



**IDE HILL CHURCH OF ENGLAND PRIMARY SCHOOL
CHILD PROTECTION POLICY**

**REVIEWED - NOVEMBER 2015
REVIEW DATE - NOVEMBER 2016**

'Enabling all children to grow as God intended'

INTRODUCTION:

This policy has been developed in accordance with the principles established by the Children Act 1989, Sections 175 and 176 Education Act 2002 and related guidance including The Framework for the Assessment of Children in Need and their Families and Working Together to Safeguard Children.

The Governors and staff of Ide Hill Church of England Primary School take seriously our responsibility to promote the welfare and safeguard all the children and young people entrusted to our care.

The Designated Child Protection Officer (DCPO) has overall responsibility for child protection practice in school. At Ide Hill Church of England Primary there are two DCPO: Louisa Hillman (Headteacher) and Rae Akehurst (SENCO).

This policy is linked with our Attendance, Safeguarding and Prevent & British Values policy. We shall investigate any absences from the school. We run a first call system and we shall ask parents to produce medical evidence to account for the child's absence. Absences will be monitored by the headteacher and we may involve the Educational Welfare Officer.

As part of the ethos of the school we are committed to:

- ❑ Maintaining children's welfare as our paramount concern; Providing suitable support and guidance so that students have a range of appropriate adults who they feel confident to approach if they are in difficulties
- ❑ Providing an environment in which children and young people feel safe, secure, valued and respected; confident to talk openly and sure of being listened to
- ❑ Using the curriculum to provide opportunities for increasing self awareness, personal safety, and e-safety, self esteem, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others
- ❑ Working with parents to build an understanding of the school's responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations
- ❑ Ensuring all staff are able to recognise the signs and symptoms of abuse and are aware of the school's procedures and lines of communication through training and reading; liaising with agencies to uphold our duty of care to all children.
- ❑ Monitoring children and young people who have been identified as "in need" including the need for protection; keeping confidential records which are stored securely and shared appropriately with other professionals.

ROLES AND RESPONSIBILITIES:

The school is responsible for ensuring that all action taken is in line with Kent's Child in Need/Child Protection procedure. This process follows the requirements of the central government guidance contained in the Safeguarding Children and Safer Recruitment in Education. The child protection process is now incorporated within a comprehensive policy and procedure for all children in need.

The role of the school within this procedure is to contribute to the identification, referral and assessment of children in need including children who may have suffered, be suffering or who are at risk of suffering significant harm. The school may also have a role in the provision of services to Children in Need and their families.

All adults in school have a role to play in relation to:

- Protecting children from abuse or neglect
- Promoting the welfare of children
- Making children aware of unsafe situations including e-safety.
- Providing the forum for children to discuss taboo subjects in a safe and secure environment in order to prepare them for later life (e.g. gangs, crime etc)

The role of the school in situations where there are child protection concerns is NOT to investigate but to recognise and refer.

The Designated Child Protection Officer is responsible for:

- Co-ordinating child protection action within school and liaising with other agencies, making referrals as necessary
- Ensuring that locally established procedures are followed including reporting and referral processes
- Maintaining a confidential recording system
- ensuring the school is appropriately represented at inter-agency meetings in particular Child Protection Conferences
- Managing and monitoring the school's part in Child care / protection plans
- Organising training for all school staff
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The Governors will appoint designated teachers to provide the educational achievement of LAC (looked after children) and ensure these teachers have received the necessary training.

Child protection issues are addressed within the curriculum, policies and guidance or through school/community initiatives.

This may include:

Policies: PHSE, Behaviour Management, child Protection, Prevent and British Values, Safeguarding, Complaints, Confidentiality, E-Safety, Health and Safety Policy, Acceptable use of ICT policy, Home School Agreement,

Assessment and intervention: Pupil Progress, Freer Laevers Screening for involvement and wellbeing , Risk Assessments, Provision Mapping

Curriculum: PSHE, Science, RSE, Anti-Bullying Strategies, School Council, Safe School initiatives, Community initiatives and through collective worship.

A copy of Kent's Child in need/child protection procedure is kept in the office and contains details of procedures and the categories and definitions of abuse. All staff are advised to read Chapters 4 and 5 of this handbook and Kent County Councils' Guidelines for safeguarding Record Keeping in Schools (Appendix 4). A copy of the Assessment Framework can also be found in the office.

Extended school and off-site arrangements

Where extended school activities are provided by and managed by the school, our own safeguarding and child protection policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our children attend off-site activities, we will check that effective child protection arrangements are in place.

Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. To protect children we will:

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- seek parental consent
- use only the child's first name with an image
- ensure that children are appropriately dressed
- encourage children to tell us if they are worried about any photographs that are taken of them.

Recognition and categories of abuse:

All staff in school should be aware of the definitions and signs and symptoms of abuse. There are four categories of abuse. These are:

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

2) Sexual abuse: Sexual abuse involves forcing or enticing a child to take part in sexual activities, including prostitution, whether or not s/he is aware of what is happening. Activities may involve physical contact, including penetrative and non-penetrative acts.

Sexual activities may also include non-contact activities, e.g. involving a child in looking at / production of abusive images, watching sexual activities or encouraging her/him to behave in sexually inappropriate ways. It may include use of photos, pictures, cartoons, literature or sound recordings via internet, books, magazines, audio cassettes, tapes or CDs.

Children under sixteen years of age cannot lawfully consent to sexual intercourse. A child of under thirteen is considered in law incapable of providing consent.

3) Emotional abuse : Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent effects on the child's emotional development, and may involve:

Conveying to a child that s/he is worthless, unloved, inadequate, or valued only insofar as s/he meets the needs of another person; Imposing developmentally inappropriate expectations e.g. interactions beyond the child's developmental capability, overprotection, limitation of exploration and learning, preventing the child from participation in normal social interaction; Causing a child to feel frightened or in danger e.g. witnessing domestic violence, seeing or hearing the ill treatment of another; Exploitation or corruption of a child.

4) Neglect: 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 and development.

Neglect may involve failure to provide adequate food, clothing or shelter; failure to protect from physical and emotional harm or danger; failure to meet or respond to basic emotional needs; failure to ensure adequate supervision including the use of adequate care-takers; failure to ensure access to appropriate medical care or

treatment, failure to ensure that children's educational needs are met; failure to ensure that children's opportunities for intellectual stimulation are met.

Bullying:

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying is thought to result in up to 12 child suicides each year. All incidences of bullying should be reported and will be managed through our anti-bullying procedures. The subject of bullying is addressed at regular intervals in the personal, social and health education (PSHE) curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the head teacher and the DCPO will consider implementing child protection procedures.

Other Forms of Abuse:

- Child sexual exploitation
- Cyberbullying
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation
- Forced marriage
- Gangs and youth violence
- Gender based violence
- Mental health
- Private fostering
- Radicalization
- Sexting
- Teenage relationship abuse

Indicators of abuse and what you might see

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated person.

Remember, it is your responsibility to report your concerns. It is not your responsibility to investigate or decide whether a child has been abused.

A child who is being abused and/or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour - from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DCPO to decide how to proceed.

Responding to concerns:

Concerns for a child or young person may come to the attention of staff in a variety of ways for example through observation of wellbeing, change in behaviour or injuries or disclosure. Teachers will discuss relevant children at staff meetings under the 'child spot' category and these concerns shared with relevant staff to support the child in their learning. Concern about the wellbeing or change in behaviour of a child should also be discussed with the Inclusion Manager and DCPO. A CAF will be completed (Common Assessment Framework) followed by a TAF (Team Around the Family) where necessary. More serious concerns must be reported **immediately** to the DCPO to ensure that any intervention necessary to protect the child is accessed as early as possible.

If a child makes a **disclosure of abuse** to a member of staff they should:

- Allow the child or young person to make the disclosure at their own pace and in their own way
- Avoid interrupting except to clarify what the child is saying (attentive listening/reflective feedback)
- Not ask leading questions or probe for information that the child or young person does not volunteer
- Reassure the child or young person that they have been heard and explain what you will do next and to whom you will talk
- Record the conversation as soon as possible on the Child Protection Incident/Concern Form.
- Inform the DCPO

Record keeping:

Staff can play a vital role in helping children in need or at risk by effective monitoring and record keeping.

Any incident or behavioural change in a child or young person that gives cause for concern should be recorded on a Green Form. Copies of the Green Form can be found in the staff room, Headteacher's office, and in every classroom.

It is important that records are factual and reflect the words used by the child or young person. Records must be signed and dated with timings.

Written information should be passed to the DCPO.

Storage of records:

The DCPO will ensure that records relating to concerns for the welfare or safety of children are kept separate from other school files and are stored securely. Information will be shared on a strictly need to know basis and in line with child protection policy guidance.

