

All Saints' CE Primary School



Child Protection

Safeguarding Children, Protecting Adults

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Child Protection: Safeguarding Children, Protecting Adults

Safeguarding

“Protecting children from maltreatment; 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.”

“Keeping Children Safe in Education 2018”

Designated Safeguarding Lead (DSL): Mrs Michele Robinson (Headteacher)

Deputy DSL: Mrs Karen Balmer (deputy head)

Other senior safeguarding staff member: Miss Lisa King (SENDCO)

Named Safeguarding Governor (NSG): Mrs Carol Stewart

It is also our responsibility to aid the protection of adults working in the school from (false) allegations, by keeping them informed and up to date.

Aims

At All Saints’ we fully recognise our joint 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, also to have staff and governors trained in Child Protection.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

Children want to be respected, their views to be heard, to have stable relationships with professionals built on trust and to have consistent support provided for their individual needs. This should guide the behaviour of professionals. Anyone working with children should see and speak to the child; listen to what they say; take their views seriously; and work with them collaboratively when deciding how to support their needs.

(Working Together to Safeguard Children 2018)

We recognise that for children, high self-esteem, confidence, supportive friends and the trust of adults working in our school can help in the prevention of child abuse.

At All Saints’ we will therefore:

- Establish and maintain an ethos where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.



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- Include opportunities in the PSHE and school curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- Recognise Early Help strategies to support children and families.

Staff Awareness

1. Child Protection issues will be referred to in job advertisements and specifications and at interview, so that applicants are aware that the school takes child protection and safeguarding seriously.
2. All staff members will be required to read and adhere to the guidelines in our Safeguarding Staff and Pupils (A Code of Conduct for Staff) and the school's protection policies* so that they are aware of the way the school manages behaviour, discipline etc and to sign to this effect. (**protection policies are those dealing with anti-bullying, anti-racism, intimate care, physical intervention, internet safety, H&S, Prevent*)
3. All staff will be required to read and be aware of the guidance in section 1 of "Keeping Children Safe in Education 2018".
4. The DSL persons for Child Protection must refresh his/her training every 2 years.
5. Child Protection training and updates will be provided on induction and regularly ensuring staff and governors are aware of current practice. New measures and guidance will be given during training such as Extremism, sexual exploitation, FGM, peer on peer abuse, Criminal Exploitation of Children (CEC) and vulnerability of young carers.
6. Staff have an obligation to monitor/report any child protection concerns following the Child Protection Procedures Flow Chart (Appendix 2).
7. Concerns about another member of staff's behaviour towards children must be reported to the Headteacher or through the Whistleblowing Policy and if needed a referral to the Local Authority Designated Officer (LADO). See appendix 5
8. Concerns about the Heateacher's behaviour towards children should be referred the chair of governors.
9. It is illegal for there to be any sexual relationships between staff and students.

Governor Awareness

All governors are required to read our Safeguarding Staff and Pupils (A Code of Conduct for Staff) and also be aware of the guidance in section 1 of "Keeping Children Safe in Education 2018" and sign to that effect. It is good practice for all governors to attend either external or school's child protection training.

Governors must check annually that the Child Protection Policy and Safeguarding procedures are working effectively. It will be an agenda item at the Governing Body meeting in March every year.

Parents and Wider Community

Anyone working in school on a regular basis, eg parents, students, volunteers will likewise be required to read "Keeping Children Safe in Education 2018" and also our Volunteer Good



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Practice Guide and sign to that effect. All visitors will be expected to read the School Procedures leaflet while signing in.

The taking of and/or display of photographs/videos of children on the school site is not allowed unless specifically authorised by the school. There is an annual requirement for parents to sign a consent form to give permission for their child(ren) to be included in photographs or films for school or external publicity. Where that permission is withheld, staff are aware and will ensure the privacy of the children concerned. Anyone found ignoring this procedure will be requested to delete any material which offends against this ruling. Where lettings involve children or vulnerable adults, the Governors will seek assurance that the body concerned has appropriate policies and procedures in place with regard to safeguarding and child protection.

