



Child Protection Policy for Schools

September 2019

KEY CONTACTS WITHIN THE SCHOOL

DESIGNATED CHILD PROTECTION CO-ORDINATOR

NAME: Carole Jones

CONTACT NUMBER: 0191 4380510

DEPUTY DESIGNATED CHILD PROTECTION CO-ORDINATOR

NAME: Elizabeth Smith

CONTACT NUMBER: 0191 4380510

NOMINATED GOVERNOR FOR CHILD PROTECTION

NAME: Mr. J. G. Carr

GOVERNORS RESPONSIBLE FOR MONITORING THE POLICY

Committee: Curriculum and pupils' committee. All governors record their awareness of the policy.

PARENTS: Parent governors are included in the Committee responsible for reviewing the policy. Parents are given information regarding this policy in a leaflet and asked about safeguarding and Child Protection in the questionnaire.

KEY CONTACTS WITHIN THE LOCAL AUTHORITY

The Safeguarding Manager - Education is able to provide advice and consultancy.

CONTACT NUMBER: 0191 4338012

E-MAIL: franceshands@gateshead.gov.uk

REFERRAL TO SOCIAL CARE SERVICES – Referral & Assessment Team,
Civic Centre

Where schools have **IMMEDIATE** concerns for the safety and welfare of a child or young person during office hours Telephone: 0191 4332515.

To make **URGENT** referrals **OUT OF OFFICE HOURS** telephone Emergency Duty Team (EDT) on 0191 4770844.

If urgent action is required in any situation contact the Police.

This and all associated policies are available on request.



Gateshead local safeguarding children board

Model Child Protection Policy for Schools

Key Contacts

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Gateshead local safeguarding children board

CHILD PROTECTION POLICY FOR ROMAN ROAD PRIMARY SCHOOL

"Because of their day to day contact with individual children during the school terms, teachers and other school staff are particularly well placed to observe the outward signs of abuse, changes in behaviour or failure to develop."
(*Working Together under the Children Act 1989*)

1. Purpose

An effective whole-school child protection policy is one, which provides clear direction to staff and others about expected behaviour when dealing with child protection issues. An effective policy also makes explicit the school's commitment to the development of good practice and sound procedures. This ensures that child protection concerns, referrals and monitoring may be handled sensitively, professionally and in ways, which support the needs of the child.

2. Introduction

Roman Road Primary School takes seriously its responsibility to protect and safeguard the welfare of children and young people in its care: "The welfare of the child is paramount" (Children Act 1989).

Section 175 of the Education Act 2002 places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school (DfES/0027/2004)
<http://www.teachernet.gov.uk/wholeschool/familyandcommunity/childprotection/>

There are three main elements to our child protection policy;

- a) Prevention through the creation of a positive school atmosphere and the teaching, and pastoral support offered to pupils.
- b) Protection by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns.
- c) Support to pupils who may have been abused.

This policy applies to all pupils, staff, governors, volunteers and visitors to Roman Road Primary School.

This school recognises it is an agent of referral and not of investigation.

3. Identification and Procedure

The guidance and procedures in this section take account of the latest guidance from DfES (0027/2004) 'Safeguarding Children in Education' and takes account of our statutory and our pastoral responsibilities.

Because of our day-to-day contact with our pupils, we are particularly well placed to recognise signs of abuse, changes in behaviour and on failure to develop.

Categories of Abuse

Neglect – failure to protect a child from exposure to any kind of danger, including cold or starvation, or extreme failure to carry out important aspects of care resulting in the significant impairment of the child's health or development, including non-organic failure to thrive.

Physical Injury – actual or likely injury to a child or failure to prevent physical injury (or suffering) to a child, including fabricated or induced illness.

Sexual Abuse – actual or likely exploitation of a child or adolescent. The child may be dependent and/or developmentally immature.

Emotional Abuse – actual or likely severe adverse effect on the emotional and behavioural development of a child caused by persistent of severe emotional ill-treatment or rejection.

Signs which may indicate child abuse

Physical Abuse such as:-

Bruises, lacerations and burns which may be apparent particularly when children change clothes for PE. PE staff are in a particularly strong position to notice possible signs of abuse. They should also be aware of the children who for no particular reason decide that they will not change in front of other pupils and who may be trying to hide marks on their body.

Physical Neglect such as:-

Inadequate clothing, poor growth, hunger.

Emotional Abuse such as:-

Excessive dependence or attention seeking.

Sexual Abuse:-

Children may exhibit signs or it may lead to substantial behaviour or change including precocity or withdrawal.

These signs can do no more than give reason to suspicion; they are not in themselves proof that abuse has occurred. However, we should all be alerted to such signs.

