



CHILD PROTECTION POLICY May 2019

DATE POLICY AGREED AT COMMITTEE LEVEL: May 2019
DATE POLICY RATIFIED BY FULL GOVERNING BODY: July 2019
REVIEW DATE: July 2020

SIGNED: CHAIR OF GOVERNORS
SIGNED: HEAD TEACHER

Introduction

"Because of their day to day contact with individual children during school terms, teachers and other school staff are particularly well placed to observe signs of abuse, changes in behaviour or failure to develop".

(Working Together - Under the Children Act 1989 and 2004)

Child protection is the personal responsibility of all adults in contact with children; the welfare of the child is paramount. It is important to realise that abuse occurs in all levels of society and to guard against the view that 'it could not happen in this kind of family'. It may be easier in middle class families to disguise and hide sexual and/or emotional abuse.

Child Protection concerns must be shared in order to:

- ◆ protect children
- ◆ obtain information that is as complete as possible
- ◆ alert others
- ◆ enable each agency involved to make its appropriate contribution
- ◆ support staff

At Hazel Grove Primary School, governors and staff are mindful of their responsibilities as caring adults within the community.

This policy aims for school and staff:

- ◆ to have an ethos in which children feel secure, their viewpoints are valued, they are encouraged to talk and they are listened to
- ◆ use the curriculum to raise pupils' awareness and build confidence so that pupils can ensure their own protection and understand the importance of protecting others
- ◆ provide suitable support and guidance so that pupils have a range of appropriate adults who they feel confident to approach if they are in difficulties
- ◆ be vigilant, be aware of signs and symptoms and be aware of procedures for dealing with suspected child abuse
- ◆ monitor children through a clear system of record-keeping, maintaining confidentiality both within school and when passing information on to other relevant professionals
- ◆ inform parents of the school's responsibilities to ensure the welfare of all children together with recognition that this may occasionally require cases to be referred to other investigative agencies as a constructive and helpful measure
- ◆ provide child protection training to all staff and in particular to designated teachers to update skills and expertise
- ◆ develop effective and supportive liaison with other agencies
- ◆ to keep a water tight Single Central Record which is cleansed at least annually

Legal Context

The Children Act 1989 and 2004 brings together most of the law concerned with children and it gives children formal rights to express their views on decisions about themselves.

It bases all its provisions on a model of parenthood, which takes into account the extended family and the increase in divorce and single parent families.

Statutory Responsibilities

In Circular 10/95 the DFEE issued guidance on child protection procedures within the education service which updates and reviews previous guidance given in Circular 4/88. It reinforces the inter-agency approach advocated by the Children Act 1989 and 2004 and Every Child Matters agenda (Change for Children December 2004). Keeping Children Safe in Education Statutory Guidance for Schools and Colleges (DfE 2018) outlines requirements on schools in relation to Child Protection and the safeguarding of children. The guidance and any updates is shared by all staff and the governors of Hazel Grove Primary.

Appointment of Staff

Governors follow appropriate procedures when recruiting and appointing staff. Checks are made through the LA on possible criminal background before staff commence work. At least one staff governor has Safer Recruitment Training.

Designated Staff

In accordance with DFEE Circular 10.95 the designated member of staff at Hazel Grove Primary School is Ms. Roche or in her absence, Mrs. Rose, Miss Davey and the Designated member of staff for Chill Zone is Mrs Marsland and Mrs Millward in her absence.

A register of designated staff is held by the Chief Education Welfare Officer; a copy is available at the front of the Child Protection File.

Full explanation regarding the purpose of role of the designated teacher can be found in the CEDC handbook - Page 7.

Definitions of abuse

Children may be abused by acts of commission or omission resulting in:

Neglect

The persistent or severe neglect of a child (for example by exposure to any kind of danger including cold and starvation) which results in serious impairment of her/his

health and development.

Physical Abuse

Any form of physical injury to a child, including deliberate poisoning where there is a definite knowledge or reasonable suspicion that the injury was inflicted, or not knowingly prevented.

Sexual

The involvement of dependent, developmentally immature children and young people, in sexual activities that they do not truly comprehend, to which they are unable to give informed consent, or that violate the social taboos of family life which are against the law. This relates to abuse by a parent, substitute parent or another carer, a professional in loco parentis or an older child. It includes circumstances in which that parent and adoptive or step children. The term includes rape, intercourse, buggery, fondling, mutual masturbation and the involvement of children in pornographic activities or child prostitution.

Emotional

The severe adverse effect upon behaviour and development caused by persistent coldness, hostility or rejection or severe over-protection towards a child on the part of a parent or carer.

Indicators of Abuse

The Table in Appendix 6 may prove helpful in indicating that a child is being abused.

There are two aspects which need to be addressed within this policy.

A. Where it is suspected that a child is being abused outside school eg. at home by family or by a member of the public.

B. Where allegations of child abuse within school are being made against a member of staff.

The Role of School Staff

School staff have an important role in:

- ◆ identifying abuse
- ◆ supporting the abused child
- ◆ preventing abuse ie. teaching children how to be safe
- ◆ ensuring that they themselves avoid potential situations

Key Points

- ◆ Always act on your suspicions
- ◆ the child should be taken very seriously
- ◆ do not over-react
- ◆ support the child and give reassurance after disclosure
- ◆ the child must be assured that she/he was not responsible
- ◆ do not promise confidentiality - child protection over-rides confidentiality and relationship with the family
- ◆ have regard to the Stockport 'Care and Control' document

Consultation or Referral? - Using the Procedures

The school will have regard to the information and guidelines contained in the handbook prepared by the Stockport Child Protection Committee. This sets out agreed multi-disciplinary procedures for all those who are in contact with children. Staff must familiarise themselves with the Stockport Child Protection Procedures.