All Saints' recognises that a number of other policies and procedures developed and operated by school form part of the wider agenda of Safeguarding Children, Protecting Adults and this policy should be read in conjunction with these policies and procedures such as;

- Attendance
- Behaviour
- Health & Safety
- Risk Assessments
- E-Safety
- SEND/Local Offer
- Fire Register
- Intimate Care
- Staff/Governor Induction
- Prevent
- Whistleblowing
- Code of Conduct for Staff
- Safer Recruitment

The school will publicise their Child Protection Policy on the website.



Appendix 1

Definition of Abuse

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or failing to act to prevent harm. Children may be abused in a family or in an institution or community setting, by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults, or another child or children.

Working Together to Safeguard Children 2018

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 fabricates the symptoms of, or deliberately induces, illness in a child.

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.
- Abuse can take place wholly online, or technology may be used to facilitate offline abuse.
- Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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). They may fail to protect a child from physical and emotional harm or danger or 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.

Emotional abuse is 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 children 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 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.
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- It may involve serious bullying (including cyberbullying), 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.

Signs that may give cause for concern

It is important to remember that very few signs and symptoms are in themselves conclusive evidence that a child has been or is being abused. Most of the signs given could have acceptable explanations, ie there are lots of reasons why children have nightmares, or may suddenly start bed-wetting. Be alert to explanations that do not seem to fit the circumstances and behaviour that is unusual to a particular child. Signs are more significant in clusters.

The following lists should not be viewed simply as checklists, but should help to act as a reminder that where we see signs or symptoms in children, child abuse should be within our range of possible causes.

A. General Signs

Discrepancy between an injury and the explanation.
Conflicting explanations or no explanation for an injury.
Parents have unrealistic expectations of the child.
Dramatic changes in child's behaviour towards peers and or staff/Disruptive.
Rapid mood swings.
Frequent absences from school.
Constant tiredness.
Stealing,
Secretiveness.
Telling lies.

B. Signs which may suggest deliberate injury

Multiple bruising other than on shins/ slap marks.
Bruises which cross several plains (ie contours of body).
Both eyes black.
Linear or outline bruising.
Ligature marks.
Bite marks.
Burns - particularly distinctive circular cigarette burn marks.
Scalds inconsistent with child's explanation.
Head injuries which may be reflected in dizziness, drowsiness and vomiting.

C. Signs which may reflect sexual abuse

Sexually transmitted infections.
Soreness or injury to genital/anal regions.
Recurrent urinary tract infections.
Vaginal discharge or bleeding.
Repeated wetting or soiling which is non-attributable to urinary tract infection.
Inappropriate sexual play/language/knowledge.
Promiscuous affection-seeking behaviour.
Inappropriate sketching.
Shame of own body/self image.



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Under-achievement.
Rapid mood swings.
Running away, not wanting to go home.
Eating disorders.
Psychosomatic illnesses.
Obsessional washing.
Masturbation/showing genitals.
Low self-esteem.

D. Signs which may suggest emotional abuse

Failure to thrive - stunted growth, weight loss.
Psychosomatic illness.
Wetting and soiling.
Withdrawn behaviour.
Overtly aggressive behaviour.
Inappropriate affection/attention-seeking behaviour.
Under-achievement.
Difficulty in forming relationships with peers or adults.
Isolation.

E. Signs which may reflect neglect and failure to thrive

Appearance and development not consistent with age.
Voracious appetite (stealing food from lunch boxes, etc).
Constant problems with stomach, eg persistent sickness or diarrhoea.
Listlessness or unresponsive behaviour.
Frozen awareness (fixed watchfulness).
Alopecia (hair loss).
Cold sores or sore skin.
Lack of cleanliness.



Appendix 2

PROCEDURES

1. IN THE EVENT OF SUSPICION OF CHILD ABUSE

Should a member of staff notice symptoms which give cause for anxiety, then they should discuss these concerns with the Designated Safeguarding Lead for the school (currently Mrs Robinson Headteacher, and/or Mrs Balmer, Deputy Head). An immediate decision will be made as to whether the situation should be monitored and who will be involved in the process, or whether to make a referral. It is imperative that during the events leading up to the monitoring process all concerns, including dates, times, etc. be written down.

All information regarding cases of child abuse, both verbal and written, must be treated confidentially. All child monitoring records must be kept in a confidential place and on no account be kept with the child's normal records. Access to these records will be restricted to the people involved in the monitoring process.

