



### **CHILDREN'S RIGHTS AND ENTITLEMENTS:**

- We promote children's right to be strong, resilient and listened to by creating an environment in our setting that encourages children to develop a positive self-image, which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background.
- We promote children's right to be strong, resilient and listened to by encouraging children to develop a sense of autonomy and independence.
- We promote children's right to be strong, resilient and listened to by enabling children to have the self-confidence and the vocabulary to resist inappropriate approaches.
- We help children to establish and sustain satisfying relationships within their families, with peers, and with other adults.
- We work with parents to build their understanding of, and commitment to, the principles of safeguarding all our children.

### **PRINCIPLE OF PROMOTION CHILDREN'S RIGHTS AND ENTITLEMENTS TO BE 'STRONG, RESILIENT AND LISTENED TO'.**

#### ***To be strong means to be:***

- secure in their foremost attachment relationships where they are loved and cared for, by at least one person who is able to offer consistent, positive and unconditional regard and who can be relied on
- safe and valued as individuals in their families and in relationships beyond the family, such as day care or school
- self-assured and form a positive sense of themselves – including all aspects of their identity and heritage
- included equally and belong in early years settings and in community life
- confident in abilities and proud of their achievements
- progressing optimally in all aspects of their development and learning
- to be part of a peer group in which to learn to negotiate, develop social skills and identity as global citizens, respecting the rights of others in a diverse world
- to participate and be able to represent themselves in aspects of service delivery that affects them as well as aspects of key decisions that affect their lives.

**To be resilient means to:**

- be sure of their self-worth and dignity
- be able to be assertive and state their needs effectively
- be able to overcome difficulties and problems
- be positive in their outlook on life
- be able to cope with challenge and change
- have a sense of justice towards self and others
- to develop a sense of responsibility towards self and others
- to be able to represent themselves and others in key decision making processes

**To be listened to means:**

- adults who are close to children recognise their need and right to express and communicate their thoughts, feelings and ideas
- adults who are close to children are able to tune in to their verbal, sign and body language in order to understand and interpret what is being expressed and communicated
- adults who are close to children are able to respond appropriately and, when required, act upon their understanding of what children express and communicate
- adults respect children's rights and facilitate children's participation and representation in imaginative and child centred ways in all aspects of core services

## **SAFEGUARDING CHILDREN: THE ROLE OF THE HEAD TEACHER**

*The head teacher should ensure that:*

All staff are DBS checked and are to hold at least a Child protection certificate Level 1. Child Protection trainings are renewed every 3 years or sooner. The equivalent of DBS is required for staff from abroad.

Safeguarding and promoting children's welfare also involves that the Head Teacher ensures that:

- Policies are implemented by all staff
- Sufficient resources are available to enable the SDP (Senior Designated Person, former Safeguarding Officer) and other staff to discharge their responsibilities with regard to safeguarding
- Staff and volunteers are able to raise concerns about poor or unsafe practice and have their concerns addressed in a sensitive, effective and timely way.

## **CHILD ABUSE: BE ALERT TO CHILD ABUSE**

Staff Should:

- have a responsibility to identify those children who are suffering from abuse or neglect and to ensure that any concerns about the welfare of a pupil are reported to the designated safeguarding lead
- know how to recognise the signs & symptoms of abuse or neglect (if need be, refer to Local Safeguarding Children Board or the Child Protection Company website for advice)
- know /follow the procedures for reporting concerns about any child/parent/carer or member of staff.
- follow school policy when a child reports that they are suffering.
- know recording procedures ( cf. Reporting a concern form)
- Any concerns held by staff should be discussed in the first instance with the SDP or their deputy and advice sought on what action should be taken.
- Concerns may be monitored over time and recorded on the monitoring/incident form. Details of any concerning incidents should also be recorded on this form.

## **SAFEGUARDING CHILDREN: THE ROLE OF THE SDP**

***The SDP should ensure that:***

- Safeguarding policy – ensuring all staff and volunteers are aware of the setting's safeguarding policy, and that it is reviewed annually
- Liaison – with the LSCB, Local Education Authority, the Registered Person/Registered Body/Governing Body, and with OFSTED and/or ISA when appropriate, with regard to the safeguarding of children
- Records – maintenance and safe storage of Safeguarding records and copies of any referrals made to Children's Social Care
- Training – ensuring that all staff receive information about Safeguarding at induction, and receive safeguarding training appropriate to their role
- Awareness raising – ensuring all staff understand internal recording and reporting systems and know what to do if they are worried about a child.

**For School Year 2015/2016, Me Charlotte BEYAZIAN has been appointed SDP for the school.**

**Mrs Anne CHATTERLEY is appointed Deputy SDP.**

## **SOCIAL CONTACT**

Staff should:

- Advise the HT of any regular social contact they have with a pupil that may give rise to concern
- Report and record any situation that they feel might compromise the school or their own professional standing with a senior leader
- Keep a professional distance from parents/carers and pupils.

## **ONE-TO-ONE SITUATIONS**

Staff should:

- Avoid meetings with pupils in remote, secluded areas of school
- Ensure there is visual access or an open door in these situations
- Report any situation where a child gets angry or distressed to a senior leader
- In the case of a disclosure from a child to a member of staff alone, staff to report and record immediately (cf. Reporting a concern form)
- Staff must be aware that it is inappropriate to be alone with a child in the toilets or whilst they are undressing/dressing. Please ask the child to change themselves or have another adult there. Refer to the Toileting Policy/Administration of medication Policy

## **DEALING WITH DISCLOSURE**

In the case of disclosure, staff should:

- listen to what is said without displaying shock or disbelief and accept what the child is saying allow the child to talk freely.
- reassure the child but not make promises that it may not be possible to keep, or promise confidentiality, as a referral may have to be made to the LSCB team.
- reassure the child that what has happened is not their fault and that they were right to tell someone
- not ask direct questions but allow the child to tell their story
- not criticise the alleged perpetrator
- explain what will happen next and who has to be told
- make a formal record and pass this on to the SDP

## **USEFUL RESOURCES:**

<https://www.childprotectioncompany.com/CPC/media/WorkingTogether2013.pdf>

<https://www.childprotectioncompany.com/CPC/media/EveryChildMatters.pdf>

<http://www.camden.gov.uk/ccm/content/contacts/council-contacts/social-care-and-health/contact-the-safeguarding-and-social-care-team-north.en>

<https://www.childprotectioncompany.com/CPC/media/WhatToDo.pdf>

<https://www.childprotectioncompany.com/CPC/media/WorkingTogether2013AppendixC.pdf>

[www.childprotectioncompany.com](http://www.childprotectioncompany.com)

[http://www.nspcc.org.uk/Inform/trainingandconsultancy/learningresources/coreinfo/coreinfo\\_wd\\_a54369.html](http://www.nspcc.org.uk/Inform/trainingandconsultancy/learningresources/coreinfo/coreinfo_wd_a54369.html)

*This policy was written with reference to Sections 17, 27, 47 of the Children Act 1989 and Sections 157, 175 of the Children Act 2002, and Sections 10, 11, 13 of the Children Act.*

## REPORTING A CONCERN PROCEDURE

Name of Pupil:

Year Group:

Date:

Time:

Location:

Activity:

Details of concern:

Staff action(s) taken:

Teacher in charge:

Staff present:

Reported by:

When and to whom:

Signed by:

Date:

### **SCHOOL/CENTRE USE ONLY**

Date received by school/centre:

Reported to: (please print name):

School/centre Action if any: