

CHILD PROTECTION POLICY

MISSION STATEMENT

Uley is a Voluntary Controlled Primary School whose focus is on each individual, acknowledging both their Rights and Responsibilities.

Christian values drive all aspects of school life, curriculum and ethos. Academic rigour is valued at all stages, with the classroom focus on challenge, engagement and achievement.

Learning is celebrated in all its forms and everyone is equally valued and respected in a caring and secure environment.

In partnership with parents and the wider community, the children grow and develop as we prepare them to meet the challenges of education, work and life.

Rights Respecting School

Article 19: Governors should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents or anyone else who looks after them.

RATIONALE

“Safeguarding children is a concern for the whole school community. Everyone working within our school needs to understand what is required of them if they hear or see something that concerns them about a child’s welfare, or if they receive a disclosure from a child. By providing clear guidance, the school can ensure that all staff respond in a consistent way.”
(*Circular 10/95*).

At Uley Primary School we are firmly committed to the protection of all children from abuse and neglect. This can often be a difficult and emotional task but the needs of the children in our care are paramount. At the same time we must protect staff and pupils by ensuring that the risk of malicious, false accusations is minimised by the use of sensible precautions.

PURPOSE

This policy and the practices and procedures it contains must be clearly understood by all staff. The policy guidelines must be adhered to, as there could be legal repercussions if they are not.

GUIDELINES

The Role of the Designated Child Protection Officer

The role of the Designated Protection Officer within our school is to be fully conversant with the Area Child Protection Committee Procedures and to co-ordinate any action on child abuse or neglect within our school. All staff should be aware of their responsibilities in relation to Child Protection.

The designated officer will be required to refer all individual cases of suspected child abuse to the relevant Social Services. They will have the responsibility of ensuring that staff are trained on all aspects of Child Protection within the school. They will act as a school base resource on Child Protection issues for other staff.

The designated Child Protection Officer will ensure that the school has a system for passing the appropriate information about a child to the correct professional agencies. She will act as a key professional support to members of staff to whom a child has disclosed abuse.

The designated Child Protection Officer will monitor and evaluate the effectiveness of the child protection work carried out within the school. In the absence of the designated officer the Deputy Head will take responsibility for any actions taken and follow Local Authority guidelines.

The Designated Officer at Uley Primary School is:

MR K JOYCE

The School Governor designated to take responsibility for Child Protection issues is:

MRS H WEEKS

WHAT A MEMBER OF STAFF SHOULD DO IN A CASE OF SUSPECTED OR ALLEGED ABUSE OR NEGLECT

Child abuse may come to the attention of any member of staff within the school community. Such signs may be through observing evidence of changes in behaviour, disturbance in the child's work or play, or through disclosure. You may observe injuries, bruises, cuts, swelling etc.

“If a child confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tells the child sensitively that she has a responsibility to refer cases of alleged abuse to the appropriate agencies for the child's own sake. Within context, the child should however, be assured that the matter will be disclosed only to people who need to know about it.” (*DfEE Circular 10/95*).

You may need to explain to the child that you are required to write down what he/she is stating. Child Protection forms are available from the Headteacher's office. These forms are self-explanatory and are enclosed at the end of this document.

You may find that a child may start to say something or your concerns are aroused at the most inappropriate times, but it is very important that you listen because the child has “sorted you out” to be the person he/she is most comfortable with.

Monitor for a period of six weeks. Log all concerns about the child. At the end of the six week period collate the list, this provides an evidence base. Where you suspect abuse has occurred, you have a legal duty to take action.

Always put the child first, you are supported in law under:

- | | | |
|-------------|---|--|
| Section 47 | - | of the Legislative Act: ‘at risk of significant harm’ or |
| Section 175 | - | where it is a legal duty to safeguard and protect the child. |
| Section 175 | - | also allows you to make a child protection referral. |

DISCLOSURE OF ABUSE

Should a child begin to talk about alleged abuse you should:-

- 1) Allow the child to speak openly and at his/her own pace.
- 2) Avoid interrupting except to clarify what the child is saying.
- 3) Do not probe for any information that the child does not volunteer because it may render it inadmissible as evidence.

