

Courthouse Green Primary School



Safeguarding Children / Child Protection

Policy February 2011



SAFE GUARDING CHILDREN / CHILD PROTECTION POLICY

RATIONALE and RESPONSIBILITY

As staff members we are in close contact with children for a large part of their day and we may be the professionals in the best position to recognise when a child is at risk of significant harm. We all have a duty to safeguard and promote the welfare of children and the best way in which we can do this is to provide support to families at the earliest opportunity so that we do everything we can to promote children's well-being.

'The people who work with children are central to keeping them safe and helping them get the most out of life.'
[Every Child Matters 2003]

Abuse and neglect may be the result of an accumulation of factors that arise in a family. Staff are often able to sense that something is wrong and are likely to be in a position to spot the warning signs. A professional response is one that takes account of the sensitive nature of the problem and bears in mind that such factors as culture and special needs might have a part to play in the abuse. It is necessary to protect and support and empower children with the skills they require to protect themselves. This will be done through health education and as part of the ongoing learning experience in school.

The Coventry Child Protection Team has issued Interagency Guidelines which are kept with the Head Teacher. These clearly show the role of the Education Service and Individual school.

Abuse is defined as:-

- Neglect
- Physical abuse.
- Sexual abuse
- Emotional abuse

Children under 5 and those who have SEND are the most vulnerable group in matters of child protection as they cannot or may be unable to voice their difficulties.

DEFINITION OF SIGNIFICANT HARM

- Is the threshold which justifies compulsory intervention in family life in the best interests of the children
- 'harm' means the ill treatment or the impairment of health or development, including impairment suffered from seeing or hearing the ill treatment of another
- 'development' means physical, intellectual, emotional, social or behavioural development
- 'health' means physical or mental health
- 'ill-treatment' includes sexual abuse and forms of ill treatment which are not physical

Section 175 of the 2002 Education Act stated that it was everyone's responsibility to 'safeguard children'

IT IS YOUR PROFESSIONAL RESPONSIBILITY TO FOLLOW THESE GUIDELINES.

Once the HT has been informed (or deputy in her absence or Learning Mentor) the responsibility to take further action rests with them. You will be asked for all the details you can give, and for this reason alone, a written dated record, taken as soon as possible, should be made, where this is practicable. It can be quite significant that you try to remember the exact words spoken by the child.

FAILURE TO COMPLY WITH THESE GUIDELINES MAY LEAD TO DISCIPLINARY PROCEDURES BEING TAKEN AGAINST YOU, WHICH THE SCHOOL WOULD HAVE NO OPTION BUT TO INITIATE. IT IS YOUR **DUTY** TO PROTECT YOURSELF FROM SUCH CRITICISM BY FOLLOWING THESE GUIDELINES AND REPORTING YOUR SUSPICIONS IMMEDIATELY.

KEY CHILD PROTECTION STAFF

All concerns should be reported to the HT (in her absence DHT/LM) using the school's reporting system (as attached)

Child Protection Link Worker – HT trained in Child Protection, CAF and Share Care

Child Protection Governor – John Woodfield

Learning Mentor – Trained in Child Protection, CAFs and Share Care

Early Years Teacher - Trained in Share Care and CAF

Nursery Officer - Trained in CAF

AIMS

- To commit to the care of all our children
- To protect children from abuse
- To follow the correct procedure when reporting abuse
- To support staff when they identify and report child abuse and protect staff from wrongful accusation
- To provide support for parents
- To provide post abuse support for the child

ROLE OF CHILD PROTECTION LINK TEACHER.

The designated Child Protection Link Teacher is responsible for liaising with CHILDREN'S SOCIAL CARE SERVICES, and other agencies on individual cases as well as acting as a contact point within the school. They are responsible for ensuring that the Guidelines are available for consultation and that the schools own procedures are updated and reviewed annually. The Link Teacher must receive training every two years.

ROLE OF THE GOVERNING BODY

A governing body should:

- Have a Safeguarding Policy in place
- Operate safe recruitment procedures
- Have procedures for dealing with allegations of abuse against members of staff and volunteers that comply with guidance from the LA and locally agreed inter-agency procedures
- Have a child protection teacher providing advice and support to other staff
- Remedy any deficiencies or weaknesses in regard to child protection arrangements that are brought to its attention without delay
- Ensure that a member of the governing body is nominated to be responsible for liaising with the LA in the event of allegations of abuse being made against the head teacher.
- Review its policies and procedures annually

PROMOTING SAFEGUARDING

As part of our PSHCE curriculum and where possible, through our theme curriculum, we promote safe practices with the children. Each year we have focus weeks on:

- Internet safety
- Anti bullying
- Stand up to Hatred
- Promoting Safe Behaviours

Children learn who they can speak to if they need to make a disclosure and what that person will do to help them if they do. They also learn about:

- Internet safety
- Road safety
- Risk assessments
- How to prevent bullying and what to do if you are being bullied
- How you can support someone who has a disability
- How we can all promote equality and celebrate diversity

This guidance is also reflected within our internet safety policy, our Behaviour and Ant Bullying Policy.

