

CHILD PROTECTION POLICY

1.0 INTRODUCTION

1.1 Holywell Primary School fully recognises the contribution it makes to Child Protection.

There are three main elements to our policy:

- a) **Prevention** through the teaching a pastoral support offered to pupils
- b) **Procedures** for identifying and reporting cases, or suspected cases, of abuse
- c) **Support** to pupils who may have been abused.

1.2 Our policy applies to **all** staff and volunteers working in the school, and governors.

2.0 PREVENTION

2.1 We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help prevention.

The school will therefore:

- a) Establish and maintain an ethos where children feel secure and are encouraged to talk and are listened to;
- b) Ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty;
- c) Include in the curriculum, activities and opportunities for PSHE and C which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help;
- d) Include, in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills.

3.0 PROCEDURES

3.1 We will follow the procedure set out by the Local Safeguarding Children Board.

3.2 The school will:

- a) Ensure it has a designated senior member of staff who has undertaken appropriate training and acknowledge the level of support required by the post holder;
- b) Ensure all staff and governors know:
 - The name of the designated person and his/her role
 - That they have an individual responsibility for referring children protection concerns
 - The procedures identified within the school policy
- c) Ensure that members of staff are aware of the need to be alert to signs of abuse and know how to respond to a pupil who may tell of abuse;
- d) Ensure that parents have an understanding of the responsibility placed on the school and staff in relation to child protection, by setting out its obligations in the school prospectus
- e) Provide child protection training within the induction programme for all new staff and governors;
- f) Work to develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at initial case conferences, core groups and child protection review conferences;
- g) Keep 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 Services immediately;
- h) Ensure all records are kept secure and locked locations;

- i) Adhere to the procedures set out by the LA when an allegation is made against a member of staff;
- j) Ensure the criminal background of applicants for vacant posts are checked in accordance with the DfES circular 11/95 'Misconduct of Teachers and Workers with Children and Young People';
- k) Designate a governor for child protection who will oversee the schools child protection policy and practice;
- l) Ensure that the duty of care towards pupils and staff is promoted, by raising awareness of illegal, unsafe and unwise behaviour and assist staff to monitor their own standards and practice.

4.0 SUPPORTING THE PUPIL AT RISK

- 4.1 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.
- 4.2 This school may be the only stable, secure and predicable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.
- 4.3 The school will endeavour to support the pupil through:
 - a) The content of the curriculum to encourage self esteem and self motivation;
 - b) The school ethos which:
 - I. Promotes a positive, supportive and secure environment
 - II. It gives pupils a sense of being valued
 - c) The school's behaviour policy emphasises the importance of supporting vulnerable pupils. 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;
 - d) Liaison with other agencies who support the student such as Social Services, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Services and the Education Welfare Service;

e) Keeping records and notifying Social Services as soon as there is a recurrence of a concern;

4.4 When a pupil on the child protection register leaves, we will transfer information to the new school. If the school does not know where the pupil has moved to, we will contact the LA child protection officer as soon as possible.

5.0 BULLYING

5.1 Our policy on bullying is set out in our Anti-Bullying Policy and is reviewed regularly by the governing body.

6.0 PHYSICAL INTERVENTION

Our policy on physical intervention is set out in our Behaviour Policy and is reviewed regularly by the governing body.

7.0 GUIDELINES ON SAFE PRACTICE - refer to Additional Information for Designated Staff section.

CATEGORIES OF ABUSE

The categories of significant harm defined in 'Working Together to Safeguard Children' 1999 are used for the Register and statistical purposes:

NEGLECT

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter or clothing, failure to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect, or unresponsiveness to, a child's basic emotional needs.

PHYSICAL ABUSE

May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. This situation is commonly described using terms such as fabricated and induced illness or Munchausen's Syndrome by proxy.

EMOTIONAL ABUSE

The persistent emotional ill-treatment of a child such as to cause severe and persistent effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age of developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

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, (e.g. rape or buggery) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways.

