

GORTON MOUNT PRIMARY ACADEMY

Escalation of Safeguarding and Child Protection Protocol **Keeping children safe is everyone's responsibility** (Lord Laming, March 2009)

Schools have a key role to play in keeping children safe. It is essential that clear and efficient protocols are in place to maintain a rigorous and reflective system. Schools build and maintain significant relationships with children and their families and have a fundamental responsibility to ensure children are protected.

Children everywhere have: the right to survival; to develop to the fullest; to protection from harmful influences, abuse and exploitation; and to participate fully in family, cultural and social life.

(UN rights of the child)

Children have the right to free compulsory primary education

(Declaration of Human Rights)

School Ethos – see school prospectus

We create a safe and inclusive learning environment where we care for each other. We educate the whole child to achieve well academically and in all aspects of life. Children are safer if they are in school every day.

The children's plan states children need to develop a sense of responsibility for themselves, their health, environment and society. They need to develop respect and understanding for those from different backgrounds and have the skills and confidence to make a positive contribution to their community.

(Your child, Your Schools, Our future, building a 21st century school system, DCFS, 2009)

In order to achieve these goals they need to grow up in circumstances consistent with the provision of safe and effective care and be protected from maltreatment. (Lord Laming recommendations, March 2009). There is a need for well managed practice, sharing and communicating information, whilst maintaining a strong focus on the child. Professionals should address race, language, culture and religion sensitively. (Learning lessons from Serious Case Reviews OFSTED, March 2009)

We need consistently high quality practice, working to high quality standards, firmly focused on what will make a real difference to children's lives.

(The Protection of children in England, Action Plan, The Governments response to Lord Laming, May 2009)

Why safeguarding is important in Gorton Mount Primary Academy?

Gorton Mount has diverse pupil population.

- Gorton Mount Primary school is situated in the 10% most deprived areas of England, with 75% of children living in poverty.
- The school has a higher than average mobile population
- 70% of children receive free school meals.
- There are 47 different languages spoken and 67.2% of children are from different ethnic minority groups.
- A high proportion of our families require additional safe guarding support.
- We have 117 EAL speakers in school
- 33 children are asylum seekers
- 08 LAC (Looked after children)
- 16 Children subject to a child protection plan
- The admission of Roma children to school – significant large pupil cohort.

How do we know this?

We collate social and emotional data on our children in order to identify and provide for vulnerable children. It gives information on addictions, divorce, criminal activity, and history of neglect, separation, loss, illness, absenteeism, parental mental health, domestic violence, housing issues, witness to violent conflict and death and special needs (see appendix). We identify any child protection concerns and will respond appropriately. It provides us with a statistical picture of our family's needs. Currently out of 461 children there are 620 additional safeguarding and child protection concerns. (Gorton Mount Primary School May 2009)

It is clear that the need to protect children and young people from significant harm and neglect is ever more challenging.

(The protection of children in England. A progress report, Lord Laming, March 2009)

Safeguarding is the primary priority in our school. There is a shared and strategic vision of accountability of action, precision in safeguarding and reporting Child Protection concerns and maintaining a transparent action process. (see appendix 3, Child Protection Policy). In our practice the voice of a child is central, we recognise that each child is unique and we build towards achieving the best outcome for each individual and their family. Through maintaining the child's perspective, we understand the risk factors enabling us to plan and respond effectively. Our holistic approach facilitates our understanding of the whole child. This is at the centre of school development strategy.

Every child should be listened to, no matter how difficult they are to talk to (Girl 15, Lord Laming report)

Adults in our school give children the time, space and resources to express themselves in an emotionally intelligent way. Each child has access to a broad and balanced curriculum as we work to break the link disadvantage and low achievement. High achievement is a safeguarding protective factor. Clear boundaries are set to maximise learning opportunities. Longitudinal studies have shown that children with low IQ's are more likely to offend and additionally, low level attainment is also related to child antisocial and later criminal behaviour. (Farrington 1992).

We view children who are involved in crime as vulnerable.