INFORMATION SHARING

Sharing of information amongst practitioners working with children and their families is essential. In many cases it is only when information from a range of sources is put together that a child can be seen to be in need or at risk of harm. Staff should be aware of the need to share this information as by doing so could avert a tragedy. A decision whether to disclose information may be particularly difficult if you think it may damage the trust between you and the child. The Key factor in deciding whether or not to disclose confidential information is 'proportionality': is the proposed disclosure a proportionate response to the need to protect the welfare of the child? The law (data protection) will not prevent you from sharing information with other practitioners / agencies if the public interest in safeguarding a child's welfare overrides the need to keep the information confidential.

We will share with all **parents and carers** a copy of the 'Summary of the Safeguarding children' Policy and have the full policy available in the school office and on the website if required. If a child is referred to Social Care we will follow their advice and guidance regarding informing parents.

If a child moves to another school the confidential information relating to that child will be handed over in person to the new school. If the new school is some distance away the information will be posted by recorded delivery. There is a form included with this information that must be returned to the school to acknowledge receipt.

PROCEDURES TO RECORD CONCERNS

- Record concerns on school 'Child Protection' profomas (blanks on wall in staffroom) and return to HT (in her absence the DT/LM) these will then be logged by the HT on the 'Individual Vulnerable Child Log' and action taken as appropriate. Please ensure that you date and sign all referrals. All referrals are then kept locked in a file in the LM cupboard
- Serious concerns – alert a Key Child Protection Staff member immediately

NEXT STAGE OF ACTION

- The 'Individual Vulnerable Child Log' is monitored by the Link Worker [HT] and DT/LM monthly, actions recorded in writing next to each child.
- Key Concerns recorded on Share Care to secure the safety of children believed to be at risk

RECOGNITION AND DISCLOSURE OF CHILD ABUSE

If a child confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tells the child sensitively that he or she has a responsibility to refer cases of alleged abuse to the appropriate agencies.

The child should however, be assured that the matter will be disclosed only to people who need to know about it. Staff who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

What happens if a pupil or another person begins to **disclose** some abuse?

- Staff will not promise confidentiality – reassurance will be given as well as explaining that the information will be passed on.
- All information will be recorded on the Vulnerable Child Log – dated and signed.
- The Link Worker or a Key Child Protection member of the staff will be alerted straight away.
- The Link Worker will alert the Social Services of any disclosure of child abuse.
- Details of any injury will be recorded without adjustment to clothing– where and what
- The receiving member of staff will LISTEN to the child's account and indicate the he/ she is willing to believe what is being said
- At no time will the member of staff ask leading questions or interview the child.

ATTENDANCE AT CHILD PROTECTION STRATEGY MEETINGS

- The Child Protection Link worker or identified senior members of staff will attend strategy meetings and ensure that appropriate information is shared with key staff.

- Class teachers will complete a report form and will liaise with Office Staff to collect an accurate report of school attendance and punctuality.
- Class teachers will liaise with any other staff linked with the child in question before completing the form for the strategy/ child protection meeting.
- Paper work linked with Child Protection/ Strategy meetings will be treated with utmost confidentiality and filed in a locked cabinet.
- The school will keep a record of the children on the Child Protection Register and the Head Teacher will keep the Governors informed of the number of children that are registered and those on CAFs

PROVISION OF SAFE PRACTICES IN COURTHOUSE GREEN SCHOOL

- The Governors and Senior Managers will operate safe practices when recruiting staff.- see Safe Recruitment Policy
- All staff recruited will undergo Police CRB checks
- All staff will have a copy of the summary of the child protection policy and it is available for parents and visitors and volunteers working in school
- All new staff will have a copy of the School Welfare Policy [includes Early Years Welfare Standards] and the School Confidentiality Policy.
- The school has a working party of staff and parents to review the Disability Equality Scheme and the school Accessibility Plan in terms of safeguarding all children.
- Risk assessments will be carried out to ensure the safety of children at all times including out of hours activities.
- The school works closely with outside agencies to ensure the safety of all children- CAMHS, BEST, NSPCC, School Nurse, Social Care, CASS, LABSS, Community Police
- Appropriate staff to pupil ratios will be adhered to, in order to ensure the safety of children at all times.
- All visitors will be vetted at the office and approved visitors will wear an ID badge.
- The Governors will ensure the building and grounds meet the approved levels of security and health and safety.
- The Head Teacher will hold monthly meetings with the LM to discuss identified vulnerable children as a measure of Child Protection Early Intervention.
- The school identifies the value of the CAF as an early intervention practice and will be proactive in liaising with the Regional CAF Co-ordinator to ensure that best practice is in place for the leading of CAFs in school.
- Children on the Child Protection Register will be monitored in line with the recommended guidelines and regular multi agency meetings will be attended to ensure the appropriate care for such children.
- Monitoring of Looked After Children will be carried out by the HT and LM.
- In line with Every Child Matters Courthouse Green School will work in partnership with Social Services and the Child Protection Police.

