restrain pupils 30 October 2007 DcSF (non-statutory guidance)
- The Right To Choose: Multi Agency statutory Guidance for dealing with Forced Marriage (June 09)
- Working Together to Safeguard Children - 2006 (Every Child Matters)
- Guidance for Safe Working Practice for Adults who Work with Children and Young People in Educational Settings (March 2009)
- Appendix 1 of Relevant Guidance (Safeguarding Children and Safer Recruitment in Education Jan 2007 lists further documents, all of which are available on TeacherNet - Child Protection.

## Useful Contact

[www.thurrocklscb.org.uk](http://www.thurrocklscb.org.uk)

CHILDREN AND YOUNG PERSONS, ENGLAND

The Designated Teacher (Looked After Pupils etc)(England) Regulations 2009

*Made*

1. 19th June 2009

*Laid before Parliament*

2. 26th June 2009

*Coming into force*

3. 1st September 2009

The Secretary of State for Children, Schools and Families makes the following Regulations in exercise of the powers conferred by section 20(3) of the Children and Young Persons Act 2008(1):

**Citation and commencement**

1. These Regulations may be cited as The Designated Teacher (Looked After Pupils etc)(England) Regulations 2009 and come into force on 1st September 2009.

**Interpretation**

2. In these Regulations, “designated teacher” means the member of staff at a maintained school(2) who has been designated by the governing body for the purposes of section 20(1) of the Children and Young Persons Act 2008 (“the 2008 Act”).

**Prescribed qualifications and experience of designated person**

3.—(1) The governing body must ensure that the designated teacher meets each of the requirements in one of paragraphs (2), (3) or (4).

(2) The requirements in this paragraph are that the designated teacher—

(a) is a qualified teacher within the meaning of section 132 of the Education Act 2002(3) (“the 2002 Act”);

(b) if required to complete an induction period under regulations made under section 19 of the Teaching and Higher Education Act 1998(4), has satisfactorily completed such an induction period; and

(c) is working as a teacher at the school.

(3) The requirements in this paragraph are that the designated teacher—

(a) is the head teacher or acting head teacher of the school; and

(b) meets the requirements of regulations made under section 135 of the 2002 Act(5), if required to do so.

(4) The requirements in this paragraph are that—

(a) the designated teacher is working at the school;

(b) the designated teacher has had responsibility for promoting the educational achievement of looked after pupils for a period of at least six months ending on 1st September 2009; and

(c) the governing body is satisfied that the designated teacher is —

(i) taking steps to meet the requirements in paragraph (2)(a) and, if applicable, the requirements in paragraph (2)(b); and

(ii) is likely to meet those requirements by 1st September 2012.

(5) In paragraph (4), “looked after pupils” means children who are registered pupils(6) at the school and who are looked after by a local authority within the meaning of section 20(5), or who fall within section 20(6), of the 2008 Act.