REFERRAL FOR CHILD PROTECTION

1. Discuss concerns with designated officer.
2. Log a welfare concern – ‘phone helpdesk.
3. Make a Child Protection Referral. The helpdesk will decide which section 47 or 175 meets the concern of the referral.

An assessment of needs will be done on that child by a social worker. If necessary a Child Protection Conference may follow.

WORKING WITH OTHER AGENCIES

“The school should contribute to a co-ordinated approach to Child Protection by developing effective liaison with other agencies and Support Services. Designated officers should establish a good working relationship with colleagues from other agencies, especially Social Services and the Police. Regular communication should help build the understanding, trust and confidence, which will help to secure effective co-operation in cases of actual or suspected abuse.” (*DfEE Circular 10/95 Protecting children from abuse*)

INFORMING PARENTS

These procedures are laid down by the Area Child Protection Committee.

Information about the school's Child Protection Policy is given in the School Prospectus to help parents understand the school's responsibility for the welfare of all its pupils. It is always useful to inform parents when they have an "Induction Visit" or an informal visit to the school about the school's responsibilities regarding child protection.

Parents should be informed by the Designated Officer (or in his absence the Senior Teacher) that concerns about their child necessitate by law, that the school must consult other agencies about alleged/suspected abuse.

ALLEGATIONS OF ABUSE AGAINST MEMBERS OF STAFF

At times staff can find themselves in situations where they are vulnerable. At all times the welfare of the child must be our central concern, as with all child protection procedures.

A balance needs to be struck between supporting and protecting both staff and children from false allegations. It is unrealistic to suggest that staff should never touch children. As we all know, at time of distress, touch is a way of offering reassurance and comfort. However, touching is a sensitive issue, so staff need to know what is and what is not appropriate touching.

If a complaint has been made against a member of staff, the Headteacher should be notified (or in his absence the Senior Teacher), who must inform the Duty Social Worker at the appropriate Social Services Office. The Headteacher must contact the Police Child Protection Unit.

You may ask the child if he/she wants to speak privately about the disclosure in a room/area that is away from the daily noise and interruption of the school day i.e. the Headteacher's Office.

You may ask the child if a witness can be present.

Any notes/written reports need to be hand-written, clear and legible for agencies to read (dated and witnessed if possible). Should you be required to give evidence about alleged abuse, you will have to ensure copies of your notes are available.

CONFIDENTIALITY

Staff must make it clear to a child, who is making a disclosure of alleged abuse, that they cannot keep the information confidential. The school needs to keep a delicate balance over how much information they divulge and to whom, concerning a child who has/may have been abused. They need to alert relevant members of staff to the suspicions or allegations about the child. On the other hand, there is also a need to protect the child from too many people unnecessarily knowing everything about their lives.

All staff need to be clear that information should only be shared on a “need to know” basis. Unclear boundaries can open up the possibility of gossip. Child Protection cases should not be discussed either inside or outside school except with the relevant agencies, as this could lead to legal problems.

CHILD PROTECTION CONFERENCES

“The Child Protection conference is a meeting between involved professional staff and the family to consider the events, which have led to concerns, to share relevant information and to assess whether the child is at continuing risk. The conference will be independently chaired by a Child Protection co-ordinator from the Child Protection Unit”.

Staff will need to make an effective contribution and will need to have clear information about the child, provide a written report and be prepared to be an active member in the care group.

WHO SHOULD ATTEND CASE CONFERENCES

Ideally it should be the member of staff who is most knowledgeable about the child. A report from the school to a Child Protection Conference should show that the school has carried out its responsibilities in terms of monitoring and recording. The report should give a ‘round’ picture of the child and indicate what role the school is able to play in continued work with the child and his/her family. This person is now always the designated officer.

RECORDING

Records of any incident, or allegation of any incident, should be completed and passed on to the Headteacher, or in his absence the Senior Teacher. The agreed school format should be used (see Appendix 1).

All records need to be as accurate and objective as possible. Signs of physical injury, instances of behavioural disturbance or disclosures of abuse should be recorded as precisely and as soon as possible. Explanations of injuries given by the child or adult need to be recorded accurately (use figure diagrams on Child Protection Form).

