



# CHILD PROTECTION POLICY

<b>DOCUMENT HISTORY</b>	
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<b>DESIGNATED TEACHER(S) :</b>	Jane Parker-Hack Deputy Head Teacher /SENCO Paula Davidson Parent Support Advisor
<b>APPROVED BY GOVERNING BODY:</b>	Summer 2018
<p>This policy should be read in conjunction with:</p> <ul style="list-style-type: none"> <li>• Safeguarding Children Policy</li> <li>• E-Safety Policy</li> <li>• Social Network Policy</li> <li>• PSHCE Policy</li> <li>• Behaviour Management Policy</li> <li>• Allegations of Abuse Against Staff</li> <li>• Preventing Radicalisation Policy</li> <li>• Health and Safety Policy</li> <li>• First Aid Policy</li> <li>• Looked After Children Policy</li> <li>• Volunteer Policy</li> <li>• EYFS Policy</li> <li>• Intimate Care Policy</li> </ul>	

Berwick Hills Primary School fully recognises its responsibilities for Child Protection. Our policy applies to all staff, governors and volunteers working in the school. There are five main elements to our policy:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children (See also '**Safeguarding Children Policy**')
- Equipping children with the skills needed to keep them safe (See also '**PSHCE Policy**')
- Implementing procedures for identifying and reporting cases, or suspected cases, of abuse
- Supporting pupils who have been abused
- Establishing a safe environment in which children can learn and develop

We recognise that because of day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to
- Ensure children know that they can approach adults in the school if they are worried
- Include opportunities in the PSHCE curriculum for children to develop the skills they need to recognise and stay safe from abuse (See also '**PSHCE Policy**')

We will follow the procedures set out by the Tees Local Safeguarding Children Board (MSCB) and take account of guidance issued to:

- Ensure that we have a designated teacher for child protection who has received appropriate training and support for this role
- Ensure that we have a nominated governor responsible for child protection/safeguarding
- Ensure that every member of staff, volunteer and governor knows the name of the designated teacher responsible for child protection and their role
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and for referring any concerns to the designated teacher responsible for child protection
- Work to develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters including supplying information for and attendance at initial case conferences, core groups and child protection review conferences
- Ensure that parents have an understanding of the responsibility placed on the school and staff in relation to child protection, by setting out its obligations on the school website
- Using CPOMs application software, keep records about children, even where there is no need to refer the matter immediately. Ensure that information is accurate as you cannot amend the information at a later date.
- Ensure all access to the system is secure and staff can access the system at an appropriate level in order to log concerns or be alerted to information.

- Follow agreed procedures where an allegation is made against a member of staff or volunteer (See also '**Allegations of Abuse Against Staff Policy**')
- Ensure safe recruitment practices are always followed
- Ensure that the duty of care towards pupils and staff is promoted, by raising awareness of illegal, unsafe and unwise behaviour and assist staff to monitor their own standards and practice

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued
- The school '**Behaviour Management Policy**' which is aimed at supporting vulnerable pupils in the school. The school will ensure that pupils know that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred
- Liaison with other agencies that support the pupil such as Social Services, Child and Adult Mental Health Service, Education Welfare Service and Educational Psychology Service.
- Ensuring that when a pupil who is subject to a Child Protection Plan leaves, we will transfer information to the new school. If the school does not know where the pupil has moved to, we will contact the LA child protection officer as soon as possible

### Framework and Legislation

No school operates in isolation. Keeping children safe from significant harm is the responsibility of all adults especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of Middlesbrough Local Safeguarding Children Board, which includes the partnership of several agencies who work with children and families across the Borough.

Berwick Hills Primary School is committed to **keeping children safe and safeguarding all children** in accordance with Child Protection: Tees Local Safeguarding Children Board procedures <http://www.teescpp.org.uk> and partner agencies in all cases where there is a concern about significant harm.

Significant Harm is defined in The Children's Act 1989 as the ill-treatment (including sexual abuse and physical abuse) or the impairment of health (physical or mental) or development (physical, intellectual, emotional, social or behavioural) as compared to a similar child.

