

Keelham Primary School

Child Protection Policy

1. Purpose of a child protection policy

An effective whole school child protection policy is one which provides clear direction to staff and others about expected codes of behaviour in 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 and referrals may be handled sensitively, professionally and in ways which support the need of the child.

2. Introduction

2.1 Mission Statement of Keelham Primary School

Children at Keelham can expect exciting, enjoyable and high quality learning opportunities. Staff members treat every child as an individual with their own needs.

Parents and Governors of Keelham support and encourage the development of the school within the community.

Everybody within school is a learner and can reach their full potential.

Everybody feels valued and knows their voice will be heard.

2.2 Our school fully recognises the contribution it can make to protect children and support pupils in school

There are three main elements to our Child Protection policy

a. Prevention

The School promotes a positive atmosphere, where children feel safe and able to discuss any problems they may be experiencing. Networks are in place where children can talk to members of staff about issues which concern them.

b. Protection

There are members of staff trained to deal with situations which may arise, and are able to respond appropriately and sensitively to Child Protection concerns.

c. Support

Support is available for all children who may have been abused or harmed. This would be initially by the member of staff responsible for Child Protection, and also any outside agencies who would need to be involved.

This policy applies to all members of the school community.

3. School Commitment

3.1 We recognise that for children, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps prevention.

Our school will therefore:

a. Maintain an ethos where children feel secure and are encouraged to talk, and are listened to;

b. Ensure that children know that there are adults in the school who they can approach if they are worried or in difficulty.

c. Include in the curriculum activities and opportunities for PSHCE, which equip children with the skills they need to stay safe from abuse including on line safety.

d. Include in the curriculum material, which will help children develop realistic attitudes to the responsibilities of adult life.

e. Ensure that wherever possible every effort will be made to establish effective working relationships with parents/carers and colleagues from other agencies.

4. Framework

Schools do not operate in isolation. Child Protection is the responsibility of all adults and especially those working with children. The development of the appropriate procedures and the monitoring of good practice are the responsibilities of the Area Child Protection Committee.

5. Roles and Responsibilities

All adults working with or on behalf of children have a responsibility to protect children. There are, however, key people within schools and the LEA who have specific responsibilities under Child Protection procedures. The names of those carrying these responsibilities at the current time are Miss D Butler – (to be supported by Miss M Waterhouse)- Plus Sarah Rhodes School Governor.

The role of the senior designated teacher is to provide the link between child, school, parent/carer and outside agencies in an appropriate manner.

The named governor responsible for Child Protection should ensure that procedures are carried out in accordance with the LEA guidelines and School Policy.

It is important that governors are not given details relating to specific child protection situations to ensure confidentiality of the child in question.

All staff should make themselves aware of Section 1 of "Keeping Children Safe in Education," found in the red file in the staff room and circulated to all staff.

6. Procedures

6.1 Staff should be vigilant to signs of physical abuse or harm, sexual abuse, emotional abuse and neglect. Staff should also have an awareness of safeguarding that can affect a child, these can include; Bullying including cyber bullying, CSE(child sexual exploitation), domestic violence, drugs, faith abuse, female genital mutilation, (FGM), forced marriage, hate, mental health, preventing radicalisation, private fostering, children missing from education and mental health issues.

Child protection procedures recognising abuse

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

Physical abuse

Physical abuse: a form of abuse which 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 fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child 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 imposed on children. These may include interactions that are beyond a 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 illtreatment of another. It may involve serious bullying (including cyber 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, although it may occur alone.

Sexual abuse

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also 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, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Definitions taken from Keeping children safe in education (Sept 2016)

Children with sexually harmful behaviour

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a pupil's sexual behaviour should speak to the DSL as soon as possible.

Child sexual exploitation (CSE)

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people, and victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking. All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the headteacher/DSL.

Female genital mutilation (FGM)

Safeguarding girls at risk of harm of FGM poses specific challenges because the families involved may give no other cause for concern, for example with regard to their parenting responsibilities or relationships with their children. However, all staff are made aware of the four key issues:

1. An illegal act being performed on a female, regardless of age
2. The need to safeguard girls and young women at risk of FGM
3. The risk to girls and young women where a relative has undergone FGM
4. Situations where a girl may be removed from the country to undergo FGM

FGM is illegal and all teachers have a duty to report any concerns immediately to the DSL, who will in turn follow the new statutory reporting duties under Section B of the Female Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015), all concerns are reported immediately to the headteacher/DSL.

Preventing Radicalisation

Protecting children from the risk of radicalisation is undertaken as part of schools' wider safeguarding duties. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. We understand that we are subject to a duty under section 26 of the CounterTerrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of our functions, to have

"due regard to the need to prevent people from being drawn into terrorism".

This duty is known as the Prevent duty. All concerns are reported immediately to the DSL.

Any staff with concern over a child should inform the DSL who will then follow procedures as relevant. Keelham will conduct half termly safeguarding discussions which will be reviewed in staff meetings. Issues can be raised if necessary in the weekly briefing sessions.