Records must be hand-written in a formal and clear style.

Any questions asked must be open-ended and the child must not be put under any pressure. It should be the child’s own words. All child protection forms that are completed must be copied and kept in the child’s educational file.

Once you have completed a child protection form and passed it on to the Designated Officer, it is her duty to then inform you of further action, which is being taken. This may take quite sometime of the alleged abuse is suspected and the case pursued.

TRAINING

The Designated Officer in the school will have attended the appropriate training with Child Protection Trainers.

The Designated Officer has the responsibility of providing awareness training and ensuring that the appropriate information regarding child protection is available to all staff.

The school has regular child protection training information, regarding courses. Should you wish to be considered for a training course, it may be advisable to discuss the appropriate training course with the Designated Officer.

ANNUAL REPORT TO GOVERNING BODY ON SAFEGUARDING CHILDREN

It is a requirement to annually report to the Governing Body on safeguarding practices at Uley Primary School.

Appendix 2 is a document which serves two purposes:

1. **To provide a report to the Governing Body on Safeguarding practice that enables the Governing Body to monitor compliance with the requirements of ‘Safeguarding Children in Education’, DfES/0027/2004 and to identify areas for improvement.** *(Chapter 15, Guide to Law for Governors, Jan 2005) Governing bodies are.... Accountable for ensuring their establishment has effective child protection policies and procedures in place that are in accordance with guidance issued by the Secretary of State, any LEA guidance, and locally agreed inter-agency procedures).*
2. **To be forwarded to the Safeguarding team of the LEA so that Safeguarding practices in schools can be monitored and areas for support identified.** *(Safeguarding Children in Education’, DfES/0027/2004 – 24.6 LEAs should Monitor the compliance of maintained schools with this guidance, in particular in regard to the existence and operation of appropriate policies and procedures, and the training of staff, including the senior person with designated responsibility for child protection. Bring any deficiencies to the attention of the governing body of the school and advise the action needed to remedy them”.*

ADVICE AND HELP FOR CHILDREN AND STAFF

Help lines:

Childline: 0800 1111

Childline was created to meet the need for children to have access to a free, confidential telephone line, with counsellors to listen to them, comfort and protect them.

Children should be aware of Childline and the services it has on offer.

NSPCC Child Protection Helpline: 0800 800 500

The NSPCC Child Protection Helpline is a free, 24-hour direct service, which provides counselling, information and advice to anyone concerned about a child at risk of abuse. The NSPCC Child Protection Helpline has become an integral part of the Child Protection Services.

Where to Find Additional Information:

- Safeguarding Children Handbook (School Office)
www.gscb.org.uk/handbook
- LA – Log of Incidents – 01452 42 6565
- LA – Referrals – 01452 58363
- Legal Department for immediate advice on an issue: 01452 425203

Written Spring 2003
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Reviewed 2009
Reviewed 2010
Reviewed 2011

CONFIDENTIAL

ULEY C. OF E. PRIMARY SCHOOL DOCUMENT: CHILD ABUSE

CHILD PROTECTION OFFICER: **MR K JOYCE (HEADTEACHER)**
IN HIS ABSENCE CONTACT: **MR D TAPLEY (DEPUTY HEADTEACHER)**

What is the definition of a child?

A “child” is a person under the age of 18 years.

What is Child Abuse?

Child abuse is negligence, physical, sexual and/or emotional injury to a child through the misuse of adult power. Child abuse is the result of an adult’s failure to respect the rights, autonomy, physical integrity and privacy of the child.

What categories of abuse are generally recognised?

(From “Working Together”, Department of Health, revised 1991)

These categories are generally used for entry on to the Child Abuse Register:

- 1) Neglect
- 2) Physical Injury
- 3) Sexual Abuse
- 4) Emotional Abuse

Definitions of the above are as follows:

Neglect

Persistent or severe neglect, or the failure to protect a child from exposure to danger, or extreme failure to carry out the important aspects of care, resulting in significant impairment of the child’s health or development, including non-organic failure to thrive.

Physical Abuse

Actual or likely physical injury or failure to prevent physical injury or suffering.

