



Linaker Primary School & Children's Centre

'Keeping Children Safe From Harm' Child Protection Policy



Linaker Primary School
and Children's Centre

Child Protection Policy

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Linaker Primary School and Children's Centre fully recognizes 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.
- 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.

We recognize that because of the 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 there are adults in the school whom they can approach if they are worried.
- Include opportunities in the PSHCE curriculum for children to develop the skills they need to recognize and stay safe from abuse.

We will follow the procedures set out by the Sefton Area Child Protection Committee (SACPC) and take account of guidance issued by the Department for Education and Skills to:

- Ensure we have a designated senior person for child protection who has received appropriate training and support for this role. *(Training to take place February 2006 – LB& SW to attend)*
- Ensure we have a nominated governor responsible for child protection.
- Ensure every member of staff, volunteer and governor knows the name of the designated senior person responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated teacher responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Notify social services if there is an unexplained absence of more than two days of a pupil who is on the child protection register.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely; separate from the main pupil file, and in locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.

We recognize 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 policy which is aimed at supporting vulnerable* pupils in the school. The school will ensure that the pupil knows 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, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

***Definitions of Abuse**

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 be the result of a deliberate act, but could also be caused through the omission or failure to act or protect.

Emotional Abuse

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve making a child feel or believe that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone.

Sexual Abuse

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, or consents to, what is happening. It may involve physical contact, including rape or oral sex, or non-penetrative acts such as fondling. Boys and girls can be sexually abused by males and/or females, and by other young people. It also includes non-contact activities such as involving children in watching or taking part in the making of pornographic material, or encouraging children to behave in an inappropriate way.

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. It may involve failure to provide adequate food, shelter and clothing, or failing to ensure that a child gets appropriate medical care or treatment.

Vulnerable Children Categories (September 2005)

These are children who have not reached the threshold of in need (Children Act)

Children who are young offenders.

Children with attendance problems.

Children with Special Educational Needs.

Children experiencing Domestic Violence.

Children receiving alternative education.

Children with Disabilities(not receiving services as being in need)

Children receiving behaviour support input

Children whose parents are substance misusers
Children whose parents have mental health problems
Children whose parents have significant disabilities
Children with mental health problems (CAMHS)
Children excluded from school
Children missing from school
Children living away from home
Asylum seeking children and their families
Children whose parents are in Prison
Children in Need (including Looked After Children and children on the Child Protection Register)
Children from traveler families
Pregnant teenagers – teenage nursing mothers
Young carers
Children not in receipt of education, employment or training (NEET)
Children who are substance misusers.

Note: The above list is a list which Sefton have currently defined as vulnerable.

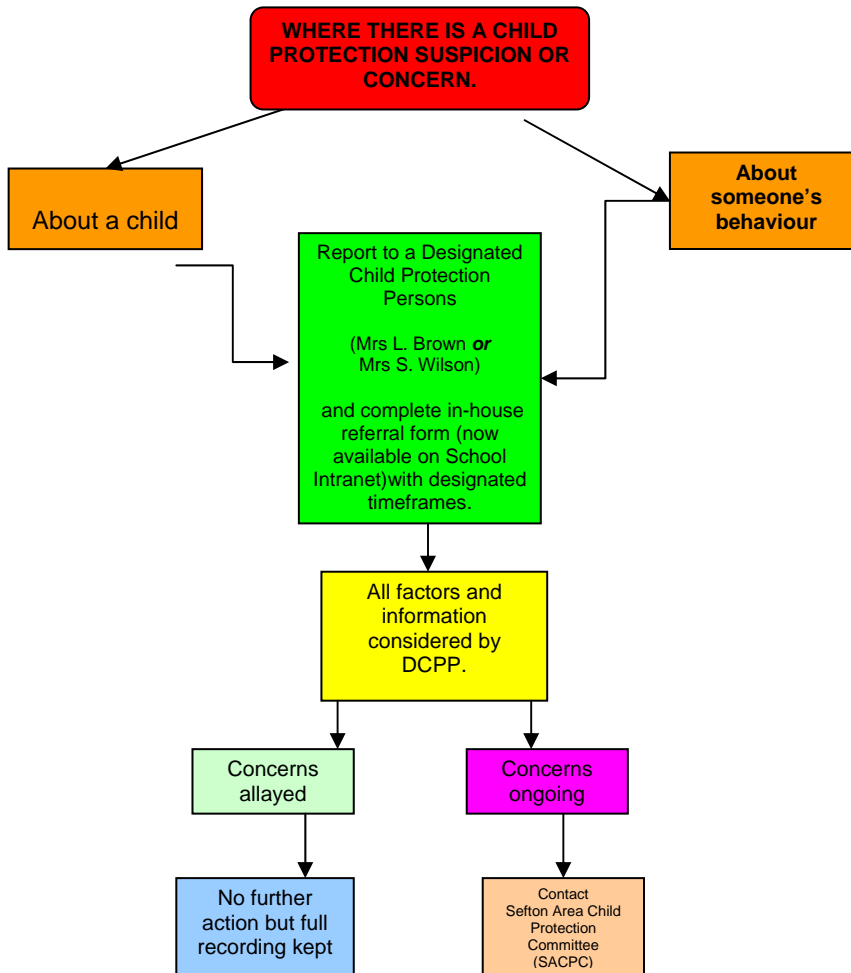
Other vulnerable categories that have been excluded from the above list are:-