Note: harm now includes the impairment of a child's health or development as a result of witnessing the ill treatment of another person.

*(Adoption and Children Act 2002)*

Local Authorities have a duty to investigate (under S47 of the Children Act 1989). Where a Local Authority is informed that there is a child who is living, or is found, in their area and they have reasonable cause to suspect that child is suffering or is likely to suffer significant harm they must make such enquiries as necessary to promote or safeguard the child's welfare. The First Contact Team undertakes this responsibility on behalf of the Local Authority once a referral has been made.

Keeping Children Safe in Education September 2016 contains information on what schools and colleges should do and sets out the legal duties with which schools and colleges must comply. It should be read alongside Working Together to Safeguard Children 2015 which applies to all schools, including maintained nursery schools. The Children Act 1989 sets out the Legal Framework.

## **CHILD PROTECTION POLICY GUIDANCE**

### **Reasons for Following Procedure**

- To protect the child to the best of our ability
- To avoid delay
- To provide consistency
- To protect all staff
- To ensure that, if further action is taken by another agency, then the school has followed agreed child protection procedures

## **MANAGING DISCLOSURE**

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as: protecting ALL children from maltreatment and abuse; (including in addition to the four categories of harm, issues such as child sexual exploitation (CSE), Honour based violence (HBV) inclusive of Female Genital Mutilation (FGM) and Forced Marriage, preventing radicalisation and extremism, harassment, bullying and victimisation) preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. This includes everyone under the age of 18. (See Appendix D)

Teachers have a vital role to play in both the prevention and detection of abuse. Detection of abuse often depends in the first instance, on suspicion. Teachers and other staff in schools are in a unique position to observe children's behaviour over time, and often develop close and trusting relationships with pupils. School staff may well be the first to suspect that something is amiss when an individual behaves atypically, withdraws from social contacts with others, exhibits anxiety or stress symptoms in school, appears unusually distressed, confused or disturbed.

***It is absolutely critical that all staff are aware of the procedures adopted by the school, key staff to be informed and the LA's child protection procedures, when disclosures of abuse are made.***

A wide range of possible situations can fall into the category of a 'disclosure'. Because it is impossible to know in advance what a child will say, it is advisable to follow the suggestions outlined below. Children will probably tell you about incidents involving bullying or bribes perhaps from peers. However, children who live in abusive situations, commonly ask teachers for help with minor anxieties. It can be a way of seeking out a safe situation in which to confide a major concern.

### **'Sharing the secret':**

Children 'tell' in many different ways – through their behaviour, play and creative work as well as direct disclosure. Young children are more likely to confide, but lack the language. Older children feel that the abuse sets them apart. No one ever talks about the possibility of incest for example, which can add to his or her guilt and confusion. Abused children and adults often reveal that they believed they were the only ones to have endured this experience. Our treatment of the issue may collude in the conspiracy of silence and keep victims isolated. It is important to remember:

- Most children make some attempt to 'tell' in the early stages of abuse. Often they are not heard. They may never tell again.
- Sexual abuse of a young child within a family usually only ends when the secret is told. Such abuse can be ongoing over many years. It is rarely a one off event.
- No-one really wants to hear that a child is being abused, but unless someone hears, the abuse goes on.
- Children react in different ways to the same home circumstances. If one child causes concern it is important to discuss the behaviour of other children in the family.

**Staff need to share concerns with other staff, monitoring small incidents and be ready to listen to children's problems.**

**It is not however, the responsibility of teachers and other staff to investigate suspected abuse.** Care must be taken in asking and interpreting children's responses to questions about indications of abuse.

**Staff should not ask the child leading questions as this can later be interpreted as putting ideas into the child's mind.**

The chief task is to listen to the child and not interrupt if he or she is freely recalling significant events and to make a note of the discussion to pass onto the designated member of staff. The note should record the time, date, place and people who were present as well as what was said.

