



ST BARNABAS CE PRIMARY SCHOOL

CHILD PROTECTION POLICY

INTRODUCTION

This Child Protection Policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the school. Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment, preventing impairment of health and/or development protecting children from the risk of radicalisation and extremism, ensuring that children grow up in the provision of safe and effective care and optimising children's life chances. Child Protection is a part of safeguarding and promoting welfare. It refers to activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

AIM

We aim to ensure that children who are at risk and have suffered or are likely to suffer significant harm are identified, and appropriate action is taken to keep them safe. We will provide a secure, caring, environment, highly skilled and aware staff, and a curriculum that nurtures self-esteem and helps children to protect themselves.

OBJECTIVES

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to when they have a worry or concern
- Establish and maintain an environment where school staff and volunteers feel safe, are encouraged to talk and are listened to when they have concerns about the safety and wellbeing of a child
- Ensure children know that there are adults in the school (for example, the Children's Champion) whom they can approach if they are worried
- Ensure that children who have been abused will be supported in line with a child protection plan, where deemed necessary by social services
- Include opportunities in the PSHE curriculum for children to develop the resilience and skills they need to recognise and stay safe from abuse, radicalisation or extremism
- Contribute to the five outcomes which are key to children's wellbeing: be healthy, stay safe, enjoy and achieve, make a positive contribution, achieve economic wellbeing.

STATUTORY CONTEXT

In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

In order to safeguard and promote the children's welfare, the school will act in accordance with all relevant legislation and guidance, including: the Children Acts 1989 and 2004; Education Act 2002 (section 175); Safeguarding Children; Safer Recruitment in Education (2007), Childcare (Disqualification) Regulations 2006, [Working Together to Safeguard Children](#) (DfE. 2015) and [Keeping children safe in Education](#) (DfE. September 2016). [The CounterTerrorism & Security Act 2015](#) ('Prevent Duty'); [What to do if you are Worried a Child is being abused](#) (DfE 2015); [Dealing with Allegations of Abuse Against Teachers and Other Staff](#) (DfE 2012).

GENERAL CONTEXT

School staff and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop, because they have daily contact with children.

Training

All school staff and volunteers will receive safeguarding children training, so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse, neglect or risk of radicalisation and of the appropriate procedures to follow. This training will be refreshed every two years. Temporary staff and volunteers will be made aware of the safeguarding policies and procedures by the Headteacher or Deputy Headteacher.

ROLES AND RESPONSIBILITIES

The Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) for Child Protection in this school is Karen Boardman, Headteacher; in her absence Eileen Connolly (Deputy Headteacher).

It is the role of the Designated Safeguarding Lead for Child Protection to:

Ensure children know who to approach in school if they are worried or in difficulty. This should be any member of staff but in particular Lorraine Blows, Children's Champion

Ensure that the school effectively monitors children about whom there are concerns, including notifying Children's social care when there is an unexplained absence of more than two days for a child who is the subject of a child protection plan

Manage referrals

- Refer cases of suspected abuse to the local authority children's social care as required
- Support staff who make referrals to local authority children's social care
- Refer cases to the Channel programme where there is a radicalisation concern as required
- Support staff who make referrals to the Channel programme
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- Refer cases where a crime may have been committed to the Police as required

Work with others

- As required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.
- Decide upon the appropriate level of response to specific concerns about a child e.g. discuss with parents, offer an assessment under the Common Assessment Framework (CAF, locally FEHA Family Early Help Assessment) or refer to Children's social care

Training

- Undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years, and include Prevent awareness training and refresher training at regular intervals and at least annually.
- Ensure that all staff who work with children undertake appropriate training to equip them to carry out their responsibilities for safeguarding children effectively and that this is kept up to date by regular refresher training.

Raise Awareness

- Ensure each member of staff has access to and understands the school's or college's child protection policy and procedures, especially new and part time staff
- Ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies regarding this

- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Safeguarding Records

The DSL will ensure that accurate safeguarding records relating to individual children are kept. These are kept securely in a locked cupboard. Where there are on-going concerns, child protection plans or FEHA's in place the child has a separate safeguarding file. Their academic file is marked with a red dot to indicate the presence of the additional file. Where children leave the school or college ensure their child protection file will be transferred to the new school or college as soon as possible. This will be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Availability - During term time the designated safeguarding lead (or a deputy) should always be available (during school hours) for staff in the school or college to discuss any safeguarding concerns

The Governing Body

The Governing Body has overall responsibility for ensuring that there are appropriate measures in place to safeguard the children in the school.