2. IN THE EVENT OF A DISCLOSURE OR CLEAR INDICATION VIA MONITORING THAT A CHILD HAS BEEN OR IS BEING ABUSED

If a child shows signs that they want to talk about something that troubles them, staff should consider:

- A calm environment - is the place free from interruptions.
- Time - make sure quality time is made available.
- Do not interrupt, let the child speak.
- Respond to the child with encouragement; show you are interested; but do not ask leading questions and do not push for information.
- Reflect that the child may be frightened of the consequences of talking to someone. They must have your trust.
- Assure him/her that (s)he is not to blame.
- It is important that the child understands that the matter cannot be kept entirely confidential, but that it will not become public knowledge.

Any member of staff talking privately with a child should leave the door open or if possible take another member of staff into the room with them.

- a) As soon as a child has spoken to you or the monitoring process has given strong indicators that the child has been or is being abused in some way, immediately inform the Designated Safeguarding Lead, Headteacher or Deputy.
- b) Record in as much detail (and immediately after the disclosure) as you can remember, what the child has told you in his/her own words. Include other details that you have observed, eg non-verbal expression, behaviour changes, incidents of aggression, background circumstances, etc. Pass all these details on to the Headteacher on the appropriate form.
- c) Any action that the named person takes when dealing with an issue of child protection will be in line with the procedures outlined in the Education Bradford Assessment Framework Guidelines below.
- d) Working with families in an open and honest way is a key principle governing



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the work of all agencies and organisations in matters of child protection.

There is an assumption that parents/carers will be informed of a referral unless

- Seeking consent places the child at risk of “Significant Harm”.
 - The Child Protection Co-ordinator has made a professional judgement that a child is at risk of “Significant Harm” and seeking consent is likely to increase the risks to the child, or potentially compromise a child protection investigation.
 - Such action prevents the detection of a crime.
- e) Once a referral has been made to Social Services, they have a duty to investigate further within a 7-day period. An initial assessment may require removal of children “At risk of significant harm” from the household or situation of threat. Alternatively, support mechanisms will be put in place via a Core Assessment, action from which must be completed within 42 days of Referral.
- f) Should any disclosure lead to a Child Protection conference, the Headteacher, in discussion with members of staff involved in the procedures, will decide who will be in attendance on behalf of the school.
- g) Should any disclosure relate to an incident involving a child abusing another child, the Headteacher/Deputy Head may use the sanction of temporary exclusion against the alleged perpetrator if deemed serious. The Governor responsible for Child Protection will be informed of the allegation and the action being pursued. (Children’s names will remain anonymous).
- h) The adult who has received a disclosure should be offered advice and support from the Child Protection Co-ordinator for their own benefit and well being.