RECOGNISING ABUSE - please additionally refer to Worcestershire Safeguarding Children Board guidelines.

POSSIBLE SIGNS OF SEXUAL ABUSE

Children under the age of five may:

- Become insecure or cling to parent in a fearful way
- Show extreme fear of a particular person
- Cry hysterically when their nappy is changed
- Become hysterical when clothing is removed, particularly underclothes
- Have some physical signs in the genital or anal: smell of semen etc.
- Have soreness or bleeding in the throat, anal or genital areas
- Regress to a much younger behavioural pattern
- Behave in a way sexually inappropriate to their age, being obsessed with sexual matters as opposed to normal exploration
- Stare blankly, seem unhappy, confused, sad
- Become withdrawn, stop eating, have chronic nightmares, begin wetting again when previously dry
- Play out sexual acts in too knowledgeable a way with dolls or other children
- Produce drawings of sex organs such as erect penises
- Stop enjoying activities with other children, such as stories or games
- Seem to be bothered or worried, but will not tell why as if keeping a secret
- Change from being happy and active to being withdrawn and fearful
- Repeat obscene words or phrases said by the abuser
- Say repeatedly that they are bad, dirty or wicked

- Become aggressive and hurtful
- Act in a sexually inappropriate way towards adults

Children from ages of five to twelve may:

- Hint about secrets they cannot tell
- Say that a friend has a problem
- Ask if you will keep a secret if they tell you something
- Begin lying, stealing, blatantly cheating in the hope of being caught
- Have unexplained sources of money
- Have terrifying dreams
- Start wetting themselves
- Exhibit sudden inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- Stop enjoying previously liked activities, such as music, sports, art, scouts or guides, going to summer camp, gym club
- Be reluctant to undress for gym
- Become fearful of or refuse to see certain adults for no apparent reason; show dislike of a particular baby-sitter, relative or other adult
- Act in a sexual way inappropriate to their age
- Draw sexually explicit pictures depicting some act of abuse
- Seem to be keeping secret something which is worrying them
- Have urinary infections, bleeding or soreness in the genital or anal areas
- Have soreness or bleeding in the throat
- Have chronic ailments, such as stomach pains or headaches

- Take over the parent role at home, seem old beyond their years (if a victim of incest)
- Become severely depressed, even attempt suicide
- Have a poor self image, self mutilate
- Continually run away
- Regress to younger behaviour, such as thumb-sucking, surrounding themselves with previously discarded cuddly toys
- Show discomfort when walking
- Say that they are no good, dirty, rotten
- Be wary, watchful
- Repeat obscene words or phrases which may have been said during the abuse
- Attempt to sexually abuse another child
- Talk or write about sexual matters
- Find excuses not to go home or to a friend's house after school (places where abuse may be happening)
- Act in a sexually inappropriate way towards adults

POSSIBLE SIGNS OF PHYSICAL ABUSE

- Unexplained injuries or burns, particularly if they are recurrent
- Improbable excuses given to explain injuries
- Refusal to discuss injuries
- Untreated injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted

- Bald patches
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home
- Fear of medical help
- Self-destructive tendencies
- Aggression towards others
- Chronic running away

POSSIBLE SIGNS OF EMOTIONAL ABUSE

- Physical, mental and emotional development lags
- Admission of punishment which appears excessive
- Over-reaction to mistakes
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb-sucking)
- Self mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug / solvent abuse
- Chronic running away
- Compulsive stealing
- Scavenging for food and clothes

POSSIBLE SIGNS OF NEGLECT

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Destructive tendencies
- Low self-esteem
- Neurotic behaviour (e.g. rocking, hair-twisting, thumb-sucking)
- No social relationships
- Compulsive stealing
- Scavenging for food and clothes

(Produced courtesy of Kidscape "Protecting Children" Pack)

MANAGING DISCLOSURE

Teachers have a vital role to play in both the prevention and detection of abuse. Detection of abuse often depends in the first instance, on suspicion. Teachers and other staff in schools are in a unique position to observe children's behaviour over time, and often develop close and trusting relationships with pupils. School staff may well be the first to suspect that something is amiss when an individual behaves atypically, withdraws from social contacts with others, exhibits anxiety or stress symptoms in school, appears unusually distressed, confused or disturbed.

