



# **Child Protection Policy**



## “Empowering everyone to achieve”

<b>Policy Title</b>	Child Protection Policy
<b>Policies that inter-relate</b>	Safeguarding Policy
<b>Legal and Statutory documents linked</b>	Keeping Children Safe in Education Safeguarding Children in Education DfES/0027/2004 Safeguarding Children in Education: Dealing with allegations of abuse against teachers and other staff DfES/2044/2005 Safeguarding Children: Safer Recruitment and Selection in Education Settings DfES/1568/2004
<b>Staff and Governor Responsibility:</b>	Debbie Wylie Lisa Brown Kirsten Hurst
<b>Date of last review</b>	September 2016
<b>Reviewer name and position</b>	Debbie Wylie, Principal
<b>Date of next review</b>	September 2017
<b>Date approved by Governors</b>	September 2016
<b>Audit file updated (date and name)</b>	September 2016



## **Introduction**

Cramlington Village Primary School fully recognises the responsibility it has to have arrangements about safeguarding and promoting the welfare of children.

'Education staff have a crucial role to play in helping to identify welfare concerns, and indicators of possible abuse or neglect, at an early stage. They should refer those concerns to the appropriate organisation, normally the LA children's social care,' (*Working Together to Safeguard Children 2010*) *HM Government*

'There are two aspects to safeguarding and promoting the welfare of children. They are:

- arrangements to take all reasonable measures to ensure that risks of harm to children's welfare are minimised; and
- arrangements to take all appropriate actions to address concerns about the welfare of a child, or children, working to agreed local policies and procedures in full partnership with other local agencies

*(Circular DFES/0027/2004)*

Schools play an important role in making children and young people aware of behaviour towards them that is not acceptable and how they can help keep themselves safe. The non-statutory framework for Personal, Social and Health Education (PSHE) provides opportunities for children and young people to learn about keeping safe. For example pupils should be taught to recognise and manage risks in different situations and then decide how to behave responsibly; to judge what kind of physical contact is acceptable and unacceptable; to recognise when pressure from others (including people they know) threatens their personal safety and well-being and develop effective ways of resisting pressure

*(Northumberland LSCB Dec 2009)*

## **Section 175 of the Education Act 2002 states**

Schools and FE institutions should give effect to their duty to safeguard and promote the welfare of their pupils.

The governing body of a maintained school shall make arrangements for ensuring that functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school<sup>1</sup>

An authority or body ...shall have regard to any guidance given from time to time by the Secretary of State

This legislation makes child protection responsibilities clear and places an obligation on the school and the Local Authority to ensure that these responsibilities are met in full.



### **Safeguarding Definition (Working Together 2013)**

“The process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter childhood successfully”.

#### Definitions

- Child means a person under the age of eighteen
- Maintained school means a community, foundation or voluntary school, a community or foundation special school or a maintained nursery school
- Welfare is defined as health happiness prosperity and well being of a person.

#### **There are four main elements to the CVPS policy:**

1. **Prevention** through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos
2. **Procedures** for identifying and reporting cases, or suspected cases, of abuse.
3. **Support to pupils** who may have been abused.
4. **Preventing** unsuitable people working with children

#### **Prevention**

CVPS recognises that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps prevention.

CVPS will therefore:

- establish and maintain an ethos where children feel secure and 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 or in difficulty;
- include in the curriculum, activities and opportunities for PSED and PSHE which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help. The school will reinforce essential skills for every child. Self-esteem and confidence building, thinking independently and making assessments of risk based on their own judgements are encouraged throughout the course;
- Raise awareness of child-protection issues through safety education as part of the non-statutory framework for personal, social and health education (PSHCE).

As part of developing a healthy and safer lifestyle pupils are supported to understand how to stay safe and how to:



- recognise different risks in different situations and then decide how to behave responsibly;
- judge what kind of physical contact is acceptable or unacceptable;
- manage risk and make safer choices, including recognising when pressure from others (including people they know) threatens their personal safety and well-being;
- develop effective ways of resisting pressures including knowing when and where to get help;
- use assertiveness techniques to resist unhelpful pressure – develop skills to cope with emergency situations.