In particular the Governing Body must ensure:

- Appropriate policies and procedures are in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare. These should include an effective child protection policy; a staff code of conduct which should amongst other things include - acceptable use of technologies, staff/pupil relationships and communications including the use of social media.
- Any deficiencies or weaknesses in safeguarding arrangements are remedied without delay
- Safeguarding policies and procedures are reviewed annually, be available publicly and relevant information provided to the local authority
- Appointment of a DSL who is a senior member of school leadership team
- Relevant safeguarding children training for school staff/volunteers is attended
- Safe management of allegations
- A nominated governor will be appointed to take lead responsibility for child protection.
- The Chair of the Governing Body will be responsible in the event of an allegation of abuse being made against the Headteacher.

Staff

If any member of staff is concerned about a child they must inform the DSL and record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations. A Cause for Concern form should be used. The DSL will decide whether the concerns should be referred to Children's Social care. If it is decided to make a referral this will be discussed with the parent/carer, unless it is an emergency or to do so would place the child at further risk of harm. Particular attention will be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a child protection plan or FEHA and a written record will be kept. If a pupil who is/or has been the subject of a child protection plan or FEHA changes school, the DSL will inform the lead practitioner responsible for the case and transfer the appropriate records to the DSL at the receiving school, in a secure manner, and separate from the child's academic file.

Staff and volunteers are expected to follow the school's Code of Conduct.

DEALING WITH CONCERNS

The main categories of abuse are: Physical abuse; Emotional abuse; Sexual abuse; Neglect, Female Genital Mutilation, Radicalisation and/or extremist behaviour* (the DSL has access to additional information regarding Extreme Right Wing and Affiliated Groups). These as well as other specific safeguarding issues are listed in Appendix 1.

All staff and volunteers should be concerned about a child if s/he presents with indicators of possible significant harm – see Appendix 1 for details.

Dealing with a Disclosure

The recipient of an allegation must not unilaterally determine its validity and failure to report it in accordance with procedures is a potential disciplinary matter for members of staff. If a child discloses that s/he has been abused in some way, the member of staff / volunteer will make a written record (see Record Keeping) and pass the information to the DSL without delay.

The member of staff / volunteer should:

- Accept what is being said and listen without displaying shock or disbelief or criticising the alleged perpetrator, allowing the child to talk freely, only asking questions when necessary to clarify
- Reassure the child, but not make promises which it might not be possible to keep. For example, not promising confidentiality as it might be necessary to refer to Children's Social care or other agency
- Reassure the child that what has happened is not his or her fault and stressing that it was the right thing to tell
- Explain what has to be done next and who has to be told.

Record Keeping

When a child has made a disclosure, the member of staff/volunteer should:

- Make brief notes as soon as possible after the conversation
- Use the school Record of Concern form wherever possible
- Not destroy the original notes in case they are needed by a court
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Draw a diagram to indicate the position of any injuries
- Record statements and observations rather than interpretations or assumptions
- All records must be given to the DSL promptly, no copies should be retained by the member of staff / volunteer.

Support

Dealing with a disclosure from a child, and safeguarding issues can be stressful. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the DSL.

ALLEGATIONS INVOLVING SCHOOL STAFF/VOLUNTEERS

An allegation is any information which indicates that a member of staff/volunteer may have:

- Behaved in a way that has, or may have harmed a child
- Possibly committed a criminal offence against/related to a child
- Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children. This applies to any child the member of staff/volunteer has contact with in their personal, professional or community life, not just children in this school.

The Headteacher will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer. The Headteacher will act in accordance with Guidance issued by the Department for Education.

ALLEGATIONS INVOLVING THE HEADTEACHER

If an allegation is made against the Headteacher, the matter will be reported immediately to the Chair of Governors who will refer the allegation to the Local Authority Designated Officer for consideration of further action.