TRAINING

The policy will be reviewed and discussed with all staff groups annually at the start of the academic year. Temporary or new staff arriving part way through a school will be given a copy of the Summary Document by the CP Link Teacher. Opportunities for staff to receive training will be given as part of their Performance Management Review process.

SCHOOL ADMISSIONS

When we admit children into our school we check birth certificates alongside photographic identification of the parents to safeguard children who maybe trafficated into our country. When a new child arrives part way through the school year we always contact the child's prior school prior to admission.

MONITORING AND EVALUATION

The Individual Child Log will be reviewed monthly by the HT and the LM to ensure that all reviews are being adhered to. Each term a selection of children from the Log will be selected and their support

tracked to ensure that all agencies involved in the log are fulfilling their responsibilities. The outcomes of which will be reported to the Governor with Responsibility for overseeing child Protection. The HT will report termly to the Governors as part of her HT report on the number of children on the CP Register.

The implementation of this policy will be monitored half termly by:

- Random questioning of staff re procedure and process 'what do you think we should do?' 'what does the policy state we should do?'
- Tracking a referred child to ensure appropriate systems have been followed
- Policy shared annually at staff meeting, all staff sign to state they have received and read the policy

Reviewed and approved: February 2011

POSSIBLE SIGNS OF ABUSE

POSSIBLE SIGNS OF SEXUAL ABUSE

- Bruises, scratches, burns or bite marks on the body
- Scratches, abrasions or persistent infections in the anal or genital regions
- Sexual awareness inappropriate to the child's age - shown for example in drawings, vocabulary, games and so on
- Frequent public masturbation
- Attempts to teach other children about sexual identity
- Refusing to stay with certain people or go to certain places
- Aggressiveness, anger, anxiety, tearfulness
- Withdrawal from friends
- Promiscuity, prostitution, provocative sexual behaviour
- Self-injury, self-destructive behaviour, suicide attempts
- Eating disorders
- Tiredness, lethargy, listlessness
- Over-compliant behaviour
- Sleep disturbance
- Unexplained gifts of money
- Depression
- Changes in behaviour

POSSIBLE SIGNS OF PHYSICAL ABUSE

- Unexplained injuries or burns, particularly if they are recurrent
- Refusal to discuss injuries
- Improbable explanations for injuries
- Untreated injuries or lingering illness not attended to
- Disclosure of punishment which appears excessive
- Shrinking from physical contact
- Fear of returning home or of parents being contacted
- Fear of undressing
- Fear of medical help
- Aggression/bullying
- Over-compliant behaviour or a 'watchful attitude'
- Running away from home
- Significant changes in behaviour with no apparent explanation
- Deterioration in work
- Unexplained pattern of absence which may serve to hide bruises or other physical injuries

POSSIBLE SIGNS OF EMOTIONAL ABUSE

Persistent emotional ill treatment of a child such as:

- Continual self-deprecation
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Self-harm or mutilation
- Compulsive stealing/scrounging
- Drug/solvent abuse
- 'Neurotic' behaviour - obsessive rocking, thumb-sucking and so on
- Air of detachment - 'don't care' attitude
- Social isolation - does not join in and has few friends
- Desperate attention-seeking behaviour
- Eating problems including over-eating or lack of appetite
- Depression, sudden introversion
- Inadequate or valued only in so far as they meets the needs of another person

POSSIBLE SIGNS OF NEGLECT

- Constant hunger
- Poor personal hygiene
- Inappropriate clothing
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Low self-esteem
- Poor social relationships
- Compulsive stealing or scrounging
- Constant tiredness
- Clinging and immaturity
- Unable to express emotions
- Poor communication skills
- Out of doors late at night
- Late coming to school because of getting ready by self
- Walking to school unaccompanied at an early age
- Sent to school on non-teaching days
- Underweight/undersized
- Dull-eyed/sad appearance

Abuse and neglect: Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

Physical abuse Physical abuse may involve hitting, shaking, throwing, poisoning, burning, drowning, suffocating, scalding or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

Emotional abuse Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to others that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being placed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying 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 maltreatment 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, not necessarily involving high levels of violence, whether or not the young person is aware of what is happening. Activities may involve physical contact including assault by penetration non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may include non-contact activities such as involving children in looking at or in the production of sexual images watching sexual activities or encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (inc the internet) Sexual abuse is not solely perpetrated by adult male. Women can commit acts of sexual abuse as can other children.

Neglect Neglect is 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. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home

or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

The concept of significant harm Some children are in need because they are suffering or likely to suffer significant harm. The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interests of children, and gives local authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer significant harm. A court may make a care order (committing the child to the care of the local authority) or supervision order (putting the child under the supervision of a social worker, or a probation officer) in respect of a child if it is satisfied that:

- the child is suffering, or is likely to suffer, significant harm, (including impairment suffered from seeing or hearing the ill-treatment of another); and
- the harm or likelihood of harm is attributable to a lack of adequate parental care or control (s31).



INDIVIDUAL VULNERABLE CHILD LOG

Child's Name	Yr Gp	Date	Details (inc Time, location in sch)	Action Taken (HT)

Referred By: _____ **Time:** _____ **Role in school:** _____ **Signed:** _____