**Staff in school should never give undertakings of absolute confidentiality to a pupil**

Extra care should be taken to interpret correctly apparent signs of abuse and neglect in children with SEND. Schools should try to create an atmosphere in which pupils with SEND feel confident and able to discuss these matters.

### **When A Child Tells:**

- If a child discloses directly, remember that it has taken a lot of courage to get to this point and your response is crucial. **This child has chosen you as someone they trust.**
- **Listen seriously:** abused children are often threatened by the perpetrator that they will not be believed. Listen without value judgements and show the child that you take their problem seriously. Tell the child that you believe him/her. Choose a place to talk where you will not be interrupted.

- **Reassure the child:** the threats that children live under to keep the secret are very powerful and they will be frightened of the consequences of telling. Reassure the child that they have done the right thing. Tell them they are not to blame. Offer ongoing support.
- **Empathise:** do not tell the child how they should feel. Validate their feelings and just listen. Avoid asking questions but feedback what they say if you need to respond verbally.
- Following a disclosure, you need to immediately talk to the designated child protection member of staff and complete a record. **(Refer to Keeping Records section).**

### Summary:

- Listen carefully to what is said
- Ask only open questions such as:
  - How did that happen?
  - What was happening at the time?
  - Anything else you want to tell me?
- Do not ask questions which may be considered as suggesting what might have happened, or who has perpetrated the abuse
- Do not force the child to repeat what he/she said in front of another person
- Do not promise to keep the information secret: breaking a child's confidence would be inappropriate, it is better to say that you might have to tell someone
- Make notes of the details of the disclosure using the child's words where possible

### MAKING A REFERRAL

When a member of staff has reported a case of suspected abuse, disclosure or child in need concern to the designated teacher he/she should refer the case to, or discuss it with the investigating agencies. If the designated teacher is unsure about whether a case should formally be referred, he or she can seek advice from the LA's Lead Officer for Child Protection or the local Social Services department. Where the designated teacher is not the head teacher, he/she should keep the head teacher informed of a case.

When making referrals regarding a child concern, (whether they are in need of support or protection) to Social Services, the designated teacher should ensure that they have, where appropriate and safe to do so, discussed their concerns with parent(s) / person(s) with parental responsibility / young person and sought their agreement to make a referral to Social Services.

***The only exception to this, would be where seeking parental consent would put a child at further risk of abuse / significant harm.***

If consent to referral is not given, the designated teacher may wish to consult with Social Services, who will assist in ascertaining whether the threshold for child protection enquiries has been met, or whether any further action should be taken by the referring agency or themselves.

When making a referral the designated teacher should state to the Social Services team member that he/she wishes to make a child protection referral. The following information (available on SIMs) may be required:

- Child's full name
- Date of birth
- Home address and telephone number
- Parents / carers name(s)

- Child's GP
- Details of the reason for the referral
  - The context and time
  - The sequence of events / concerns
  - The child's actual words if possible
  - Any previous concerns
- Your name and position
- School name and address
- School telephone number
- Whether parents / carers have been notified of the referral / permission sought.

***A referral should be made as soon as possible after concerns have been raised, and always during the same working day.***

Telephone referrals should always be followed up by a written referral, which should be sent under confidential cover to the Duty Team Officer for Child Protection.

In order to monitor the progress of referrals to Social Services or other services, the designated teacher (or the referrer) should make an entry on the CPOMs planner to set an alert to check the timescales.

**Reconsideration** (following and challenging the progress of new referrals and existing cases to ensure that individual cases are reconsidered if there remains no improvement to a child's circumstances).

### **CHILD PROTECTION RECORDS**

Child protection records should be kept securely locked and are exempt from the disclosure provisions of the Data Protection Act for manual records, the Education (School Records) Regulations exempt information relating to child abuse from the requirement of disclosures.

Schools should be notified by Social Services when a child who is subject to a Child Protection Plan starts the school, or if a pupil's name has been placed on the register, or if removed from the register. It is the school's responsibility to pass the information on immediately if a child transfers to a new school.