The following guidelines should therefore be seen for quick reference.

1. All concerns arising in school regarding child abuse should be discussed initially with the Headteacher who is the Designated Teacher (Child Protection) or in her absence the most senior member of staff available.
2. If child abuse is suspected, the appropriate Area Office of the Social Services Division should be consulted.
3. School nursing/medical staff should be consulted if emergency medical treatment or advice is required.
4. A referral should be confirmed in the form of a report to the appropriate Area Office Social Services Division within 24 hours - A copy should be sent to the Chief Education Welfare Officer.
5. Staff should not attempt to conduct any investigation into cases of suspected abuse. Investigation will be undertaken by social workers, police and medical personnel who are trained in the investigation of abuse. Inappropriate action by others may negate or 'contaminate' vital evidence. However, staff should listen sympathetically and perhaps carefully clarify what the child is saying. It is important to record adequately any information that may relate to possible abuse. Recording should be done as soon as possible.

Information should include date, time, who was present, any observed behaviour and/or the source of information

6. Every co-operation will be given to those investigating abuse following a referral. Facility will be given to interview the child in school if appropriate. It is the responsibility of those investigating the case to ensure that parents are fully informed about the investigation except in the case of sexual abuse or where informing

parents could put the child at risk of significant harm.

Confidentiality

All personal information about children and their families must always be regarded as confidential, it is of paramount importance to respect that confidentiality.

The only purpose of confidentiality is to benefit the child or young person. When they disclose abuse, they do so in the probable expectation that help will result.

Suspected abuse should be reported to the designated person. Other members of staff need know only enough to prepare them to act with sensitivity to a distressed pupil. They do not need to know the details. However, it is important that all concerns are shared with this person - it may be that others report similar concerns which build up a picture.

All confidential information will be kept in the Child Protection File locked in the Headteacher's cabinet.

Monitoring and Record Keeping

Recording is needed when there is concern in school about:

- ◆ marks on a child's body
- ◆ unusual/different behaviour (including academic functioning)
- ◆ mood changes
- ◆ puzzling statements or stories from the child
- ◆ information received from others

or if requested by another agency, for example, following a child protection conference

- ◆ Records can be updated by:
- ◆ teachers
- ◆ other school staff
- ◆ other LA staff in regular contact with children, such as the Educational Psychologist, LSS, Educational Social Worker

What should be recorded?

- ◆ patterns of attendance
- ◆ changes in mood
- ◆ changes in classroom functioning
- ◆ relationships (with peers, adults)
- ◆ behaviour
- ◆ statements, comments, stories, 'news', drawings
- ◆ general demeanour and appearance

- ◆ parental interest and comments
- ◆ home/family changes
- ◆ medicals
- ◆ response to P.E./sport
- ◆ injuries/marks, past and present

How should it be recorded?

Initial concerns should be recorded on the form at the beginning of the Child Protection File and kept in a file designated to the child.

The Action Record Sheet should be used to record on-going monitoring.

Injuries should be recorded on the Skin Map

The designated person will decide when to start and finish monitoring. Meanwhile all incidents should be recorded and discussed with the designated person who will decide if further action is necessary or whether other people need to be involved in future monitoring.

Relationships with parents

Parents' feelings after abuse has been disclosed or discovered may include:

- ◆ reluctance for the school staff or other parents or children to know about it
- ◆ guilt, shame, expectations that they will be blamed/criticised
- ◆ anxiety that their child will be seen a different, stigmatised
- ◆ shock, disbelief, distress
- ◆ anger with staff, if they have 'blown the whistle'

The following strategies may help in dealing with angry parents:

- ◆ try to ensure that there is another member of staff within call and that you have a way out of the room if necessary
- ◆ accept parents' feeling rather than denying them or getting angry yourself - for example "I realise you must be feeling angry or upset about this"
- ◆ quietly remind them of your responsibility to safeguard all children
- ◆ show some concerns for them - "this must be a painful time for you too"
- ◆ stay calm, restrain your feeling, but recognise you need to share them with a trusted colleague or adviser as soon as possible

Special Educational Needs

Children of limited intellectual ability make poor witnesses so it is usually possible only to set protection measures in motion when there is evidence of gross abuse.

However, despite these difficulties teachers must take children seriously on sexual

matters.

Staff Support and Training

The designated child protection co-ordinator has received training in child protection procedures. A Child Protection File has been set up.

Staff have received training on the three main areas:

- ◆ values and attitudes - leading to consideration of what we mean by abuse and of the local authority's definitions
- ◆ signs and symptoms - being alert to significant indications of possible abuse
- ◆ what to do - practical action to take, including dealing with disclosures, knowing the procedures and monitoring and recording

Teachers have been made aware of their responsibilities, the need for confidentiality and the channels of communication through which they should go, using the CEDC training handbook. All teaching and support staff in school have been made aware of the guidance in the LA 'Care and Control' document and have received a copy for their information.

Professional Abuse

Procedures for dealing with alleged or suspected abuse by professionals are contained in the SCPC Child Protection Handbook, Section 1, Pages 45 and 46. Guidance for schools is based on DFEE Circular 10/95.

Single Central Record

In accordance with this policy the Single Central Record will be cleansed on an annual basis by the school Administration Officer. This will be overseen by the headteacher.

References:

The Children Act 1989 and 2004

Working Together to Safeguard Children DfE 2015

Circular 10/95 DFEE

Stockport Child Protection Procedures

Schools and child protection 1996 - A training handbook for designated teachers. – CEDE

Keeping Children Safe In Education September 2018

Further information and advice:

MASSH -	0161 217 6028
Supporting Families Pathway and CAF -	0161 217 6160
Senior Safeguarding Advisor for Education -	0161 474 5652
Safeguarding Children Unit Duty Officer -	0161 474 5657