Targeted children with the Youth Service
Children in families that have broken down
Children living below the poverty line
Children living with a single parent
Children from minority ethnic backgrounds.
Children with siblings who have a disability
Children whose parents have special needs
Etc.

Guidance will be sought nationally on what constitutes as 'Vulnerable'.

Process Flowchart for Reporting Concerns

This flowchart demonstrates the process by which child protection concerns will be addressed by Linaker Primary Childrens Centre.



Guidance for All Staff

Listening to Children

Some staff have a particular contribution to make in listening to children who have been through the experience of abuse. It is important that this work is not undertaken at a time when it will impact on any legal processes through which the child may be involved, and that it does not clash with any therapeutic interventions provided by other agencies. All staff are aware that if they are selected by pupil to hear a disclosure they **NEED TO TAKE ACCOUNT** of the guidance given in the Memorandum of Good Practice (Criminal Justice Act 1991).

The following guidance will act as a framework for a **staff** response:

- Be accessible and receptive, listen carefully and only ask open questions to clarify information **when required** e.g. who, what, when, where, how.
- Take it seriously (e.g. this is very serious, I'm sad that this has happened to you)

- Reassure the child they are right to tell (e.g. I'm glad you told me, that was the right thing to do)
- Reassure the child it was not their fault (e.g. The big person/grown up knew it was very wrong to involve you in adult/this stuff/things)
- Negotiate getting help - Tell the child you are going to get help for them and their family - prepare them for the fact that you must involve others, they will be interviewed by police and social worker and may need a medical examination to check they are OK.
- Explain - that you cannot personally protect them - but will support them in telling the right people to make sure it does not happen again.
- Report - all suspicions or disclosures immediately
- Make careful records of what was said - immediately using the child's own words and including questions you asked. Keep your hand written notes.

DO NOT

- Jump to conclusions or make promises you cannot keep.
- Try to get the child to disclose - let the child talk and ask only the questions you need to know to clarify immediate safety. The child should not be repeatedly interviewed and the police/social services interview will form the basis of evidence needed to protect the child.
- Speculate or accuse anybody.
- **Ask any leading questions whatsoever e.g. was it daddy/mummy etc. or any questions requiring a YES/NO answer.**

(Based on the Memorandum of Good Practice -Criminal Justice Act 1991)

PROFESSIONAL ABUSE

All staff have a responsibility to report if they believe a member of staff is harming a child or if a child discloses that they have been harmed by a member of staff. Staff must report immediately to the Headteacher.

Referral is to **the headteacher**, unless they are one accused, in that case the deputy head, and then the senior LEA named officer.

They must not attempt to investigate the allegation or concern.

If a member of staff feel that a concern should be acted upon and it is not referred then they have the right to refer direct to the LEA officer and social services. If this is the case inform the DP/HT of the action. SACPC procedures should then be followed.

LEA contact (**Dot Brannigan Tel.0151 934 3209**)

Adult access to pupils: via any school activities. The use of school premises or promotion of outside school activities will be assessed for level of risk and regularly monitored. In all circumstances all employed and voluntary staff should have undergone vetting by the Criminal Register Bureau.

The school will ensure that all adults and pupils know any relevant procedures or codes of conduct.

RECORDS and RECORD KEEPING

All records and witness statements relating to child protection concerns and cases will be kept confidential. Access will only be via the headteacher and the designated person.

All our records will be passed on to the named DP of the pupil's next school or
All records will be kept secure and confidential for Years after a child has left school.

PARENTS

All parents will receive a statement regarding the responsibility of the school in this area. This is included in our prospectus.