### **KEEPING RECORDS - Specific Concerns**

- Any member of staff who has a concern about a child should make a record of this using the CPOMs system. This software application requires each staff member to have a password and email address. All staff will be able to log concerns which automatically alert the designated person and relevant staff.
- **Entries on to CPOMs must be made as soon as possible, and certainly within 24 hours of the incident giving rise to the concern.** (This is important, in case the record is needed for submission to court)
- *Notes should:*
  - Be factual
  - Use a child's own words where possible
  - Be a record of what you saw and heard

Professional opinions are acceptable but only if you state the facts or observations upon which your opinion is based.

- Occasionally the designated person will request brief written details from staff to support child protection report writing or to facilitate dialogue at case conferences, core group meetings etc. Staff will be asked to complete brief notes using the proforma '**Pupil Information Report from Class Teacher**' (See Appendix A)

### **Nagging Doubts about a Child's Safety and Welfare**

- Sometimes, things which seem to be insignificant or trivial at the time turn out to be vital pieces of information later.
- If there has been no specific incident or information, make a record of this on CPOMs. Try to identify what is really making you feel worried.
- Date, time and sign the note.
- The designated person will automatically be alerted.
- Monitor the child.
- Record observations as factually as possible.

**NB: Child Protection Files are transferred to the appropriate school when children leave Berwick Hills. Copies of Child Protection Records must be retained in line with The Retentions Toolkit (version February 16)**

### **CATEGORIES OF CHILD ABUSE**

This is intended only as a guide. Please remember that the presence of one or more factors does not necessarily provide proof that child abuse has occurred (this may include issues such as self-harming and eating disorders). It may, however, indicate that investigation should take place. The categories of significant harm defined in 'Working Together to Safeguard Children' 2013 are used within Child Protection Plans and are used for statistical purposes:

#### **NEGLECT**

The persistent failure to meet a child's basic physical and/or psychological needs, which is likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter or clothing, failure to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect, or unresponsiveness to, a child's basic emotional needs.

#### **Possible Signs of Neglect**

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Destructive tendencies
- Low self-esteem
- Neurotic behaviour (e.g. rocking, hair-twisting, thumb-sucking)
- No social relationships
- Compulsive stealing
- Scavenging for food and clothes

#### **PHYSICAL ABUSE**

May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. This situation is commonly described using terms such as fabricated and induced illness or Munchausen's Syndrome by proxy. This also includes Female Genital Mutilation (FGM). See [Appendix D](#)

### **Possible Signs of Physical Abuse**

- Unexplained injuries or burns, particularly if they are recurrent
- Improbable excuses given to explain injuries
- Refusal to discuss injuries
- Untreated injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted
- Bald patches
- Withdrawal from physical contact
- Unexplained bruising:
  - In or around the mouth
  - Black eyes, especially if both eyes are bruised and there are no marks to forehead or nose
  - Grasp marks
  - Finger marks
  - Bruising of the ears
  - Linear bruising (particularly buttocks or back area)
  - Differing ages of bruising
- Bite marks
- Burns and scalds
- Cigarette burns
- Arms and legs kept covered in hot weather
- Fear of returning home
- Fear of medical help
- Self-destructive tendencies
- Aggression towards others
- Chronic running away

### **EMOTIONAL ABUSE**

The persistent emotional ill-treatment of a child such as to cause severe and persistent effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age of developmentally inappropriate expectations being imposed on children. It may involve 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 ill treatment of a child, though it may occur alone.

### **Possible Signs of Emotional Abuse**

- Physical, mental and emotional development lags
- Admission of punishment which appears excessive
- Over-reaction to mistakes
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb-sucking)
- Self mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug / solvent abuse
- Chronic running away

- Compulsive stealing
- Scavenging for food and clothes

## **SEXUAL ABUSE**

Involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact including penetrative, (e.g. rape or buggery) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways.

