

St Vincent's School for Blind and Partially Sighted Children

Policy Document Title:	Safeguarding/Child Protection Policy
To be read in conjunction with:	St. Vincent's School Safeguarding Statement St. Vincent's School Child Protection Procedures St. Vincent's School Staff Handbook Every Child Matters National Care Standards (2002) DFE Circular 10/95 Working Together under the Children's Act (1989) Working Together to Safeguard Children (2006) Recruitment Process Policy
Updated:	07/09
To be reviewed:	07/10

St. Vincent's School Mission Statement:

Inspired by the example of St Vincent, we work together in a safe and caring atmosphere, where a high standard of education and care are provided. We encourage a sense of achievement, self worth, moral responsibility and mutual respect, honouring all faith traditions and beliefs. Each one of us in our community is special and unique. Gifts and talents are valued and nurtured through all our work. We are outward looking in our approach to the wider educational and social community and we encourage all our young people to become independent and to integrate fully into society.

The Principal is the lead person responsible for safeguarding. All staff have a responsibility to Safeguard.

Designated Child protection Co-ordinators (CPC)

School CPC: Mrs Julie Bradshaw

Governor CPC's: Dr. Felicity Knight and Mrs Elizabeth Jones

Philosophy

St. Vincent's is a community in which every pupil has the right to feel safe and free – able to speak with any member of staff if they have worries. We honour all faith traditions and beliefs and encourage all our young people to become independent and integrate fully

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into society. A safe child is able to trust, to express feelings and to be confident when asking for help.

This policy aims to uphold the Mission Statement which supports the rights and values of all people in this school community and fundamentally focuses on the safety of our pupils.

St. Vincent's School fully recognises its responsibilities for safeguarding and child protection. We are fully aware of the additional vulnerability of all our pupils, as defined in *Working Together to Safeguard Children. 2006*. Our policy applies to all staff, governors and volunteers working in the school. There are five main elements to our policy:

- ❖ Ensuring we practice safe recruitment (as outlined in the Recruitment Process Policy) 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 PSHEE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

- ❖ Facilitate the provision of training for all staff and governors in Safeguarding and Child Protection
- ❖ School will support colleagues in their involvement and action in individual cases.
- ❖ Anyone joining the school staff will be briefed fully concerning their responsibilities within Safeguarding and Children Protection Procedures before commencing their duties

We will follow the procedures set out by the Local Safeguarding Children Board and take account of guidance issued by the Department for Children, Schools and families to:

- ❖ Ensure we have a designated senior person for child protection who has received appropriate training and support for this role.
- ❖ Ensure we have a nominated governor responsible for child protection.
- ❖ Ensure all staff (including temporary, supply and volunteers) and governing body knows the name of the designated senior person responsible for child protection and the designated Safeguarding Administration Officer and their roles.
- ❖ 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 senior person responsible for child protection.
- ❖ Ensure that parents have an understanding of the responsibility placed on the school for child protection by including with the school prospectus a copy of the Safeguarding Statement and Safeguarding/Child Protection Policy, at the time of admission.
- ❖ Notify social services if there is an unexplained absence of more than two days of a pupil who is on the child protection register.
- ❖ Develop effective links with relevant agencies and co-operate as required with their enquiries regarding safeguarding and 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.

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 content of the curriculum.
- ❖ 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 the child protection register leaves, their information is transferred to the new placement immediately and that the child's social worker is informed.