Procedure

It is essential that all staff (teaching and non-teaching) familiarise themselves with the agreed procedure. Often the first sign that a child is being abused is when they make a disclosure to a member of staff. In addition staff may see signs, which cause them concern. In both cases staff should seek information from the child with tact and sympathy. It is essential that staff deal with any disclosures by a child in the following way. If you are teaching ask for cover so that you don't have to put the child off til later.

- (a) Listen – do not comment upon what has been said, do not suggest alternative explanations for the child's worries.
- (b) The child should feel that she/he is believed.
- (c) Do not pass judgement.
- (d) Do not promise any particular course of action.
- (e) If the child asks for secrecy they should be told sensitively that the teacher has a responsibility to refer cases of alleged abuse to the appropriate agencies for the child's own sake.
- (f) Do not rush the child. The chances are it has taken a great deal of thought and courage to make the disclosure.
- (g) Inform the pupil that you have a legal responsibility to inform the Designated Child Protection Co-ordinator who has experience of dealing with similar incidents.

What to do next

- (a) Make an immediate, careful record of what has been said using the child's words wherever possible.
- (b) Inform the Designated Child Protection Co-ordinator. They will make the decision based on the evidence (plus possible future discussion with the child where appropriate) whether Social and Care should be informed.
- (c) Record in writing the fact you have made a referral to the Designated Child Protection Co-ordinator.

Remain caring and supportive of the child

If you have immediate concern for the safety of a child, you must take all necessary steps to ensure their safety. This may mean, in exceptional circumstances making a referral to the Police or Social Care. As soon as this is done, the school's policy on Child Protection must be followed. Apart from extremely rarely staff should not take it upon themselves to decide what course of action should be taken. Staff should not contact agencies.

NB: Staff should be aware that schools have no brief to investigate allegations of abuse but we do have a duty to be aware of signs and pass on any concerns we may have to appropriate agencies.

4. School Policy Aim

We recognise that for our pupils, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps to prevent abuse. Our school will therefore:

- a) Establish and maintain an environment where pupils feel safe and secure and are encouraged to talk, and are listened to.
- b) Ensure that pupils know that there are adults within the school who they can approach if they are worried or are in difficulty.
- c) Include in the curriculum activities and opportunities for PHSE, which equip pupils with the skills they need to stay safe from abuse. Further information can be obtained from the school's PHSE co-ordinator(s).
- d) Include in the curriculum material which will help pupils develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills. Further information can be obtained from the school's PSHE co-ordinator(s).
- e) Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from partner agencies.

The policy does not stand-alone and needs to be seen as part of an holistic approach to keeping children safe. The policy needs to be read in conjunction with other related policies as listed in section 17, page 11 of the policy.

The school is committed to good practice and sound procedures.

The purpose of the policy, therefore, is to ensure that the child protection policy is clear and understood by all staff so that all referrals are handled according to procedure and in a sensitive and professional way, which protects children and allows their needs to be met.

5. Framework

Child protection is the responsibility of all adults and especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Gateshead Local Safeguarding Board (LSCB) www.gatesheadcyptrust.co.uk

6. Roles and Responsibilities

All adults working with or on behalf of children have a responsibility to protect them. There are, however, key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those carrying out these responsibilities for the current year are listed on the cover sheet of this document.

It is the role of the Designated Child Protection Co-ordinator to ensure that all of the child protection procedures are followed within the school, and to make appropriate, timely referrals to Gateshead Social Care Services in accordance with school procedures. If for any reason the **Designated Child Protection Co-ordinator** (see cover sheet) is unavailable, a **Deputy Designated Child Protection Co-ordinator** has been identified who will act in their absence (see cover sheet). Additionally, it is the role of the Designated Child Protection Co-ordinator to ensure all staff employed including temporary staff and volunteers within the school are aware of the school's internal procedures, to advise staff and to offer support to those requiring this.

The Governing Body and school leadership team are responsible for ensuring that the school follows safe recruitment processes. As part of the schools recruitment and vetting process, enhanced Criminal Records Bureau (CRB), DfES List 99 and other statutory lists and local intelligence checks will be sought on all staff that have substantial and unsupervised access to children.

The role of the Nominated Governor for Child Protection is to ensure that the school has an effective policy, that the LSCB Guidelines are complied with www.gatesheadcyptrust.co.uk and to support the school in this aspect. Governors must not be given details relating to individual child protection cases or situations to ensure confidentiality is not breached.

The Designated Child Protection Co-ordinator and the Head Teacher provide an annual report for the governing body detailing any changes to the policy and procedures; training undertaken by all staff and governors and other relevant issues.