PARENTS UNFIT TO ACCOMPANY A CHILD

The school will not allow parents / carers to take responsibility for a child when they are not considered capable of safely supervising them due to alcohol, drugs or illness. If a parent / carer arrives at school in the morning, in what a member of staff considers to be an unfit state, then the matter should be reported to the DSL as soon as reasonably possible. If a parent / carer arrives to collect a child and the member of staff feels they are not in a fit state to take safe responsibility for the child, then the adult and child should be brought to the office and the matter handed over to the DSL who will then decide on the safest course of action. This may involve contacting another member of the family, the child protection authorities or the police, as appropriate in the circumstances.

CONFIDENTIALITY

Safeguarding children raises issues of confidentiality that must be clearly understood by parent/carers and staff/volunteers in schools. The school has a duty to safeguard and promote the welfare of its pupils. This responsibility means the school may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts. However, all staff in schools, both teaching and non-teaching staff, also have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Social Care and the Police).

Communication with Parents/Carers

We will undertake appropriate discussion with parents/carers prior to involvement of another agency unless to do so would place the child at further risk of harm.

MONITORING & EVALUATION

The Headteacher is responsible for the day to day monitoring of this policy and if any changes are required will consult with the Governing Body to effect those changes promptly. The policy will be evaluated and reviewed annually by the governing body.

LINKED POLICIES

This policy should be read in conjunction with the school's other policies on Safeguarding, E-Safety, Acceptable Use, Intimate Care, Safer Recruitment, Behaviour, Physical Intervention, Anti-Bullying and Whistleblowing.

What school or college staff should do if they have concerns about safeguarding practices within the school

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and that such concerns will be taken seriously by the senior leadership team. The Whistleblowing Policy should be followed in these instances.

APPROVED BY: Full Governing Body

DATE: September 2016

NEXT REVIEW: September 2017

Appendix 1: Forms of Abuse

Appendix 2: Code of Conduct (for staff/volunteers)

Appendix 1 Types of abuse and neglect

Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

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: the persistent emotional maltreatment of a child such as to cause severe and 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 ill-treatment of another. 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, although it may occur alone.

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: 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.

Female Genital Mutilation (FGM): comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Schools have a statutory duty to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

Radicalisation: refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Child sexual exploitation: a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation: Children who appear with unexplained gifts or new possessions; Children who associate with other young people involved in exploitation; Children who have older boyfriends or girlfriends; Children who suffer from sexually transmitted infections or become pregnant; Children who suffer from changes in emotional well-being; Children who misuse drugs and alcohol; Children who go missing for periods of time or regularly come home late; Children who regularly miss school or education or do not take part in education.

Other Specific Safeguarding Issues

All staff should have an awareness of other safeguarding issues such as

- Alcohol Abuse
- Bullying (including cyber bullying)
- Children missing from education, home or care
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Hate
- Mental health
- Trafficking

St Barnabas CE Primary School
Code of Conduct for Staff and Volunteers v 5.1.17

This code of conduct needs to be read in conjunction with our Child Protection, Behaviour and other Safeguarding Policies.

Aims of this code:

- To outline the principles of good practice in matters of attitude and conduct when dealing with children in our care.
- To help safeguard children from any abuse, whether physical, sexual, emotional or through neglect.
- To protect adults working with children against any false allegations

Staff and volunteers will agree to work within the following guidelines:

1. General behaviour

- Treat all children and young people with respect
- Provide an example of good conduct you wish others to follow
- Encourage children and adults to feel comfortable and caring enough to point out attitudes or behaviour they do not like
- Address complaints to the children's behaviour not to their character
- Challenge unacceptable behaviour calmly and with consideration of the individual child's age, stage of development and individual needs,
- Report all allegations/suspicions of abuse immediately to the Headteacher
- Ensure that proper safeguarding measures are in place for the supervision of all children at all times by making sure that no child is unsupervised at any time.
- Follow the school's principles, policies and guidance, and any specific procedures.
- It is not permitted for any staff member or volunteer to be under the influence of alcohol when in charge of pupils.

2. Relationships with children

Adults will conduct themselves in a professional manner in their relationships with children, including not overstepping the boundaries into personal contacts outside school, unless the child is already known to them in another capacity.