Referrals to Social Services:

It is the responsibility of the DCPO to decide when to make a referral to the Social Services Directorate. To help with this decision s/he may choose to consult with another DCPO before consulting the Area Children's Officer. Advice may also be sought from Social Services who offer opportunities for consultation as part of the Child in need / child protection process. Issues discussed during consultations may include the urgency and gravity of the concerns for a child or young person and the extent to which parents/carers are made aware of these. Some concerns may need

to be monitored over a period of time before a decision to refer to Social Services is made. **In all but the most exceptional cases parents/carers will be made aware of the concerns felt for a child or young person at the earliest possible stage and in the event of this becoming necessary, their consent to a referral to Social Services will be sought.**

Referrals to Social Services will be made using Kent's inter-agency referral form kept in a locked cupboard in DCPOs room or can be downloaded from the children's Safeguards web page on Kent Trust Web: www.kenttrustweb.org.uk or www.kscb.org.uk. In situations where there are felt to be urgent or grave concerns a telephone referral will be made prior to the form being completed and sent to the County Duty social services office.

If a child or young person is referred, the DCPO will ensure that relevant staff are informed of this and that all communications are reported effectively.

If after consultation with the DCPO a member of staff feels that appropriate action is not being taken in respect of his or her concerns for a child s/he should refer directly to Social Services.

The child protection register

The DCPO will inform members of staff who have direct pastoral responsibility for children and young people whose names are on the child protection register. These children and young persons must be monitored very carefully and the smallest concern should be recorded on an incident sheet and passed immediately to the DCPO or the Senior teacher in the DCPOs absence.

Concerns involving members of staff:

When an allegation is made against a member of staff, the designated person must consult with their Local Authority Designated Officer (LADO) who will help to determine how the matter is to be investigated. The LADO for Kent Education is the Head of the Education Safeguarding Team, Kel Arthur.

If a member of staff is unhappy with the DCPO's decision or handling of a concern, or a concern regarding the Headteacher, they can also refer to the Chair of Governors or go directly to Areas Children's Officer (Safeguarding).

Further information regarding the procedure for managing situations involving members of staff can be found in the Child Protection Procedures for Managing Allegations Against Staff. Copies of this policy are held by the school and available on the website.

All staff need to be aware that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. When in doubt – consult.

CODE OF PRACTICE:

All school staff should take care not to place themselves in a vulnerable position with relation to child protection. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. Physical intervention should only be used when the child is endangering him/herself or others and such events should be recorded and signed by a witness. Staff should be aware of Kent's Positive Handling Policy and any physical interventions must be in line with agreed policy and procedure in which appropriate training should be provided.

All school staff should work towards providing an environment and atmosphere for children and young people to enable them to feel safe to talk. However, staff should never promise a child to keep certain information confidential. It must be explained that staff have certain duties to help keep that child safe, which may involve informing others.

SUPERVISION AND SUPPORT:

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DCPO.

All newly qualified teachers and classroom assistants have a mentor or co-ordinator with whom they can discuss concerns including the area of child protection.

The DCPO can put staff and parents in touch with outside agencies for professional support if they so wish. Staff can also approach Support Line directly.

TRAINING OPPORTUNITIES:

The DCPO is responsible for ensuring staff including him/herself receive training in the area of child protection. Registers for this are held in the office.

MONITORING AND REVIEW:

All school personnel and governors will have access to this policy.

This policy has been revised in November 2015 to reflect the guidance and legislation issued in relation to safeguarding children and promoting their welfare within schools.

The policy forms part of our school development plan and will be reviewed annually.

SAFER RECRUITMENT

The schools policy on safer recruitment is in line with the Government expectations. Employment history and references will be sought, the candidate's suitability will be assessed through the interview which will include questions on safeguarding. Any advert for a job will state we are dedicated to safer recruitment. On appointment all details will be held in the Single Central Record.

VOLUNTEERS

Volunteers will be DBS checked and will work under supervision. See separate Volunteers Policy.

All staff should have access to this policy and sign to the effect that they have read and understood its content.

School:	Ide Hill Church of England Primary School
Headteacher	Louisa Hillman
DCPO	Louisa Hillman and Rae Akehurst
Deputy DCPO	Helen Jones (Chevening Primary School)
Chair of Governors	Anne Fletcher
CP Governor	Anne Fletcher
LEA children's officer	Helen Windiate
LADO	Kel Arthur
Most recent CP Training event	September 2015
DCPO Training	July 2015
Local Authority E Safety Officer	Rebecca Avery

Signed: Date:.....
Headteacher

Signed: Date:.....
Chair of Governors