Children from deprived backgrounds are still less likely to achieve

(Centre for Excellence and outcomes in children and young children, 2009)

School Provision

We aim to develop resilience in children so that they can adapt appropriately to challenge and change in their lives. We aim nurture hope, compassion and optimism do develop self-belief in all children and their families.

- We offer a broad and balanced curriculum with exciting learning opportunities with a layered provision approach (see Layered Provision for Emotional development and also SEN provision) for all children.
- Target setting is an integral part to raising attainment in all children
- Target teaching helps us working with underachieving children to help them achieve and attain well.

We provide

- Weekly emotional literacy lessons – develops an emotional way of looking at school and home life, a time to express and explore their feelings, teach discrete skills meeting individual needs, manages and identifies feelings, motivation, empathy and social skills
- Circle time – once a week

- Daily assemblies – feeling of the week to coincide with EL lessons, school and key issues as part of our active workshop.
- 1:1 Learning mentor support
- Optimism groups
- Impulse control groups
- Self-esteem groups – including music groups
- PHAROS – for international new arrivals and children who have moved a lot in Manchester

There is an urgent need to develop effective indicators for safeguarding children and young persons that will drive positive improvements and secure better outcomes for them.

(The Protection of Children in England. A progress report, Lord Laming, March 2009)

Safe Guarding in the Curriculum

We provide;

- Road safety – Year 2
- Cycling Proficiency – Year 5/6
- Stranger Danger
- Crucial Crew – Year 6
- Visit to hospital
- Fire awareness
- SE Relationships/Care of self

Provision for Vulnerable children

- Our provision for vulnerable children seeks to establish a safe school environment.
- A play therapist, horticultural therapist and counsellor give children support and the tools to change their behaviour and emotional state.
- Learning mentors work with children and families experiencing difficulties.
- An important factor in maintaining good relations with families is our Parental Survival Course. (Webster Stratton)
- Parental support is given for parents to attend essential appointments
- Manchester Multi Agency Gang Strategy – an agency working with tackling the problem of street gangs, work in our school building up confidence of children and provides them with a more positive view of their future.
- Play Therapist – children who have suffered a specific traumatic event
- Therapeutic horticulture – for Looked After Children
- School Counsellor – for children who have had discreet trauma, grief, divorce, illness, persistent difficulties with peer relationships.

These services can in themselves be escalated to support a child's changing and developing needs.

Monitoring of the child and their family is on going

School Procedures for Child Protection concerns

Staff Training – see annual training pack

All staff attend regular annual training on safeguarding and promoting the welfare of children.

- This includes looking at the latest safeguarding and child protection guidance – the Lord Laming Report, Lessons from Serious Case Reviews.
- Recognising indicators of sexual, emotional, physical abuse and neglect.
- Looking at people's roles and responsibilities in school.

- Child Protection Procedures – the journey of a referral.
- Specialist training is sought through Manchester Safeguarding Children’s Board and other external agencies; these include training on domestic violence, drug and alcohol dependency and gang culture.
- Teaching is carried out in a supportive learning environment that actively encourages the continuous development of professional judgement and skills with opportunities for peer learning and reflective discussion.
- Professionals are supervised to think clearly and objectively in order that the chaotic and emotional lives of families are not mirrored by our decisions.
- We constantly review all of our practice through pastoral and academic data analysis and reflective and progressive thinking.

A child protection concern results in;

- Completing a yellow (CP concern), blue (skin map) or pink (parent meeting and conversations) form (attached) – detailing the facts, name, date and time.
- Passing the information on to a member of the safeguarding and child protection team. (The Head teacher and Safeguarding Officer)
- The yellow form alerts us to the fact that it is a Child Protection concern.

The form will be read immediately and acted upon appropriately. This could mean;

- Discussion with the child involved
- Discussion with the parent/carer
- A home visit carried out
- An external or internal referral made
- Further monitoring
- Appropriate feedback to the referee will be made
- Diaries/behaviour logs are kept on children who are concerning us and always for Looked After Children.

The yellow is filed and continuous monitoring of the child and family is maintained from this point on.