Sexual Abuse

Actual or likely sexual exploitation of a child or adolescent. The child may be dependent and/or developmentally immature.

Emotional Abuse

Actual or likely adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill-treatment or rejection. All abuse involves some emotional ill-treatment. This category should be used where it is the main or sole form of abuse.

Any member of staff who either by virtue of a child's behaviour becomes suspicious of abuse, or is told by a child that abuse has taken place should **immediately** inform the Headteacher who will follow the procedures in the school policy.

If a child begins to talk about an abusive incident, he/she should be allowed to speak, but should only be questioned with care. No leading questions should be asked or words suggested to the child.

Please write detailed, accurate and legible notes covering:-

NAME OF CHILD: DATE OF BIRTH:

PARENT'S NAME:

ADDRESS:
.....

YOUR NAME: TEL. NO. (Code.....)

WITNESSES (IF PRESENT):
.....

WHAT THE CHILD HAS STATED:

Signed:

Dated:

USE THE BODY MAP TO ILLUSTRATE INJURIES, MARKS, BRUISES, etc.

Signed:

Dated:

CHILD PROTECTION FORM

TO BE COMPLETED BY THE CHILD PROTECTION OFFICER OR
THE HEADTEACHER

The designated person should immediately contact the Duty Social Worker at the appropriate Social Services Office (see telephone numbers below) to discuss what action should be taken.

CHILD'S NAME:

INFORMATION TO BE PASSED ON TO:

NAME:

TITLE:

PLACE OF WORK & TELEPHONE NUMBER:

ACTION TO BE TAKEN:

Any other information:

Signed:

Dated:

Social Services Area Offices:

Cheltenham	01242 532500
Tewkesbury	01684 275852
Cotswold	01285 881000
Forest of Dean	01594 820500
Gloucester	01452 426000
Stroud	01453 760500
South Tewkesbury	01452 410345

Please ask for the Child Care Duty Officer

Should you require any other additional information please seek guidance from
Gloucestershire Safeguarding Children Board – Safeguarding Children Handbook
(Headteacher's office) or www.gsch.org.uk/handbook.

**Uley CEVC Primary School
Annual Report to Governing Body on Safeguarding Children – Date:**

This report is for the period to

N.B. Details of this information are confidential – names and specific circumstances cannot be discussed.

Author:

Name of Designated Senior Person:

Name of Nominated Governor (if applicable):

Name of designated teacher for Looked After Children:

Summary of Safeguarding Training:

Staff	Number	Initial Y/N	Provider	Refresher Y/N	Provider
Designated officer(s)					
Headteacher					
Nominated governor					
Governing body					
Teaching staff					
Teaching assistants					
Midday supervisors					
Administrative staff					
Caretaking & cleaning					
Technicians					
Volunteers					

Names of those who have undertaken training in safe recruitment:

Additional training undertaken by Designated Senior Person:

Report on induction of new staff in safeguarding policy and procedures:

Staff	Numbers	Safeguarding induction Given Y/N	Initial training Y/N
Teachers			
Governors			
Support			

Policies and other documents relating to safeguarding:

Policies and/or procedures for Safeguarding	Date in place	Next review date
Anti-bullying		
Behaviour Management		
Child Protection		
Departmental statements on safeguarding (Secondary Schools)		
Drugs and Substance Misuse		
Equal Opportunities		
Extended school/before and after school activities		
First Aid (including management of medical conditions, intimate care)		
Health and Safety (including school security)		
Management of allegations against staff		
PSHE curriculum		
Racial Equality		
Recruitment and selection		
Safeguarding statement in school prospectus		
Sex Education		
Staff Handbook – guidance on conduct		
Use of Force and Restraint (<i>Physical Intervention</i>)		
Use of photographs/video		
Whistle blowing		
Work placement		

Number of referrals made:

Categories:

	Number	No. child protection conferences	Number attended	Number of reports submitted
Physical				
Sexual				
Emotional				
Neglect				

Number of pupils on Child Protection Register:

Number of Looked After Children:

Number of allegations made against staff:

Other comments on safeguarding issues and actions to be taken:

Children Missing Education

