

# Child Protection Policy

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## **CHILD PROTECTION POLICY**

**This policy should be read and understood in with reference to the following documents:**

- Behaviour for Learning Policy
- Intimate Care Procedure
- Online Safety Policy
- Sex & Relationships Education Policy – Being reviewed
- Equality Policy – being reviewed
- Secure Data Handling Policy – being reviewed
- Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings (2015)
- Keeping Children Safe In Education (July 2015 revised September 2016)
  - Child Missing in Education
  - Child Exploitation
  - Female Genital mutilation
  - Preventing Radicalisation
  - Private Fostering Children Act (1989)
- WSCB Policy for Managing Allegations against Staff and Volunteers 2015 ( WSCB reviewing LADO role June 2016)
- Local Authorities Escalation Policy (2015)
- Working Together to Safeguard Children (2015)
- WSBC 'Consent and Information Sharing Protocol' (June 2015)
- Thresholds for Safeguarding Children (2014)
- Keeping and Maintaining DFE Records (2015)
- Disclosure and Barring policy

**NB Guidance around safeguarding is constantly changing and TMat schools:**

- refer to the WSCB website for up to date information and advice
- ensure a member of the Inclusion Team attends the CSL Safeguarding Forum meetings
- refer to government updates

The Mead Academy Trust fully recognises its responsibilities for child protection.

## 1. Purpose of policy

We recognise that because of their day to day contact with children, school staff are well placed to observe the outward signs of abuse. The Mead Academy Trust 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 who they can approach if they are worried
- include opportunities throughout the curriculum, including Computing and PSHEE, for children to develop the skills they need to recognise, and stay safe from abuse, and
- take advantage of experts outside school to reinforce those messages (e.g. NSPCC and Police regarding 'Stranger Danger')

## 2. Aims

This policy applies to all staff, governors and volunteers working in each school. The policy has five main elements:

- ensuring we practice safer recruitment in checking the suitability of staff and volunteers to work with children
- raising awareness of a range 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 their agreed child protection plan, and
- establishing a safe environment in which children can learn and develop.

## 3. Action to be taken by the school (based on s.175 Education Act 2002)

We will follow the child protection procedures set out by the Wiltshire Local Safeguarding Children Board and available at [www.swcpp.org.uk](http://www.swcpp.org.uk) and will take account of guidance issued by the Department of Education (previously the Department for Children Schools and Families) to:

- ensure we have a **Designated Senior Person and Deputy Senior Person for child protection** who has received appropriate training and support for this role which are site specific
- ensure we have a **nominated governor** taking a lead role for child protection, including:
  - championing child protection issues within each school and liaising with the Head of School
  - having an overview of Child Protection and all related policies
  - auditing safeguarding measures annually alongside the Designated Senior Person/Executive Head Teacher
- ensure that members of the Leadership Group/Inclusion Team are trained so that there is always a senior member of staff available who is aware of the more detailed procedures in the absence of the designated lead.
- ensure every member of staff, volunteer and governor knows the name of the designated senior persons responsible for child protection and their role

<b>TMAT Lead:</b> Head of Inclusion The Mead Academy trust – Kirsty Jamieson <b>TMAT Lead Governor:</b> Stephanie Davis				
	The Mead Community Primary School (Hilperton site)	The Mead Community Primary School (Wingfield site)	Castle Mead School	River Mead School
Designated Senior Person	Georgina Bennett & Jo Birkett – Wendes	Kate Seviour	Tracy Boulton/ Harriet Phillips	Nicki Henderson / Lisa Penfold until Nov 2016 Leala Boyce/Lisa Penfold from Nov 2016
Deputy Senior Person	Emma Holton	Georgina Bennett & Jo Birkett – Wendes	Kirsty Jamieson	Leala Boyce Until Nov 2016  Nicki Henderson from Nov 2016

- ensure that all regular visitors, volunteers and students (either on one-off or regular placements) are given a copy of the school's Safeguarding and Code of Conduct leaflet as part of their induction, which they must be asked to read and subsequently sign to acknowledge their receipt, which will be kept in the school office
- ensure that 'one-off' visitors and volunteers to the school see a copy of the school's key Safeguarding Information and Code of Conduct leaflet, which they must read on arrival at the school. *This will be displayed by the sign in book.*
- ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse or neglect as well as lower level child welfare concerns, and their responsibility for recording any concerns and promptly referring any concerns to the Designated Senior Person responsible for child protection and safeguarding
- each school will notify the appropriate Children's Social Care team if there is an unexplained absence of more than two days of a pupil who is subject to a child protection plan
- ensure all staff and volunteers across each school receive child protection training every three years, and that lead people (designated senior person, their deputy and nominated child protection governor) are trained every two years (in accordance with Wiltshire Schools Child Protection Training guidance)
- ensure that, as part of The Mead Academy Trust's induction procedures, all staff and trainee teachers are fully informed about The Mead Academy Trust's policy and procedures
- 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 child welfare and child protection concerns about children, including actions taken and outcomes as appropriate
- ensure all child welfare and child protection records are kept securely, and in locked locations
- ensure safer recruitment practices are always followed
- ensure staff and volunteers understand their responsibilities for safer working practices, as outlined in this policy