- Child protection cases are allocated to individuals in the Safeguarding and child Protection team – this is to ensure no one member of staff is overburdened by emotionally demanding and stressful work.
- A member of the Safeguarding and Child Protection team attends all relevant safeguarding and child protection meetings; these include;
 - Case Conferences and reviews
 - Core groups
 - Children in need meetings
 - LAC reviews
 - PEPS
- Class teachers and teaching assistants contribute to these meetings by passing on relevant information about emotional and academic progress.
- We provide information on attendance, emotional development and behaviour, academic attainment and results, parenting capacity.
- During meetings we make significant, thoughtful and effective contributions.
- We work with a range of other professionals and ensure appropriate information is shared and reflective discussions held.
- Regular conversations are held about what is happening for a child between professionals and parents and carers.

- Clear and honest communication is maintained at all times even if this means being courageous and uncompromising on occasion.

Staff also have training in;

- Educational Visits
- Risk Assessment
- Fire Safety

Sharing Information – see Protocol for Record Handover

- Sharing information is essential to ensure children who need additional help and support access services at the earliest possible opportunity. We do this in a safe way with other agencies.
- It is the safeguarding team's responsibility to use their judgement in disseminating information on a need to know basis across school and with other agencies.
- Confidentiality is recognised and data protection is adhered to. Information is regularly updated and old data shredded. (see CP Policy, E Safeguarding, Record keeping and Hand over Protocol)
- The School Central Record is regularly maintained, updated and kept securely.

Records – see Protocol for Record Handover and Communication Policy

- Files are kept on all children with Child Protection issues and maintained by a member of the CP team.
- They are kept securely and provide a documented account of involvement with a family and record the work of all professionals involved with the family.

Premises Management – See H and S Policy

- We ensure the children are safe in school by checking and monitoring the security of all entrances and exits.
- Doors are kept locked and gates closed, all visitors report to Reception and sign in.
- Visitors sign into school and sign out as they leave. They also state who they are visiting. Visitors wait in Reception until the person they are visiting collects them. While on site visitors are accompanied by a member of staff at all times.
- Adults and young people are challenged positively if they are not recognised.
- CRB checks are maintained and updated regularly
- CCTV system enables us to monitor people arriving at school. This also records events
- Deliveries to school are scheduled for the start or end of the school day.

Home Visits – see Parent Involvement policy

We recognise the importance of home visits in establishing and maintaining relationships between home and school, helping families to feel welcome and valued. We also have the confidence to deal with and raise difficult issues, that may include safeguarding and child protection concerns or around a child's behaviour. We use home visits to improve attendance, to support vulnerable families and to gather information before making a referral to other services.

Staff making home visits never go alone. They are instructed to be in mobile contact with school at all times. They have a clear schedule of visits that school knows about and an estimate time of return to school is always given.

Visits to families where there are complex needs to follow the same protocols for all home visits and in addition, staff are instructed not to enter the home and to travel to the home in a car NOT on foot. Staff are also given a code word to give on the telephone to illustrate that they need help and in this situation the school contact person telephones the police.

Attendance

Poor attendance at school is a Child Protection concern and it is vital to address any absences quickly to ensure the safety of children.

Our Attendance Officer follows up all absences every day. Vulnerable families are monitored with particular attention. Regular attendance ensures all children have a greater access to learning. Non-attendance of school and medical appointments have been found to contribute to deaths of children (Serious Case Review 2000, 2006).

68% of children who died or experienced significant harm had been showing signs of poor attendance.

(The protection of Children in England. A progress report, Lord Laming, March 2009)

Attendance Protocol – See Attendance policy

- First day phone call
- Home visits from Attendance Officer, Home School Liaison Officer and Roma Liaison Officer – follows up Roma absences
- Warning letters about absence are triggered if the absence is longer than 07 days and we have no reason from absence.
- CAF or Provision plan
- Governors Attendance Panel
- Parent Contracts and/or penalty notices
- Legal proceedings

Children Missing from Education forms are filled in for any child who's whereabouts we do not know. Holidays during term time are not authorised unless there are exceptional circumstances for a family.