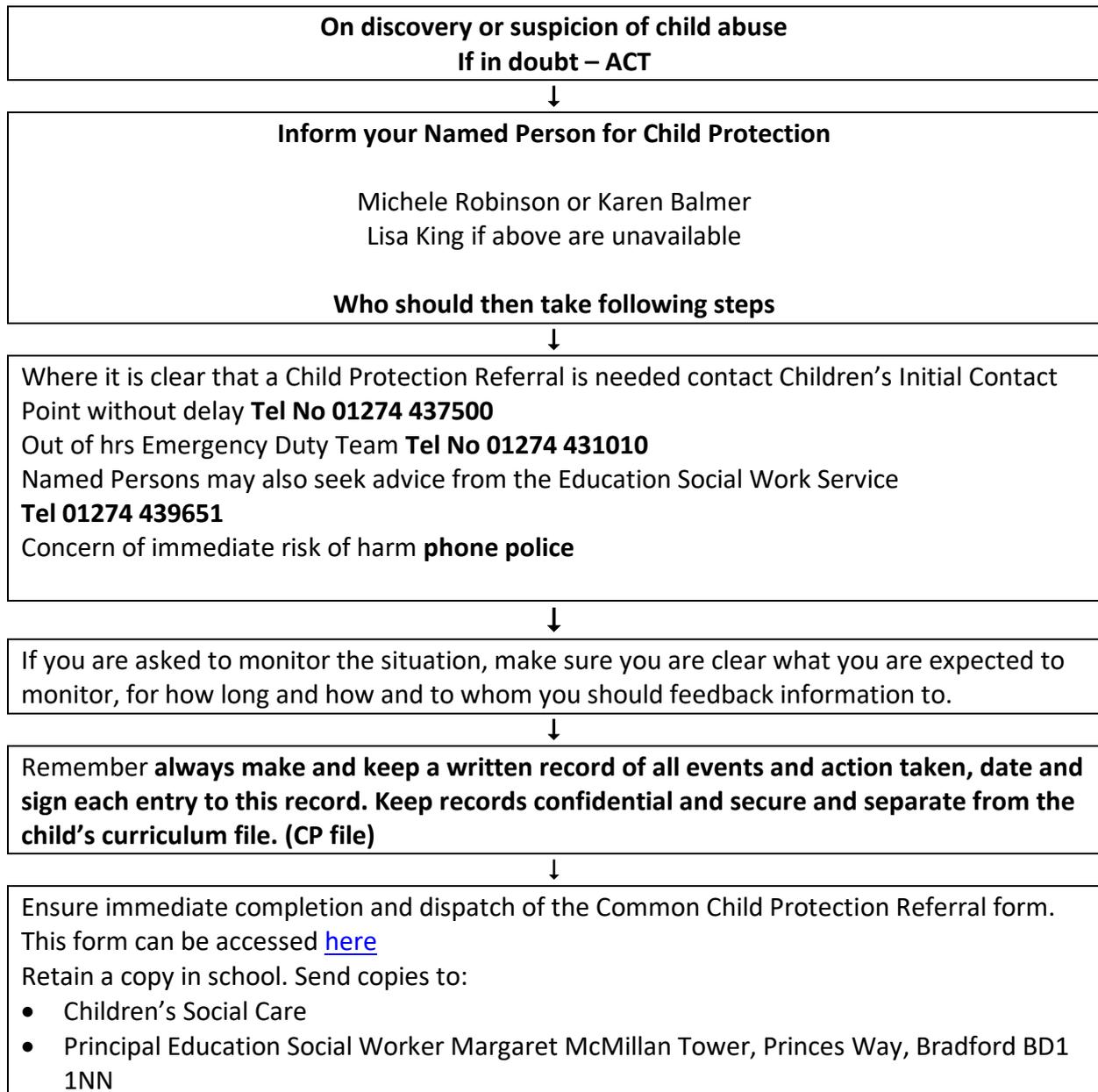
Records/Notes Regarding Child Protection

In accordance with Education Bradford Child Protection Guidelines, the Headteacher will keep confidentially **all** notes/records on any child protection concerns for a two-year period following the termination of the period of concern.

These records/notes will be transferred (in confidence) to the designated Child Protection Co-ordinator of the child’s new school should he/she move schools within this two-year period. A receipt of transfer must be received or given to ensure the safe transfer of records.



Child Protection Procedures Flow Chart January 2018



USEFUL TELEPHONE NUMBERS

Children's Social Care Initial Contact Point: 01274 437500

Emergency Duty Team: 01274 431010

Education Social Work Service: 01274 439651

Police: Javelin House, Child Protection Unit: 01274 376061

NSPCC: 0800 028 0285



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Appendix 3

Cause for Concern Form

Note: Please do not interpret what is seen or heard; simply record the facts. After completing the form, pass it immediately to the Designated Teacher.

Name of child..... Class / Tutor group.....

Name of staff member completing form.....

Day..... Date/Year..... Time..... Place.....
 (of observed behaviour / discussion / disclosure)

Nature of incident / concern including relevant background (Record child's words verbatim)

For Designated Teacher use (please tick relevant items)

Action Taken	By whom	Outcome
Discuss with child		
Monitoring sheet		
Check behaviour database		
Contact parents		
Check SEN Register		
Refer to Social Care		
Other (Please specify)		



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Appendix 4

Ongoing Monitoring Form

Name of child..... Class / Tutor group.....

Day & Date/Year	Observation / incident	Staff initials	Action taken



Appendix 5

**ALLEGATIONS/CONCERNS AGAINST STAFF AND VOLUNTEERS
CHILD PROTECTION PROCESS**

