

Furze Platt Senior School



Child Protection Policy

The governors and staff at Furze Platt Senior School fully recognise their responsibilities for child protection and will promote an ethos in which safeguarding is openly discussed and has a high profile.

This policy links with other safeguarding policies, namely Anti-Bullying policy, Internet Safety policy.

Our policy applies to all staff, governors and volunteers working with students in the school. This policy also applies even when they are working with students away from the school, for example on an educational visit or at an activity centre. There are five main elements to our policy:

- Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- 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. 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 the Local Safeguarding Children Board and take account of guidance issued by the Department for Education to:

- Ensure we have a designated person for child protection who has received appropriate training and support for this role, and a member of staff, who will act in the designated person's absence, who has also received training.
- 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 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 handbook for Year 7 pupils and by publishing the Child Protection policy on the school website.
- 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 safe recruitment practices are always followed by carrying out checks on staff suitability, including CRB checks, in accordance with current legislation.
- Ensure all pupils are taught to use the Internet safely, in line with the recommendation of the school policy.

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 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 a child protection plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

We further recognise that staff working in the school who have become involved with a student who has suffered harm, or who appears to have suffered harm may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the Designated Person for to seek further support. This could be provided by the Headteacher or another trusted colleague, occupational health and/or representative of their professional body/trade union.

Procedures to be followed

- All governors will receive appropriate safeguarding training to enable them to discharge their child protection responsibilities.
- All staff new to the school will receive child protection and safeguarding training as part of their induction.
- All staff to be trained on a regular basis, at least every 3 years, so that they are aware of the possible signs of abuse and the procedures to be followed. Appropriate records of this training will be kept.
- Staff currently receive training on Child Protection Procedures and Safeguarding Procedures on an annual basis.
- All staff should be alert and sensitive to pupils, so that changes in behaviour, suspicious injuries and signs of abuse are noticed and reported.
- If a child makes an allegation of abuse, listen carefully, whilst giving the child reassurance. Do not promise to keep an allegation or disclosure secret or ask probing questions.
- Record all concerns, observations or disclosures in writing as soon as possible and give a written report to the Designated Person for child protection.
- Maintain pupil confidentiality, once the concern has been reported.

- The Headteacher/Designated person will disclose personal information about a student to other members of staff on a need to know basis only.
- However, staff must be aware that they have a professional responsibility to share information with other statutory agencies in order to safeguard children.
- All staff must be aware that they cannot promise confidentiality to a student which might compromise their safety or well being or that of another student.
- We will always undertake to share our intention to refer a student to social care with their parents/carers, unless to do so could put the student at greater risk or could compromise a criminal investigation.
- All pupils in Year 7 will receive teaching on Internet safety.

Designated teacher for Child Protection	Mary Morris Furze Platt Senior School 01628 625308 x126 mormm004@rbwm.org
Designated deputy for Child Protection	Jemma Barney Furze Platt Senior School 01628 625308 x 303 barnj011@rbwm.org
Designated governor for Child Protection	Jo Lackovic Furze Platt Senior School 01628 625308 x 171 lackj002@rbwm.org

Recognising the Signs of Abuse

- Child Abuse falls into one of four categories, although a child may be experiencing more than one of these
 - Physical abuse may result in the symptoms described below. Aside from direct physical contact, physical abuse can also be caused when a parent or caregiver feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. Signs of physical abuse include:
 - Bruises on legs before a child is mobile
 - Black eyes without bruising to the forehead
 - Finger tip bruising and bruises in various stages of healing
 - Cigarette type burns anywhere, patterned burns (irons), rope burns. Contact burns in abnormal sites.
 - Lacerations to the body or mouth
 - Multiple fractures. Evidence of old fractures. Any fractures to children under two years old
 - Fading injuries noticeable after an absence from school
 - Seems frightened of parents, does not want to return home at the end of the day

- Shrinks markedly (backs away) at the approach of adults
 - Suffers from frozen watchfulness
 - Constantly asks in words/actions what will happen next
- Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may also include non-contact activities, such as involving the children in looking at, or in the production of, pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways. Signs of sexual abuse displayed by children include:
- Difficulty walking or sitting
 - Pain/itching/bleeding/bruising/discharge to the genital area/anus
 - Urinary infections/sexually transmitted diseases
 - Persistent sore throats
 - Eating disorders
 - Self mutilation
 - Refuses to change for gym or participate in physical activities
 - Exhibits an inappropriate sexual knowledge for their age
 - Exhibits sexualised behaviour in their play or with other children
 - Lack of peer relationships, sleep disturbances, acute anxiety/fear
 - School refusal, running away from home
- Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's development. It may involve conveying to children that they are worthless or unloved, inadequate or valued insofar as they meet the needs of another person. It may feature inappropriate expectations being imposed on children, relative to their actual development or age. Signs of emotional abuse displayed by children include:
- Excessive behaviour, such as extreme aggression, passivity or become overly demanding
 - Children who self-harm, for instance by scratching or cutting themselves
 - Is either inappropriately adult or infantile
 - Children who persistently run away from home
 - Children who show high levels of anxiety, unhappiness or withdrawal