### **Possible Signs of Sexual Abuse**

#### **Children under the age of five may:**

- Become insecure or cling to parent in a fearful way
- Show extreme fear of a particular person
- Cry hysterically when their nappy is changed
- Become hysterical when clothing is removed, particularly underclothes
- Have some physical signs in the genital or anal areas: smell of semen etc.
- Have soreness or bleeding in the throat, anal or genital areas
- Regress to a much younger behavioural pattern
- Behave in a way sexually inappropriate to their age, being obsessed with sexual matters as opposed to normal exploration
- Stare blankly, seem unhappy, confused, sad
- Become withdrawn, stop eating, have chronic nightmares, begin wetting again when previously dry
- Play out sexual acts in too knowledgeable a way with dolls or other children
- Produce drawings of sex organs such as erect penises
- Stop enjoying activities with other children, such as stories or games
- Seem to be bothered or worried, but will not tell why as if keeping a secret
- Change from being happy and active to being withdrawn and fearful
- Repeat obscene words or phrases said by the abuser
- Say repeatedly that they are bad, dirty or wicked
- Become aggressive and hurtful
- Act in a sexually inappropriate way towards adults

#### **Children from ages of five to twelve may:**

- Hint about secrets they cannot tell
- Say that a friend has a problem
- Ask if you will keep a secret if they tell you something
- Begin lying, stealing, blatantly cheating in the hope of being caught
- Have unexplained sources of money
- Have terrifying dreams
- Start wetting themselves
- Exhibit sudden inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- Stop enjoying previously liked activities, such as music, sports, art, scouts or guides, going to summer camp, gym club
- Be reluctant to undress for PE
- Become fearful of or refuse to see certain adults for no apparent reason; show dislike of a particular baby-sitter, relative or other adult
- Act in a sexual way inappropriate to their age
- Draw sexually explicit pictures depicting some act of abuse

- Seem to be keeping secret something which is worrying them
- Have urinary infections, bleeding or soreness in the genital or anal areas
- Have soreness or bleeding in the throat
- Have chronic ailments, such as stomach pains or headaches
- Take over the parent role at home, seem old beyond their years (if a victim of incest)
- Become severely depressed, even attempt suicide
- Have a poor self-image, self-mutilate
- Continually run away
- Regress to younger behaviour, such as thumb-sucking, surrounding themselves with previously discarded cuddly toys
- Show discomfort when walking
- Say that they are no good, dirty, rotten
- Be wary, watchful
- Repeat obscene words or phrases which may have been said during the abuse
- Attempt to sexually abuse another child
- Talk or write about sexual matters
- Find excuses not to go home or to a friend's house after school (places where abuse may be happening)
- Act in a sexually inappropriate way towards adults

**(Produced courtesy of Kidscape “Protecting Children” Pack)**

## PEER ON PEER ABUSE

Peer on peer abuse is when a child might have been abused by another child.

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, any concern must be referred to the designated teacher particularly if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged perpetrator.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

All Staff have a responsibility to recognise child abuse, neglect and peer on peer abuse in its many forms. Additional guidance on how our school supports the following areas of need, additional need or harm are either hyperlinked to the areas identified below from Keeping Children Safe in Education, 2016 or there is a named school policy. These must be read in conjunction with our Child Protection Policy.

The areas include:

- [Bullying including cyberbullying](#)
- [Children Missing Education](#) Keeping Children Safe 2016 (Annex A)
- [Children Missing Home or Care](#)

- [Child Sexual Exploitation – \(CSE\) & Keeping Children Safe 2016 \(Annex A\)](#)
- [Domestic Violence](#)
- [Drugs](#)
- [Fabricated or Induced Illness](#)
- [Faith Abuse](#)
- [Female Genital Mutilation \(FGM\) Keeping Children Safe 2016 \(Annex A\)](#)
- [Forced Marriage – Keeping Children Safe 2016 \(Annex A\)](#)
- [Gangs and Youth Violence](#)
- [Gender Based Violence/Violence Against Women and Girls \(VAWG\)](#)
- [Hate](#)
- [Mental Health](#)
- [Missing Children and Adult Strategy](#)
- [Private Fostering](#)
- [Preventing Radicalisation Keeping Children Safe 2016 \(Annex A\)](#)
- [Relationship Abuse](#)
- [Sexting - new guidance from DfE](#)
- [Trafficking](#)
- [Peer on Peer Abuse](#)

In the event of any of these issues being recognised, information should be shared directly with the Designated Safeguarding Leads **which will** result in the situation being **recorded, evaluated** and **support offered** in school or the pupil/s being referred to specific services.