Safeguarding Manager – Education (Tel: 0191 433 8012) is available to offer advice, support and training to the school's Designated Child Protection Co-ordinator.

7. Procedures

All action is taken in line with the following guidance;

- a) Gateshead Local Safeguarding Children Board (LSCB) Guidelines, Child Protection Procedures, a copy of which is available at <http://www.gatesheadcyptrust.co.uk/partnership/lscb/index.htm>
- b) "Safeguarding Children in Education" (DfES/0027/2004) <http://www.teachernet.gov.uk/wholeschool/familyandcommunity/childprotection>.
- c) "What To Do If You're Worried A Child Is Being Abused" (published by Department of Health, DfES, Department of Culture Media and Sports, Home Office, Office of Deputy Prime Minister and the Lord Chancellors Department).
- d) Working Together to Safeguard Children (2006, Department of Health).

Staff are kept informed about child protection responsibilities and procedures through induction, briefings and awareness training. There may be other adults in the school who rarely work unsupervised, more usually working alongside members of the school staff. However the Head Teacher will ensure they are aware of the school's policy and the identity of the Designated Child Protection Co-ordinator.

Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred must report it immediately to the Designated Child Protection Co-ordinator (see cover sheet) or in their absence, the Deputy Designated Child Protection Co-ordinator (see cover sheet). In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

The Designated Child Protection Co-ordinator or their Deputy will immediately refer cases of suspected abuse or allegations to Gateshead Social Care by telephone and in accordance with the LSCB procedures.

The telephone referral to Gateshead Referral and Assessment Team will be confirmed in writing within 48 hours. Essential information will include the pupil's name, address, date of birth, family composition, the reason for the referral, whether the child's parents are aware of the referral, the name of person who initially received the disclosure plus any advice given. This written confirmation must be signed and dated by the referrer. Where possible the Inter-agency Referral Form (Appendix 6) Confirmation of Referral Form should be used.

The school will always undertake to share our intention to refer a child to Social Care Services with the parents or carers unless to do so could place the child at greater risk of harm or impede a criminal investigation. On these occasions advice will be taken from Gateshead Social Care Services or Gateshead Police.

A statement in the school brochure will inform parents and carers about our school's duties and responsibilities under child protection procedures. Parents can obtain a copy of the school child protection policy on request.

8. Training and Support

The Head Teacher and all other staff who work with children will undertake appropriate child protection awareness training to equip them to carry out their responsibilities for child protection effectively, that is kept up to date by refresher training at three yearly intervals as set out in Safeguarding Children in Education (DfES 0027/2004).

The school will ensure that the Designated Child Protection Co-ordinator also undertakes training in inter-agency working that is provided by the LSCB and refresher training at two yearly intervals to keep knowledge and skills up to date. Temporary staff and volunteers who work with children in the school will be made aware of the school's arrangements for child protection and their responsibilities (DfES 0027/2004).

Support will be available for staff from the Head Teacher in the first instance, and from members of the school's leadership team where there are concerns about queries about child protection.

All staff should have access to advice and guidance on the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are referred to in the staff handbook.

9. Professional Confidentiality

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a pupil nor should they agree with a pupil to keep a secret, as where there is a child protection concern this must be reported to the Designated Child Protection Co-ordinator and may require further investigation by appropriate authorities.

Staff will be informed of relevant information in respect of individual cases regarding child protection on a "need to know basis" only. Any information shared with a member of staff in this way must be held confidentially to themselves.

10. Records and Monitoring

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be passed over to other agencies.

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, must make an accurate record as soon as possible noting what was said or seen, putting the event in context, and giving the date, time and location. All records will be dated and signed and will include the action taken.

These file notes are kept in a confidential file, which is separate to other files, and stored in a secure place (*In a locked filing cabinet*). In the same way notes must be kept of any pupil who is being monitored for child protection reasons.

If a pupil transfers from the school, these files will be copied for the new establishment and forwarded to the pupil's new school marked confidential and for the attention of the receiving school's Designated Child Protection Co-ordinator.

11. Attendance at Child Protection Conferences and Core Groups

It is the responsibility of the Designated Child Protection Co-ordinator to ensure that the school is represented or a report is submitted to any child protection conference called for children on their school roll or previously known to them. Whoever attends should be fully briefed on any issues or concerns the school has and be prepared to make decisions on registration at the end of the conference.

When a child is made subject of a Child Protection Plan it is the Designated Child Protection Co-ordinator's responsibility to ensure that the child is monitored regarding their school attendance, welfare and presentation. If the school are part of the Core Group then the Child Protection Co-ordinator should ensure that the school is represented at these meetings; that there is a record of attendance and issues discussed. All concerns about the child protection plan and / or the child's welfare should be discussed and recorded at the core group meeting unless the child is at further risk of significant harm. In this case the Child Protection Co-ordinator must inform the child's key worker immediately and then record that they have done so and the actions agreed.