6.2 We will follow the procedures set out in Bradford Safeguarding Board and these documents are available to all staff in the red CP folder and information pack available in the staffroom.

A summary follows:

WHAT TO DO WITH YOUR CONCERNS?

In the event that a child makes an allegation or disclosure of abuse by an adult or another child or young person, it is important that you:

- Listen to them and/or closely observe their presentation and behaviour;
- Let them know that you take what they are saying seriously;
- Do **not** attempt to question or interview them yourself;
- **NEVER ASK A LEADING QUESTION**- eg. Did she hit you?
- Let them know that you will need to tell someone else in order to help them.
Do not promise to keep what they tell you secret;
- Inform your designated child protection officer as soon as possible;
- Make a written record of the incident or events on the pink referral sheets in the staffroom.
- **If you believe a child is in danger you must act immediately and a referral should be made to children's social care and/or the police.**

Sometimes you may just feel concerned about a child but do not know whether to share your concerns or not. In this situation you should **always** raise your concerns with your designated child protection named person, who will decide what to do next. The school has a legal duty to make a referral to the local authority.

If you are not happy with the action taken, every member of staff is able to contact the local authority, their union or a school safeguarding governor. Only in the very last resort should the NSPCC whistle blowing helpline be contacted on 0800 028 0285.

Social Services will advise school when or whether to inform the child's parents or carers about any concerns. If they decide to pursue a child protection investigation, you should:

- Work closely and collaboratively with all professionals involved in the investigation, in order to keep the child safe;
- Attend a child protection conference if you are invited. You will be asked to provide information about your involvement with the child, which is why it is important to keep records of your concerns.

The DSL will be informed by regular updates from the Safeguarding board and will pass on any relevant information to other members of the school staff to ensure that they know how to deal with any Child Protection concerns they may have.

Parents are informed about Child Protection Procedures in the School Prospectus which is given to each new parent as their child enters the school.

7. Training and Support

Our school will ensure that the Head Teacher, the Senior Designated Teacher and the nominated governor for Child Protection attend training relevant to their role.

Information regarding updates on child protection issues is available through the Designated Safeguarding Lead. Relevant reading material can be found in the C.P. file. Staff meetings will be used to disseminate relevant information. All staff will have access to regular Child Protection training updates.

8. 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.

Parents, governors, and every adult working in, or associated with the school must understand the need for confidentiality. This is clearly stated in the school handbook and code of conduct which is given to all staff working in school. Governors are respectfully asked that relevant matters discussed in meetings should be kept confidential.

A teacher cannot guarantee confidentiality to a child as there are particular agencies that may need to know about the child's situation in order to procure help for that child.

9. Records and Monitoring

Well kept records are essential to good child protection practice. Initial concern forms are available to all staff in the staff room and should be given to the Designated Lead for Safeguarding (HT and DHT). Our school is clear about the need to record any concerns 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.

Please note-Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Any discussions regarding a child over Protection issues are documented and kept secure in the head teacher's office, away from other documentation.

Monitoring of a child about whom there are concerns will be done by the class teacher, teaching assistant and the Deputy Head. Information will be passed immediately to the DSL who file the records safely. After discussion with others concerned and relevant staff, a decision will be made by the DSL as to whether a referral to the Child Protection Agency needs to be made.

If the school is not satisfied with the service responses they will refer to the Bradford Threshold of Need documented information for advice and next steps (available in HT office/ CP file in staffroom).

10. Attendance at Child Protection Conferences

A Child Protection conference is a meeting of all relevant agencies regarding the welfare of a child. It may involve the attendance of the School's Child Protection named person, who will prepare the relevant reports and information gathered in school, in order to provide the Child Protection Conference with the School's view of a child's situation.

11. Supporting Pupils at Risk

11.1 Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self worth and to view the world in a positive way. This school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant and there may even be moves to consider suspension or exclusion from school.

It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered sensitive approach in order that the child can receive the correct help and support within school.

11.3 This policy should be considered alongside other related policies in school.

These are:

Behaviour Management Policy
Health and Safety Policy
Special Educational Needs Policy
Anti-Bullying Policy
PSHCE Policy
Care and control policy
Managing accusations against children procedures.

11.4 We recognise that statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School 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.

12. **Safe School, Safe Staff**

Members of staff are advised that if at all possible, they should not be alone with a child. Staff should ensure that another child or member of staff is present or in view when discussing issues with a child or when working with a child.

No member of staff should encourage inappropriate physical contact with any child in school, (hugging or sitting the child on a knee). Sitting a child next to you is best practice as is side on contact if needed.

All members of staff working in school are subject to vetting and clearance by the Disclosing and Barring Services. Members of the SMT and governors have attended training for Safer Recruitment within school and will ensure that safe recruitment practices are always followed.

In the event of a concern over the behaviour of any member of staff, all parties concerned should follow procedures set out in the managing accusations against staff procedures available to all in school.

This policy was reviewed Autumn term 2017. It will be reviewed twice yearly

Reviewed on	By
24/3/14	Committee C
Autumn term 2015	Full governors
Spring term 2016	Committee C
Autumn term 2016	Committee C

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