3. Physical contact with children

In order to maintain an appropriate professional relationship, physical contact between adults and pupils should be kept to a minimum. Young children may be comforted when distressed but adults should always be aware that innocent physical contact may be misinterpreted by observers or the recipient. Adults should avoid putting themselves in potentially compromising situations by observing the following rules:

- Do not initiate physical contact
- Do not prolong physical contact initiated by the child
- When comforting a child, keep physical contact to a minimum (e.g. taking child's hand, putting a hand on their shoulder)
- Physical contact should never take place privately.
- Physical contact may be necessary as part of instruction, for example in PE. This should be kept to a minimum and should be made clear to children what contact will be used and why.

4. Intimate care

- Intimate care should only be carried out by staff members.
- When changing or cleaning a child or dealing with an injury that involves the removal of clothing, one member of staff should provide the intimate care with another member of staff being close by. If the dignity of the child can be maintained, keep the door open. There may be specific arrangements in place for children who need regular intimate care (an Intimate Care Plan).
- As far as possible, children should deal with his/her own needs.

5. Seeing children alone

- As a general rule, adults should not speak to, or work with, a child alone in the room with the door closed. If the adult needs to speak to or work with a child out of sight or earshot of other children or adults, another adult should be present.
- If circumstances where extreme quiet or confidentiality is essential, the work should ideally take place in room with a window in the door, allowing others to see through or guidance should be sought from the designated safeguarding lead.

6. Physical restraint

This should only take place if it is necessary to:

- Protect a child from danger
- Protect serious damage to property

Another member of staff should also be present.

Any physical intervention should be recorded in the physical intervention log and parents informed.

7. Transporting children

- Staff may only transport pupils in their car as part of school duties if they have appropriate insurance cover (Business Use) and have provided school with evidence of this.
- Adults should not transport pupils in their cars without recorded parental permission.
- No adult may (as part of their school duties) transport an individual pupil in their car without another responsible adult or other pupils present.
- In an emergency, pupils must not be taken to hospital in a staff car or by any adult other than their parent.

8. Use of technologies

- All staff and volunteers should only use cameras/devices belonging to the school when taking images or videos of pupils.*
- Images of pupils should only be stored on the school network, and must never be stored on personal computers.
- Staff should not generally have contact with pupils or parents/carers on social networking websites such as 'Facebook'. Volunteers and staff who are parents/relations of children in school (therefore may have friends that are parents or be related to children in school) are advised that their position as voluntary workers requires them to exercise maximum discretion.
- Staff should not communicate about school matters via social media or post any comments that would portray the school in a negative way.
- Staff and volunteers should use technologies in accordance with the school's Acceptable Use Policy.

9. Data Protection

- Data refers to all recorded information about or pertaining to a pupil, member of staff, parent, volunteer etc.
- Data is to be stored kept securely at all times and removal of data from the school premises should be avoided. Data should not be stored on personal computers or non-encrypted data sticks.
- It is acknowledged that teachers may wish to temporarily take home documents such as pupil assessments, exercise books in order to carry out planning and assessment. It is the individual staff member's responsibility to make sure these documents are kept securely.
- Sharing of data should anonymise names where possible and should never take place via a non-school e-mail address or using public wi-fi.
- Public wi-fi should not be used to remotely access sites containing pupil data (e.g. Integris, O-track)
- All e-mails pertaining to school business should be via a school e-mail address (provided to all teachers). Unsecure e-mail addresses e.g. home, personal, business should not be used for communication about school.

9. Confidentiality

- Adults working in school may have access to sensitive information about children. This information must be treated confidentially.
- Volunteers working in school should inform a member of staff if they have concerns about a child and should not approach the child's parent with this.

If you have any concerns about how your actions may be interpreted, or you are concerned about the actions of anyone else in school please report them to the Designated Safeguarding Lead immediately.

Signed..... Date

Print Name.....

**In exceptional cases images may be taken by a member of staff on personal devices for example if out on a school visit and school device has been forgotten. In these cases, images must be transferred to the school network at the earliest opportunity on the return to school and deleted from the personal camera/device.*