12. Supporting Pupils at Risk

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth or view the world as a positive place.

This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, whilst at school their behaviour may still be challenging and defiant or they may be withdrawn.

This school will endeavour to support pupils through:

- (a) The curriculum to encourage self-esteem and self-motivation.
School should provide an overview of where keeping safe is covered in the curriculum.
- (b) The school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- (c) The implementation of the school's behaviour management policies.
- (d) A consistent approach agreed by all staff which will endeavour to ensure the pupil knows that some behaviour is unacceptable but s/he is valued.
- (e) In light of the Somerset serious case review and other advice the use of mobile phones will be restricted. Staff must have phones switched off during the school day while parents and other visitors will be informed and advised to switch off their mobile phones for safeguarding and child protection reasons. Notices are posted around the school.
- (f) Regular liaison with other professionals and agencies who support the pupils and their families.
- (g) A commitment to develop productive, supportive relationships with parents, whenever it is in the child's best interest to do so.
- (h) The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.
- (i) Recognition that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse so staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and / or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.
- (j) Recognition that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection.

This policy should be considered alongside other related policies in school. These are the policy for the teaching of PSHE, the policy for the management of pupils'

behaviour (including our policy on physical intervention and our policy on bullying) and our health and safety policy.

13. Safe School, Safe Staff

It is essential that the high standards of concern and professional responsibility adopted with regard to alleged child abuse by parents are similarly displayed when members of staff are accused of abuse.

Only authorised agencies may investigate child abuse allegations (Social Care Services, the Police or in some areas, the NSPCC). Whilst it is permissible to ask the child(ren) simple, non-leading questions to ascertain the facts of the allegation, formal interviews and the taking of statements is not.

The procedure to be followed in the event of an allegation being made against a member of staff is set out within Chapter 10 of Gateshead LSCB Interagency Procedures Dealing with Allegations of Abuse Against a Person who Works with Children.

The Head Teacher or another Senior Manager should in the first instance contact the Safeguarding Manager - Education (Tel: 0191 433 8012). Through discussion and consultation, a decision will be made whether to make a referral to Gateshead Social Care Services.

The Nominated Member of the Governing Body must take responsibility for liaising with the Safeguarding Manager (0191 433 8012) if an allegation is made against the Head Teacher.

If for any reason it is decided that a referral to Gateshead Social Care Services is not appropriate, it will be necessary to address matters in accordance with the school's disciplinary procedures in liaison with the school's HR Advisor.

14. Use of the School Premises by other organisations

Where services or activities are provided separately by another body, using the school premises, the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to Safeguarding children and child protection.

15. Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware - of "their duty to raise concerns about the attitude or actions of colleagues. If necessary they should speak to the nominated 'whistle-blowing' governor or the Safeguarding Manager – Education.

16. Policy Review and Monitoring

- a) The Governing Body is responsible for ensuring the annual review of this policy.
- b) Ensuring that the list of key contacts on the cover sheet is kept up to date.

- c) The Governing Body must ensure that there are procedures in place for regular monitoring and evaluation of the implementation of this policy. The school will publish the policy for parents/carers annually in the autumn term.

17. Related Policies and Documents

These policies are available on request.

- School Policies
- School Documents
- Local Authority Documentation
- Government Body Documentation

School Policies

- Behaviour
- Attendance
- Anti-Bullying
- Equality policy
- Safer Recruitment
- Health and Safety
- Sex Education
- Drugs and Solvent Abuse
- Special Educational Needs
- Risk Assessment: School Visits
- Internet Access/e safety
- Use of Photographs and Videos
- Safeguarding
- Whistle blowing policy

School Documents

- Home School Agreement
- Code of Safe Practice

Local Authority Documentation

- Gateshead LSCB Inter Agency Child Protection Procedures
- Gateshead Council Guidance on the use of force to control or restrain pupils
- LA 'Whistle Blowing' procedures

Government Documentation

- 'What to do if you are worried a child is being abused' (DOH, DCMS, DCSF, HO)
- Safeguarding Children and Safer Recruitment in Education (DCFS 2006)
- 'Criminal Records Bureau in managing the demands for Disclosure' (DfES 07 80/2002)
- 'Managing Medicines in Schools and Early Years' (DfES March 2005)
- 'Every Child Matters' (HM Government Children Act 2004)
- 'Working Together to Safeguard Children (2006)'

- Guidance for Safer Working Practice for Adults who work with Children and Young People (DCSF update January 2009).
- Keeping Children Safe in Education (KCSIE) September 2019