- ensure that any allegations against members of staff with a child protection aspect are dealt with following local procedures – all such concerns to be dealt with urgently, with concerns about staff to be reported to the Head of School, but concerns about the Head of School reported to the Chair of Governors (see Wiltshire Council schools' allegations flowchart)
- ensure that the school building and site are appropriately secure, with a clear record kept of any risk assessments carried out
- ensure that other Mead Academy Trust policies which have a safeguarding element (e.g. health and safety; anti-bullying; e-safety; behaviour) are all consistent with this policy and with each other and where appropriate make cross-reference to this policy
- ensure that the Governing body carry out an annual child protection and safeguarding audit, and track progress against a safeguarding action plan, reviewed mid-year, using the Wiltshire Annual School Safeguarding Audit return as a starting point
- ensure all staff, governors and volunteers receive and sign for a copy of this policy as part of induction procedures
- ensure that parents receive information from each school about the responsibility placed on the school and staff for child protection. This will be done through our website
- ensure that the designated senior person has a clear understanding of the Local Authority's Escalation Policy in the event that the school is unhappy with the response they receive from the LA.

#### **4. Support to pupils at risk**

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 Mead Academy Trust schools 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. Each school will endeavour to support the pupil through:

- the content of the curriculum
- the ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued
- the behaviour for learning policy which is aimed at supporting vulnerable pupils. Each 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 supporting the pupil such as Children's Social Care, Child and Adolescent Mental Health Service, education welfare service and educational psychology service, and where appropriate initiate and/or contribute to CAF and Team Around the Child (TAC) meetings
- ensuring that, where a pupil leaves a school within The Mead Academy Trust, any child protection records are promptly transferred to the new school. Child welfare records below the child protection threshold but with continuing relevance to the child's well-being should also be transferred with parental consent.

#### **5. Process for considering and acting on concerns about child abuse**

All adults who work with or volunteer with children should be able to identify and act on concerns about child abuse.

The types of abuse are:

- Physical
- Sexual
- Neglect
- Emotional (including seeing or hearing the ill treatment of another)

There are other types of specific abuse as outlined in the KCSIE document (Sept 2016), these include:

- Child Sexual Exploitation (CSE)
- Female Genital Mutilation
- Children Missing in Education
- Private fostering
- Bullying including cyber-bullying, homophobic and transphobic bullying

Preventing Radicalisation

- TMAT schools follow the guidance in the Home Office publication; Prevent Duty Guidance Mar 2016 (revised Mar 2016).
- Senior members of staff (Kirsty Jamieson, Head of Inclusion and Lindsay Palmer, head of the Teaching School, have been trained to deliver the appropriate 'Prevent training' within TMAT. Our schools also access this training through CSL
- The school has carried out a risk assessment and is developing an action plan with regard to radicalisation

## **6. Recording and reporting concerns**

Where any adult has concerns about a child they should discuss these in the first instance with the Designated Senior Person, or in their absence, the Deputy. Discussions should be recorded on the school cause for concern sheet (appendix 15) with details of the concern and any agreed action that is to be taken. The record must be signed and dated and kept securely. The Designated Senior Person is responsible for ensuring that concerns and discussions are written up properly and acted on appropriately.

We recognise that children will talk to an adult they know and trust and therefore our expectation is that this person will listen to the child about their concerns and then report this to the Designated Person. The child should not then be asked to repeat their story unless each school has been advised by Children's Social Care to seek more information. When a child discloses abuse to an adult in a school, that person is responsible for making a written record of the disclosure as soon as possible after the event and reporting it urgently to the Designated Senior Person or their Deputy.

The Designated Person will consider next steps to be taken, including referral to Children's Social Care

## **7. Safer working practice**

The most recent government version of the government's 'Guidance for Safer Working Practice for Adults who Work with Children and Young People' indicates that there must be clear professional reason for all conduct of staff and volunteers.

## **8. Confidentiality**

- Staff have a professional responsibility to share any relevant information about the protection of children with other professionals, particularly the investigating agencies.
- Information should only be shared with those who need to know.
- Staff should follow the guidance given in DFE: Information sharing advice for safeguarding practitioners (March 2015), together with the WSBC 'Consent and Information Sharing Protocol' (June 2015)

## **9. Policy review**

This policy will be reviewed annually