It is of course absolutely critical that all staff are aware of the procedures adopted by the school, key staff to be informed and the LA's child protection procedures, when disclosures of abuse are made.

A wide range of possible situations can fall into the category of a 'disclosure'. Because it is impossible to know in advance what a child will say, it is advisable to follow the suggestions outlined below. Children will probably tell you about incidents involving bullying or bribes perhaps from peers. However, children who live in abusive situations, commonly ask teachers for help with minor anxieties. It can be a way of seeking out a safe situation in which to confide a major concern.

'Sharing the secret':

Children 'tell' in many different ways - through their behaviour, play and creative work as well as direct disclosure. Young children are more likely to confide, but lack the language. Older children feel that the abuse sets them apart. No one ever talks about the possibility of incest for example, which can add to his or her guilt and confusion. Abused children and adults often reveal that they believed they were the only ones to have endured this experience. Our treatment of the issue may collude in the conspiracy of silence and keep victims isolated.

It is important to remember:

- Most children make some attempt to 'tell' in the early stages of abuse. Often they are not heard. They may never tell again.
- Sexual abuse of a young child within a family usually only ends when the secret is told. Such abuse can be ongoing over many years. It is rarely a one off event.
- No-one really wants to hear that a child is being abused, but unless someone hears, the abuse goes on.
- Children react in different ways to the same home circumstances. If one child causes concern it is important to discuss the behaviour of other children in the family.

Staff need to share concerns with other staff, monitoring small incidents and be ready to listen to children's problems.

It is not however, the responsibility of teachers and other staff to investigate suspected abuse. Care must be taken in asking and interpreting children's responses to questions about indications of abuse.

Staff should not ask the child leading questions as this can later be interpreted as putting ideas into the child's mind.

The chief task is to listen to the child and not interrupt if he or she is freely recalling significant events and to make a note of the discussion to pass onto the designated member of staff. The note should record the time, date, place and people who were present as well as what was said.

STAFF IN SCHOOL SHOULD NEVER GIVE UNDERTAKINGS OF ABSOLUTE CONFIDENTIALITY TO A PUPIL

Extra care should be taken to interpret correctly apparent signs of abuse and neglect in children with SEN. Schools should try to create an atmosphere in which pupils with SEN feel confident and able to discuss these matters.

When a child tells:

If a child discloses directly, remember that it has taken a lot of courage to get to this point and your response is crucial. This child has chosen you as someone they trust.

Listen seriously: abused children are often threatened by the perpetrator that they will not be believed. Listen without value judgements and show the child that you take their problem seriously. Tell the child that you believe him/her. Choose a place to talk where you will not be interrupted.

Reassure the child: the threats that children live under to keep the secret are very powerful and they will be frightened of the consequences of telling. Reassure the child that they have done the right thing. Tell them they are not to blame. Offer ongoing support.

Empathise: do not tell the child how they should feel. Validate their feelings and just listen. Avoid asking questions but feedback what they say if you need to respond verbally.

Following a disclosure, you need to immediately talk to the designated child protection member of staff and complete a written record. (Refer to recording section).