### **AUDITING CHILD PROTECTION FILES KEPT BY THE SCHOOL**

The designated teacher should, as good practice, carry out an occasional audit of the school's child protection files to ensure that adequate records are being kept in an appropriate manner.

The check should cover the following:

- **'Front sheet'** (See Appendix C) with name, address, d.o.b., family members and names, address and contact number of Social Services (if the child is on the child protection register this should be the key worker).
- Note or symbol on the child's SIMs record
- **'Chronology sheet'** (See Appendix D) maintained up to date
- File cross-referenced with other family members, if appropriate
- Cross reference to additional files, if appropriate e.g. Looked After Children (LAC) files
- Records of notes typed or written in legible handwriting
- Incident date (including year!), time, place etc.
- Name and d.o.b. of child(ren) concerned recorded on **each** sheet
- Factual outline of incident / concern / allegation / disclosure
- Opinion substantiated, if given
- Clear names, job titles of all staff involved
- Signature, printed name, job title of person making record
- Note of action taken, and with whom information was shared
- Note of copies/faxes/emails sent to Social Services as appropriate

### **MONITORING**

Schools should monitor pupils who are subject to a Child Protection Plan. Parents / carers should be made aware of the school's child protection policy and the fact that this may require cases to be referred to the investigative agencies in the interests of the child.

**When?**

When there is a concern in school about:

- Marks on the body
- Unusual / different behaviour (including academic functioning)
- Mood changes
- Puzzling statements or stories by a child
- Information from others
- If requested by another agency e.g. following a case conference

**Who?**

- Teachers
- Other school staff
- Other LA staff in regular contact with the child

**What?**

- Patterns of attendance
- Changes of mood
- Changes in classroom functioning
- Relationships with peers and adults
- Behaviour
- Statements, comments, stories, 'news', drawings
- General demeanour and appearance
- Parental interest and comments
- Home / family changes
- Medicals
- Response to PE / sport
- Injuries / marks, past and present

**How?**

- Routine and regular agenda item at SLT meetings (half-termly)

**PREVENTATIVE APPROACHES**

Through the curriculum children can be taught about the risks of different kinds of child abuse and be equipped with the skills they need to help them stay safe.

A child protection programme should seek to support the child's development in ways which will foster security, confidence and independence. It should be regarded as central to the well-being of the individual and is, therefore, seen to be an intrinsic part of all aspects of the curriculum. The most appropriate approach is skills based, set alongside a knowledge component, with an emphasis on helping children to develop the personal and social skills they need to keep themselves safe and to become responsible and independent adults.

Child protection can be interwoven with many aspects of the existing curriculum. It can help children to:

- Promote their understanding of relationships, the interaction between relationships and the key concepts
- Increase self esteem and awareness

- Make judgements and problem solve
- Be assertive
- Recognise, accept and express feelings
- Explore the nature of trust
- Identify 'okay' adults within personal safety networks
- Take decisions and accept responsibility for self and others
- Be self-reliant and independent

A supportive school ethos can encourage children to feel safe and to talk about their feelings. It can:

- Reduce isolation in the emotions they experience
- Relieve tension by enabling children to talk and be listened to
- Provide an opportunity to develop an appropriate vocabulary, making violence less likely as a way of expressing needs
- Allow children to perceive situations more clearly for planning action or change
- Make children feel protected by a 'listening environment'. Abusive situations at home or school thrive on secrecy

All children need to know what to do in case someone tries to harm them. Knowing that the vast majority of children are abused or harmed by someone they know, teaching children to avoid dangerous situations, to recognise inappropriate touching, can encourage them to trust their own judgement and to feel safer, more aware and confident.

