



Child Protection Policy, Procedure and Guidance

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Review frequency	Annual (last approved October 2022)	Author (role)	HCC/ Lucy Howe
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Date of whole school refresher training: 1/9/23
Date of whole school face to face training: 6/10/23
DSL refresher training:

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Foxhills Federation Child Protection Policy

Policy Statement

*'Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the **best interests** of the child.'* KCSiE

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are being listened to.

We maintain an attitude of "it could happen here" where safeguarding is concerned.

The purpose of this policy is to provide staff, volunteers and governors with the framework they need in

Definitions

Within this document:

Child protection is an aspect of safeguarding but is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.

The term **staff** applies to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. This also includes parents and governors.

Child refers to all young people who have not yet reached their 18 birthday. On the whole, this will apply to pupils of our school; however, the policy will extend to visiting children and students from other establishments

Parent refers to birth parents and other adults in a parenting role for example adoptive parents, step-parents, guardians and foster carers.

Abuse could mean neglect, physical, emotional or sexual abuse or any combination of these, as well as children witnessing domestic abuse. Parents, carers and other people can harm children either by direct acts and / or failure to provide proper care. Explanations of these are given within the procedure document.

Aims

- To provide staff with the framework to promote and safeguard the wellbeing of children and in so doing ensure they meet their statutory responsibilities.
- To ensure consistent good practice across the school.

Principles and Values

Informed by our Child Protection policy, our Safeguarding Policy, Working Together to Safeguard Children (2018), and Keeping Children Safe in Education (2022), we have developed our own set of school-based principles:

Safeguarding is everyone's responsibility

- we work together to understand the needs of every child
- we take action to enable all children to have the best outcomes.

We provide a safe environment

- adults listen to children
- children can share concerns with adults
- relationships are based on respect and trust.

Adults can spot the signs of abuse, neglect and vulnerability to radicalisation

- adults can identify children who are suffering, or are likely to suffer significant harm and take appropriate
- timely action in such cases to prevent concerns from escalating.

Children will be taught how to keep safe, both educationally and personally.

- All adults model safe and acceptable behaviour and uphold the standards of the profession in their personal lives.
- Positive behaviour is promoted by role modelling, the use of de-escalation techniques and by developing bespoke strategies that are specific and responsive to individual needs.

Staff must follow the seven R's (see also Annex 4: Dealing with Disclosures)

Receive Reassure Respond Report Record Remember Review

In addition to our own school-based principles:

- Children have a right to feel secure and cannot learn effectively unless they do so.
- All children have a right to be protected from harm.
- All staff have a key role in prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child is at risk of harm, either in the school or in the community, whilst taking into account any contextual safeguarding.
- We acknowledge that it is essential that we work in partnership with other agencies that protect children and reduce risk and so we will engage in partnership working throughout the child protection process to safeguard children.
- Whilst the school will work openly with parents as far as possible, it reserves the right to contact Children's Social Care or the police, without notifying parents if this is believed to be in the child's best interests.
- All adults working within the school should maintain professional curiosity if they are concerned about a child.

Leadership and Management

We have established clear lines of accountability, training and advice to support the process of child protection and individual staff within that process.

In this school, any individual can contact the Designated Safeguarding Lead (DSL) or their Deputy (DDSL) if they have concerns about a child or young person.

In this Federation any individual can contact the designated safeguarding lead (DSL) if they have concerns about a young person or adult.

DSL: Lucy Howe (Headteacher)

Deputy DSLs: Alison Kay (Deputy Headteacher), Heather James (Deputy Headteacher)

Other DSLs: Natalie Hogbourne, Hayley Sired, Rachel Griffiths, Sophie Foster, Lynsey Grover

Safeguarding governors – leadership responsibility for safeguarding.

The Chair of Governors, Mrs A Arscott will receive any allegations against the Headteacher and acts on the behalf of the governing body.

As an employer we follow safer recruitment guidance as set out in KCSiE 2023 including informing shortlisted candidates that online searches will be carried out.

Training

All staff in our school are expected to be aware of the signs and symptoms of abuse and must be able to respond appropriately. Annual training is provided to support staff in meeting this expectation and update training is provided in response to monitoring outcomes and actions. Additionally, any update in national or local guidance will be shared with all staff in briefings and then captured in the next whole school training. (This policy will be updated during the year to reflect any changes brought about by new guidance).

Separate training is provided to all new staff on appointment and takes the form of an induction. Induction takes place prior to starting work at the Foxhills Federation or within the first week. The DSL will attend training at least every other year to enable them to fulfil their role.

Any update in national or local guidance will be shared with all staff in briefings and then captured in the next whole school training. This policy will be updated during the year to reflect any changes brought about by new guidance.

Governor training is provided as required by KCSiE 2023

Referral

Following any concerns raised, the DSL will assess the information and consider if significant harm has happened or there is a risk that it may happen. If the evidence suggests the threshold of significant harm, or risk of significant harm has been reached, or if it is not clear if the threshold is met, the DSL will contact Children's Social Care and, if appropriate, the police. If the DSL or DDSL is not available or there are immediate concerns, the staff member will refer directly to Children's Social Care and the police if appropriate. We will use the guidance from NPCC to determine when to contact the police.

Generally, the DSL will inform the parents prior to making a referral. However, there are situations where this may not be possible or appropriate, particularly when informing parents, may place the child at further risk

N.B. The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the teacher to report directly to the police. The DSL should also be made aware.

Confidentiality

- We maintain that all matters relating to child protection are to be treated as confidential and only shared as per the 'Information Sharing Advice for Practitioners' (DfE 2018) guidance

- There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection.
- Information will be shared with individuals within the school who 'need to know'.
- All staff are aware that they cannot promise a child to keep a disclosure confidential.

As a school we will educate pupils to recognise when they are at risk and how to get help when they need it through:

- The content of the curriculum will be tailored to the specific needs and vulnerabilities of individual children, including child who are victims of abuse, and children with SEND
- A school ethos which helps children to feel safe and able to talk freely about their concerns, believing that they will be listened to and valued.
- Every child having access to a 'trusted adult' in the school.
- Children will be taught about how to keep themselves and others safe when on-line with a specific focus on the four Cs (commerce, communication, contact, content)
- Using monitoring of filtering and monitoring to identify risk profiles and educate our children accordingly.

Dealing with concerns and allegations against staff

If a concern is raised about the practice or behaviour of a member of staff, this information will be recorded and passed to the headteacher: Mrs Lucy Howe. Lucy Howe will make an assessment to determine if the matter is a 'low level concern' or an 'allegation'. The Local Authority Designated Officer (LADO) will be contacted for all allegations and the relevant guidance will be followed. If the headteacher needs advice or guidance they will contact the LADO. If the allegation is against the headteacher, the person receiving the allegation will contact the LADO or Chair of Governors directly. (Annex 5)

Dealing with children abusing children

If a concern is raised that a child under 18 abusing another child under 18, the 'Child on Child Abuse' guidance will be followed (Annex 6)

Legal context

Section 175 of the education act 2002; the Education (Independent School Standards) Regulations 2014; the Non-Maintained Special Schools (England) Regulations

Children Act 2004 & 1989

Guidance

We review this policy at least annually in line with DfE, HSCP and HCC requirements and other relevant statutory guidance.