Parents should be aware that the school will take any reasonable action to ensure the safety of its pupils/students. In cases where the school has reason to be concerned that a child may be subject to ill-treatment, neglect or other forms of abuse, staff have no alternative but to follow borough Child Protection Procedures and inform Social Services of their concern.

Parents will not always be fully informed of concerns unless staff are certain that the safety of the child will not be prejudiced by their doing so.

TRAINING

The school recognises the importance of regular training for all staff. Therefore:

1) The designated person will attend appropriate training. To include basic SACPC initial training, - every 4 years and a regular up-date every 2 years and more frequently when changes of procedure require it.

2 **All staff**, both teaching and non-teaching, who come into contact with children, will receive appropriate training depending on their role and all staff will receive an up-date every three years

3 Anyone joining the school staff- full or part time or voluntary- will be fully briefed, concerning their responsibilities within child protection procedures, before beginning their duties.

PROCEDURES HANDBOOK

The ACPC Child Protection Procedures Handbook and What to do if you're worried about child abuse will be kept **..in the staffroom** .

The designated person will ensure that all staff are aware of this and are familiar with the Education Guidance Section

CHILD PROTECTION CONFERENCES

The school will ensure that all child protection conferences are attended by a member of staff who is properly informed about the immediate concerns as well as about the child and his/her history. Full reports to conference in accordance with procedures, will be sent to the Social Services in advance where possible, or multiple copies taken to the Conference where time given is limited.

STAFF SUPPORT

The stress on staff involved in any aspect of child protection work is considerable, and the school will ensure that such staff are properly supported. The Headteacher and DP will be responsible for ensuring that support from outside the school is sought where appropriate.

Designated person and school support

- LEA officer represented on the ACPC --, Geoff Catterall 0151 934 3269 – For concerns about inter-agency co-ordination
- School DCP (s) – Mrs L.Brown, Mrs S Wilson
- Education Welfare Officers- For support regarding assessments of individual cases and training on procedures – Julie Palin, Tel. 0151 934 3267
- PSHE Coordinator Norman Scott Tel. 0151 934 3150 Curriculum and Training
- Professional Abuse – Dot Branningan, Tel. 0151 934 3209

CHILD PROTECTION IN THE CURRICULUM

The planned curriculum will include material and activities, mainly within Personal, Social and Health Education which are designed to help children to be less vulnerable to abuse, where this is possible, without in any way implying that the

responsibility for child protection is the child's. This will include emotional health and well-being, sex education, anti-bullying, safety, drug education and all work that develops self-esteem and inter-personal skills. (see attached scheme of work)

COHERENCE

The Child Protection Policy will be complemented and supported by other school policies and practice. In particular the schools policies related to personal, social and health education; sex & relationship education; equal opportunities; behaviour; anti-bullying; special needs, looked after pupils, welfare and guidance.

CO-ORDINATION

Co-ordination of policy and practice is the responsibility of the Designated person(s). This will be recorded in the DP file which will include: school policy, remit of D.T. pro-formas, list of contacts, information on level of staff training and an action plan.

MONITORING AND EVALUATION

The Governing Body is accountable for this child protection policy ***in accordance with LEA guidance and locally agreed inter-agency procedures, and the policy is made available on request to parents.***

1. There is a necessity for on-going monitoring of the policy
 - i) the knowledge of the system by all staff
 - ii) an awareness of key issues by pupils and parents
 - iii) the use of procedures
 - iv) curriculum provision
 - v) the nature and response to incidents
2. An action plan to implement this policy will identify planned activities that are time specific and have clear achievable outcomes. (After training of DCPPs)
3. The designated person(s) and other relevant members of the staff will together provide a brief annual report of measures which will ensure the effective implementation of the policy. This report will be made available to the governing body.

This policy will be given to all staff members.

Date

Signed.....

First Reviewed

Date

Signed.....

Second Review

Date.....

Signed

Documentation

- DfES Safeguarding Children in Education DfES 0027/2004
- Education Act 2002 Section 175
- The Management of Allegations and Concerns regarding the Professional Conduct of Staff. DFES May 2003
- DfES Circular 10/98 [Section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils](#)
- Child Protection Procedures Handbook -Sefton Area Child Protection Committee (ACPC) - 2001
- Framework for the Assessment of Children in Need -Sefton Area Child Protection Committee (ACPC) – Sefton Council and Sefton Health 2001
- Personal Safety and Child Protection, Curriculum Planning Guide, Sefton LEA 2000
- The Children Act – 2004