### **PREVENT DUTY**

At the end of March 2015, the Counter Terrorism and Security Act received Royal Assent. The Act includes a new duty to Prevent people from being drawn into terrorism. This duty applies to a range of organisations, including schools. Extremism and radicalisation are just another part of our school's safeguarding duties.

There are four key duties for schools: Identify local risks, identify at risk students, work in partnership with other agencies and to keep children safe online, where much of the radicalisation takes place. The Prevent duty applies to all schools, whether state-funded or independent, as well as early years providers and children's homes. **See Preventing Radicalisation Policy**

### **ROLE OF THE DESIGNATED TEACHER**

The role is key to ensuring that proper procedures and policies are in place and are followed with regard to child protection issues.

Every school should appoint a senior teacher as a child protection designated teacher, all members of staff should be aware of who this person is or what their role is. They should act as a source of advice and coordinated action within the school over cases of abuse or children in need. They will need to liaise with all agencies and should build a good working relationship with these agencies.

They should possess skills in recognising and dealing with child welfare concerns. Appropriate training and support should be given. The designated teacher should be the first person education staff report cases to. It is then the responsibility of the designated teacher to discuss the situation with the relevant agencies.

School should have arrangements in place for when the designated teacher is absent.

The designated teacher is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by their Local

Safeguarding Children Board and Local Authority. They must be able to deal with allegations made against members of staff.

To be effective the Designated Teacher must:

- Act as a source of advice, support and expertise within the school and be responsible for coordinating action regarding referrals by liaising with Social Services and other relevant agencies over cases of abuse and allegations of abuse, regarding both children and members of staff
- Ensure each member of staff has access to and is aware of the school's child protection policy.
- Ensure staff have correct level of access to CPOMs
- Liaise with the Head Teacher (if not Head Teacher) to inform him/her of any issues and ongoing investigations and to ensure there is always cover for the role
- Ensure the school's child protection policy is updated and reviewed annually and work with the designated governor for child protection regarding this
- Be able to keep detailed accurate secure records of referral/concerns
- Ensure parents see copies of the child protection policy in order to alert them to the fact that the school may need to make referrals. Raising parents awareness may avoid later conflict if the school does have to take appropriate action to safeguard a child
- Where children leave the school roll, ensure their file is transferred to the new school as soon as possible. (This can be done electronically). If a child leaves and the new school is not known, the LA should be alerted so that these children can be included on the database for lost pupils.

Designated teachers also have an important role in ensuring all staff and volunteers receive appropriate training. They should:

- Have received training in how to identify abuse and know when it is appropriate to refer a case together with having a working knowledge of how Safeguarding Boards operate and the conduct of a child protection case conference and be able to attend and contribute to these when required.

### **ROLE OF THE GOVERNING BODY**

The governing body of the school should:

- Sanction the Child Protection Policy, review the policy annually, monitor and evaluate its effectiveness and be satisfied that it is complied with
- Ensure that a designated teacher, together with a nominated governor for child protection, are in place
- Ensure that there are safe and effective recruitment policies and disciplinary procedures in place
- Recognise the importance of the role of designated teacher and support them, ensuring the training necessary to be effective is undertaken and appreciate the additional duties taken on by the member of staff when carrying out this role especially when there are on going child protection issues
- Recognise the contribution the school can make to helping children keep safe through the teaching of self protection skills and encouragement of responsible attitudes to adult life through the PSHCE curriculum.

### **ROLE OF THE HEADTEACHER**

The Head Teacher should:

- Put in place procedures for handling cases of suspected abuse, including allegations against staff and volunteers, which are consistent with those agreed by the Local Safeguarding Children Board and easily available to all staff and volunteers for reference
- Liaise with the nominated governor on child protection issues and school policy
- Ensure that the designated teacher receives appropriate training and support
- Understand the role of the designated teacher
- Ensure that all staff know and are alert to signs of possible abuse and know what to do if they have any concerns or suspicions
- Make parents aware of the school's Child Protection Policy
- Work with local partners such as the LA and Social Care Department to create a safe environment for children at the school

### **MANAGING ALLEGATIONS OF ABUSE MADE AGAINST STAFF**

It is essential that any allegations of abuse made against a teacher or other members of staff or volunteer in an education setting is dealt with fairly, quickly, and consistently, in a way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

Please refer to **Allegations of Abuse Against Staff Policy**

Staff should note that any concerns about an individual member of staff should be brought to the attention of the **Head Teacher** immediately.