SUMMARY

- Listen carefully to what is said
- Ask only open questions such as:
 - How did that happen?
 - What was happening at the time?
 - Anything else you want to tell me?
- Do not ask questions which may be considered as suggesting what might have happened, or who has perpetrated the abuse
- Do not force the child to repeat what he/she said in front of another person
- Do not promise to keep the information secret: breaking a child's confidence would be inappropriate, it is better to say that you might have to tell someone
- Make notes of the details of the disclosure using the child's words where possible

MAKING A REFERRAL

When a member of staff has reported a case of suspected abuse, disclosure or child in need concern to the designated teacher he/she should refer the case to, or discuss it with the investigating agencies. If the designated teacher is unsure about whether a case should formally be referred, he or she can seek advice from the LA's Lead Officer for Child Protection or the local Social Services department. Where the designated teacher is not the head teacher, he/she should keep the head teacher informed of a case.

When making referrals regarding a child concern, (whether they are in need of support or protection) to Social Services, the designated teacher should ensure that they have, where appropriate and safe to do so, discussed their concerns with parent(s) / person(s) with parental responsibility / young person and sought their agreement to make a referral to Social Services.

The only exception to this, would be where seeking parental consent would put a child at further risk of abuse / significant harm.

If consent to referral is not given, the designated teacher may wish to consult with Social Services, who will assist in ascertaining whether the threshold for child protection enquiries has been met, or whether any further action should be taken by the referring agency or themselves.

When making a referral the designated teacher should state to the SSD team member that he/she wishes to make a child protection referral. The following information may be required:

- Child's full name
- Date of birth
- Home address and telephone number
- Parents / carers name(s)
- Child's GP
- Details of the reason for the referral
 - The context and time
 - The sequence of events / concerns
 - The child's actual words if possible
 - Any previous concerns
- Your name and position
- School name and address
- School telephone number
- Whether parents / carers have been notified of the referral / permission sought.

A referral should be made as soon as possible after concerns have been raised, and always during the same working day.

Telephone referrals should always be followed up by a written referral, a copy of which should be sent under confidential cover to the LA Lead Officer for Child Protection.

CHILD PROTECTION RECORDS

Child protection records should be kept securely locked and are exempt from the disclosure provisions of the Data Protection Act 1984 for manual records, the Education (School Records) Regulations 1989 exempt information relating to child abuse from the requirement of disclosures.

Schools should be notified by Social Services when a child on the Child Protection Register starts the school, or if a pupil's name has been placed on the register, or if removed from the register. It is the school's responsibility to pass the information on immediately if a child transfers to a new school.

Keeping Records

Specific Concerns

Any member of staff who has a concern about a child should make a written note. This must be passed on to the designated person (although a personal copy may be kept in a secure place). The note should be timed, dated and signed, with your name printed alongside the signature.

Notes must be made as soon as possible, and certainly within 24 hours of the incident giving rise to the concern. (This is important, in case the note is needed for submission to court).

The form included here may be helpful to reproduce for staff. Notes should:

- Be factual
- Use a child's own words where possible
- Be a record of what you saw and heard

Professional opinions are acceptable but only if you state the facts or observations upon which your opinion is based.

Nagging Doubts about a Child's Safety and Welfare

Sometimes, things which seem to be insignificant or trivial at the time, turn out to be vital pieces of information later.

If there has been no specific incident or information, make a written note. Try to identify what is really making you feel worried.

Date, time and sign the note. Print your name alongside your signature.

Pass the role to the designated person. You may keep a copy in a safe place.

Monitor the child. Record observations as factually as possible.

If several notes have been made about the child, the designated person should seek advice through an "early warning" meeting or from the LA Lead Officer.

Copies of child protection information should be kept by the school until the child's 24th birthday.

Logging a Concern about a Child's Safety and Welfare - all staff and other school personnel.

Pupil's Name:		d.o.b.	
Date:		Time:	
Name:			
.....		
Print	Signature		
Note the reason(s) for recording the incident.			
Record the following factually:	Who?		
	What?		
	Where?		
	When?		
Offer an opinion where relevant (how and why might this have happened?)			
Substantiate the opinion. Note action taken, including names of anyone to whom your information was passed.			

Check to make sure your report is clear now - and will also be clear to a stranger reading it next year.