- Neglect is the persistent failure to meet a child's basic physical and/or psychological needs. This is likely to result in the serious impairment of the child's health or development. Signs of neglect include:
 - Frequent absenteeism from school
 - Begs or steals money or food
 - Lacks needed medical or dental care, immunizations or glasses
 - Lacks appropriate clothing, e.g. for weather conditions, shoes are too small, ill-fitted clothes
 - Clothes are consistently dirty
 - Teeth are dirty, hair quality is poor and contains infestations
 - Hands are cold, red and swollen
 - The parent or adult caregiver has failed to protect a child from physical harm or danger

- The Parent or Other Adult Caregiver
 - Denies existence of or blames the child for the child's problems at home or at school
 - Sees and describes the child as entirely worthless, burdensome or in another negative light
 - Unrealistic expectations of the child i.e. demands a level of academic or physical performance of which they are not
 - Offers conflicting or unconvincing explanation of any injuries to the child
 - Appears indifferent to or overtly rejects the child
 - Refuses offers of help for the child's problems

It is important to recognise that the different types of abuse often occur simultaneously. For instance where a child is physically abused, they often suffer emotional abuse as well. If you perceive a combination or repetition of any of the signs of child abuse then please contact the relevant social services office immediately.

RBWM Referral and Assessment Team - 01628 683150

RBWM Child Protection Co-ordinator - 01628 683210

Out of Hours Emergency Duty Team - 01344 786543

Thames Valley Police Emergency - 999

Thames Valley Police Non-Emergency - 0845 8 505 505

High Wycombe, Chilterns and South Bucks Area 01494 475000 or Emergency Out of Hours - 01494 675802

Slough 01753 690898 or 01753 875591 or Emergency Out of Hours 01344 786543

Allegations against staff

- All staff receive annual training on safeguarding procedures.
- All staff should take care not to place themselves in a vulnerable position with a student. If staff need to meet with a student without anyone else present (which they should try to avoid), then they must ensure that their line manager knows where they are. Staff should not put notices on doors which imply no entry.
- If a student makes an allegation against a teacher, the Headteacher should be informed immediately. If the Headteacher is not present, then the next most senior member of staff should be informed, and must contact the Headteacher as soon as possible.
- The Headteacher will discuss the content of the allegation with the Local Authority Designated Officer (LADO)
- If the allegation concerns the Headteacher, then the person receiving the allegation must inform the Chair of Governors, who will then consult the LADO, without notifying the Headteacher first.
- The school will follow the LA procedures for dealing with allegations against members of staff
- Suspension of a member of staff about whom an allegation had been made needs careful consideration, and should be done in consultation with the LADO. The member of staff concerned should be advised to contact their professional body immediately.

Implementation, monitoring and evaluation

- This policy is implemented on a day to day basis as part of the pastoral support programme for students. It is monitored and evaluated by the Governors' Pupil & Parents Committee annually.

APPENDIX 1

Role of the Designated Person for Child Protection

1. Making referrals to social care if there are concerns about a child's welfare, possible abuse or neglect.
2. Ensuring that detailed and accurate written records of concerns about a child are kept even if there is no need to make an immediate referral.
3. Ensuring that all such records are kept confidentially and securely and are separate from pupil records, with a front sheet listing dates and brief entry to provide a chronology. An indication of further record-keeping should be marked on the pupil's general record.
4. Acting as a focal point for staff concerns and liaising with other agencies and professionals.
5. Ensuring that either they or another appropriately informed member of staff attends case conferences or other planning meetings, contributes to the assessment process, and provides a report which has been shared with the parents.
6. Ensuring that any absence, without satisfactory explanation, of a pupil currently subject to a child protection plan is referred to their Education Welfare Officer and the keyworker for the child protection plan immediately.
7. Ensuring that all school staff are aware of the school's Child Protection policy and procedures, and know how to recognise and refer any concerns.
8. Keeping themselves up to date with knowledge to enable them to fulfil their role, including attending relevant training, at least every two years.
9. Ensuring that all staff receive basic child protection awareness training at least every three years.
10. Providing an annual report for the Governing Body, detailing any training undertaken by staff and governors, number and type of incidents/cases, referrals to children's social care and children subject to child protection plans (anonymised).
11. Notifying social care when a child attending the school is privately fostered.
12. Ensuring that any concerns about a pupil who leaves the school are forwarded under confidential cover to the Designated Person at the pupil's new school as a matter of urgency. The original copy of significant documents will be retained at our school and photocopies forwarded as above.