Any concerns staff may have about the **Head Teacher** should be brought to the attention of the **Chair of Governors**. Currently this is Mrs Julie McGee.

**APPENDIX A: PUPIL INFORMATION REPORT FROM CLASS TEACHER**

CLASS TEACHER:		DATE OF REPORT:							
NAME OF PUPIL:		DATE OF BIRTH:							
Attendance & general health:									
General presentation:									
Attitude to school/work:									
Learning & progress:									
Please insert Current working levels in relation to Age Related Expectations	READING			WRITING			MATHS		
	BELOW	AT	ABOVE	BELOW	AT	ABOVE	BELOW	AT	ABOVE
Special Educational Needs (detail)									
Relationship with other pupils/adults									
Sense of identity, relationships with family members & self-care skills									
ADDITIONAL COMMENTS:									

**STAY SAFE – BE HEALTHY – ENJOY & ACHIEVE – MAKE A POSITIVE CONTRIBUTION – ACHIEVE ECONOMIC WELLBEING**

**APPENDIX B: FRONT SHEET: CHILD PROTECTION RECORD (on blue paper)**

Date file started:	Name of child:
Address:	Date of birth:
Other family members: (include full name, relationship e.g. mother, stepfather etc. For U18s, include age, if known)	Are any other child protection files held in school relating to this child or another child closely connected to him / her? <b>YES/NO</b>  If yes, which files are relevant?
Name and contact number of key worker (Social Services), if known	Other useful information



## Appendix D: FEMALE GENITAL MUTILATION

### Rationale:

Berwick Hills Primary School has robust and rigorous safeguarding procedures and takes its responsibilities of child protection seriously.

Female Genital Mutilation is a form of child abuse and as such is dealt with under the schools Child Protection and Safeguarding policies. At Berwick Hills Primary School, the Head Teacher and Governors expect Safeguarding to be everybody's responsibility and expect all staff to adhere to and follow these policies.

The school uses the World Health Organisation definition as written below.

Definition of FGM:

"Female Genital Mutilation (FGM) comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or non-therapeutic reasons."

(World Health Organisation-1997)

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.

### Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage
- Signs that may indicate a child has undergone FGM:
- Prolonged absence from academy and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

### Government documents:

The school has taken information from several documents to write this appendix. These include: The DFE statutory guidance document: *Keeping Children Safe in Education*, July 2015. The Government Home Office guidelines, the *Ofsted* guidelines for "Inspecting Safeguarding".

The UK Government has written advice and guidance on FGM that states;  
“FGM is considered child abuse in the UK and a grave violation of the human rights of girls and women. In all circumstances where FGM is practised on a child it is a violation of the child’s right to life, their right to their bodily integrity, as well as their right to health. The UK Government has signed a number of international human rights laws against FGM, including the Convention on the Rights of the Child.”

“Girls are at particular risk of FGM during school summer holidays. This is the time when families may take their children abroad for the procedure. Many girls may not be aware that they may be at risk of undergoing FGM.

UK communities that are most at risk of FGM include Kenyans, Somalis, Sudanese, Sierra Leoneans, Egyptians, Nigerians and Eritreans. However women from non-African communities that are at risk of FGM include Yemeni, Kurdish, Indonesian and Pakistani women.”

## **FORCED MARRIAGE**

### **Forced marriage**

This is an entirely separate issue from arranged marriage and is illegal in the UK. Young men and women can be at risk in affected ethnic groups. Whistleblowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours.

### **Child sexual exploitation**

This is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or don't take part in education.