PLEASE PASS THIS FORM TO YOUR DESIGNATED PERSON FOR CHILD PROTECTION

Auditing Child Protection Files Kept by the School

The designated teacher should, as good practice, carry out an occasional audit of the school's child protection files to ensure that adequate records are being kept in an appropriate manner. The check should cover the following:

Facing sheet with name, address, d.o.b., family members and name, address and contact number of Social Services (if the child is on the child protection register this should be the key worker).

Note or symbol on the child's regular school file

File cross-referenced with other family members, if appropriate

Cross reference to additional files, if appropriate

Records of notes typed or written in legible handwriting

Incident date (including year!), time, place

Name, address and d.o.b. of child(ren) concerned recorded on each sheet

Factual outline of incident / concern / allegation / disclosure

Opinion substantiated, if given

Clear names, job titles of staff involved

Signature, printed name, job title of person making record

Note of action taken, and with whom information was shared

Note of copy sent to Social Services and the LA as appropriate

FRONT SHEET: CHILD PROTECTION RECORD

Date file started:

Name of child:

Any other names by which child is known, if relevant:

Date of birth:

Address:

.....

.....

Other family members:

(include full name, relationship e.g. mother, stepfather etc. For U18s, include age, if known).

Are any other child protection files held in school relating to this child or another child closely connected to him / her?

YES/NO

If yes, which files are relevant?

.....

Name and contact number of key worker (Social Services), if known:

.....

Name and contact number of GP, if known:

.....

MONITORING

Schools should monitor pupils whose names are on the Child Protection Register in line with what has been agreed in the Child Protection Plan.

Parents / carers should be made aware of the school's child protection policy and the fact that this may require cases to be referred to the investigative agencies in the interests of the child.

Guidelines for monitoring:

When?

When there is a concern in school about:

- Marks on the body
- Unusual / different behaviour (including academic functioning)
- Mood changes
- Puzzling statements or stories by a child
- Information from others
- If requested by another agency e.g. following a case conference

Who?

- Teachers
- Other school staff
- Other LA staff in regular contact with the child

What?

- Patterns of attendance
- Changes of mood
- Changes in classroom functioning
- Relationships with peers and adults
- Behaviour
- Statements, comments, stories, 'news', drawings
- General demeanour and appearance
- Parental interest and comments
- Home / family changes
- Medicals
- Response to PE / sport
- Injuries / marks, past and present

How?

- Child's name to be placed on school's own 'Vulnerable Children' register kept by the Headteacher

PREVENTATIVE APPROACHES

Through the curriculum children can be taught about the risks of different kinds of child abuse and be equipped with the skills they need to help them stay safe.

A child protection programme should seek to support the child's development in ways which will foster security, confidence and independence. It should be regarded as central to the well-being of the individual and is, therefore, seen to be an intrinsic part of all aspects of the curriculum. The most appropriate approach is skills based, set alongside a knowledge component, with an emphasis on helping children to develop the personal and social skills they need to keep themselves safe and to become responsible and independent adults.

Child protection can be interwoven with many aspects of the existing curriculum. It can help children to:

- Promote their understanding of relationships, the interaction between relationships and the key concepts
- Increase self esteem and awareness
- Make judgements and problem solve
- Be assertive
- Recognise, accept and express feelings
- Explore the nature of trust
- Identify 'okay' adults within personal safety networks
- Take decisions and accept responsibility for self and others
- Be self-reliant and independent

A supportive school ethos can encourage children to feel safe and to talk about their feelings. It can:

- Reduce isolation in the emotions they experience
- Relieve tension by enabling children to talk and be listened to
- Provide an opportunity to develop an appropriate vocabulary, making violence less likely as a way of expressing needs
- Allow children to perceive situations more clearly for planning action or change
- Make children feel protected by a 'listening environment'. Abusive situations at home or school thrive on secrecy

All children need to know what to do in case someone tries to harm them. Knowing that the vast majority of children are abused or harmed by someone they know, teaching children to avoid dangerous situations, to recognise

inappropriate touching, can encourage them to trust their own judgement and to feel safer, more aware and confident.

ROLE OF THE DESIGNATED TEACHER

The role is key to ensuring that proper procedures and policies are in place and are followed with regard to child protection issues.

Every school should appoint a senior teacher as a child protection designated teacher, all members of staff should be aware of who this person is or what their role is. They should act as a source of advice and coordinated action within the school over cases of abuse or children in need. They will need to liaise with all agencies and should build a good working relationship with these agencies.

They should possess skills in recognising and dealing with child welfare concerns. Appropriate training and support should be given. The designated teacher should be the first person education staff report cases to. It is then the responsibility of the designated teacher to discuss the situation with the relevant agencies.

School should have arrangements in place for when the designated teacher is absent.

The designated teacher is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by their Local Safeguarding Children Board and Local Authority. They must be able to deal with allegations made against members of staff.

To be effective they must:

- Act as a source of advice, support and expertise within the school and be responsible for coordinating action regarding referrals by liaising with Social Services and other relevant agencies over cases of abuse and allegations of abuse, regarding both children and members of staff
- Ensure each member of staff has access to and is aware of the school's child protection policy.
- Liaise with the Headteacher (if not Head Teacher) to inform him/her of any issues and ongoing investigations and to ensure there is always cover for the role
- Ensure the school's child protection policy is updated and reviewed annually and work with the designated governor for child protection regarding this

- Be able to keep detailed accurate secure written records of referral/concerns
- Ensure parents see copies of the child protection policy in order to alert them to the fact that the school may need to make referrals. Raising parents awareness may avoid later conflict if the school does have to take appropriate action to safeguard a child
- Where children leave the school roll, ensure their file is transferred to the new school as soon as possible. (This can be done electronically). If a child leaves and the new school is not known, the DfES should be alerted so that these children can be included on the database for lost pupils.

Designated teachers also have an important role in ensuring all staff and volunteers receive appropriate training. They should:

- Have received training in how to identify abuse and know when it is appropriate to refer a case together with having a working knowledge of how Safeguarding Boards operate and the conduct of a child protection case conference and be able to attend and contribute to these when required.

The designated teacher is: MRS F MILLETT - DCSM AND DEPUTY UNDERTOOK CHILD PROTECTION TRAINING IN MAY 2009

ROLE OF THE GOVERNING BODY

The governing body of a school should:

- Sanction the Child Protection Policy, review the policy annually, monitor and evaluate its effectiveness and be satisfied that it is complied with.
- Ensure that a designated teacher together with a nominated governor for child protection are in place.
- Ensure that there are safe and effective recruitment policies and disciplinary procedures in place, which adhere to The Education (Prohibition from Teaching or Working with Children) Regulations 2003.
- Recognise the importance of the role of designated teacher and support them, ensuring the training necessary to be effective is undertaken and appreciate the additional duties taken on by the member of staff when carrying out this role especially when there are on going child protection issues.
- Recognise the contribution the school can make to helping children keep safe through the teaching of self protection skills and encouragement of responsible attitudes to adult life through the PSHE and Citizenship curriculum.

ROLE OF THE HEADTEACHER

Headteachers need to:

- Put in place procedures for handling cases of suspected abuse, including allegations against staff and volunteers, which are consistent with those agreed by the Local Safeguarding Children Board and easily available to all staff and volunteers for reference.
- Liaise with the nominated governor on child protection issues and school policy.
- Ensure that the designated teacher receives appropriate training and support.
- Understand the role of the designated teacher.
- Ensure that all staff know and are alert to signs of possible abuse and know what to do if they have any concerns or suspicions.
- Make parents aware of the school's Child Protection Policy.
- Work with local partners such as the LA and Social Services Department to create a safe environment for children at the school.

Policy originally produced October 2006 - Mrs Frances Millett - Headteacher.

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