## **Procedures**

CVPS will follow the procedures set out in interagency procedures produced by the Northumberland Local Safeguarding Children Board (LSCB). It is the responsibility of Northumberland LSCB to update these procedures.

CVPS will:

- ensure it has a designated senior member of staff for Child Protection, who is advised to undertake appropriate LSCB Child Protection training within Northumberland. This training will be updated at least every two years.
- ensure that safe recruitment procedures are in place to meet guidelines as a minimum
- ensure there are deputies and/or contingency arrangements should the designated member of staff not be available;
- recognise the importance of the role of the designated senior person and arrange support and training;
- see that the designated senior person will take advice from the LSCB and/or the Local Authority Child Protection Officer when managing complex cases;
- 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 brochure;
- ensure every member of staff/Principal knows:
  - the name and role of the designated senior person
  - they have an individual responsibility for referring child protection concerns.

The senior designated person for child protection will ensure all staff:

- have child protection training, from the point of induction, which is updated every three years at a minimum;
- have access to this policy and understand it;
- understand personal responsibility;
- understand the need to be vigilant in identifying cases of abuse;



- know how to support and respond to a child who tells of abuse;
- are able to report concerns **immediately** they arise;
- and volunteers are aware that consensual sexual activity involving children under the age of 13 is unlawful, as they cannot legally consent to such activity. The school accepts that any such activity should be taken to indicate a risk of significant harm to the child. All cases involving children under the age of 13 will be referred using LSCB referral guidance.
- undertake appropriate discussion with parents prior to involvement of another agency, unless doing so would place the child at risk of further significant harm;
- report to Social Worker or Children's Services, where a Looked After Child or pupil, who is subject to a child protection plan, has an unexplained school absence of more than two days duration, or one day following a weekend; (or as agreed as part of any child protection or core group plan)
- work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including, attendance and written reports at Initial Child Protection Case Conferences, core groups/ care team meetings and Child Protection Review Conferences;
- keep clear detailed written records of concerns about children (noting the date, event and action taken), even where there is no need to
- refer the matter to Children's Services immediately;
- keep records secure and in locked locations;
- and volunteers/parent helpers etc. recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and those concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.

### **Supporting the pupil at Risk**

Children who are abused or witness violence/abuse may find it difficult to develop a sense of self-worth, they may feel helplessness, humiliation and some sense of self-blame.

CVPS may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.

Some children actually adopt abusive behaviours and these children must be referred on for appropriate support and intervention.

CVPS will endeavour to support the pupil by:

- encouraging self-esteem and self-motivation via the content of the curriculum;
- promoting a positive, supportive, and secure environment and gives pupils a sense of being valued via the CVPS ethos; (see section 2)



- supporting vulnerable pupils in the school through the behaviour policy. All staff will agree on a consistent approach, which focuses on the behaviour of the offence committed by the child but does not damage the pupil's sense of self-worth.
- ensuring the pupil knows some behaviour is unacceptable but that s/he is valued and not to be blamed for any abuse, which has occurred;
- liaising with other agencies which support the pupil such as Children's Services, Child and Adolescent Mental Health Services now known as Children and Young Peoples' Service, the Educational Psychology Service, Behaviour Support Services and the Education Welfare Service, the Locality Inclusion Support Team (LIST);
- committing to develop productive and supportive relationships with parents whenever it is in a pupil's best interest to do so;
- recognising that children living in a home environment where there is domestic abuse, drug or alcohol abuse are vulnerable and in need of support and protection;
- vigilantly monitoring children's welfare, keeping records (separate to child's school record) and notifying Social Services **as soon as there is a recurrence of a concern;**
- ensuring that when a pupil subject to a child protection plan leaves, information will be transferred to the new school immediately

### **Preventing unsuitable people from working with children**

CVPS will operate safe recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to Circular DfES/1568/2004 Safeguarding Children: Safer Recruitment and Selection in Education Settings 2007.

In the event of an allegation against staff, CVPS will refer to the Whistleblowing policy and will consult with Northumberland Safeguarding Children Board advisory team.

### **LADO Andrea Carmichael contact number 01670 533503**

Guidance set out in Northumberland Safe Working Practice Guidelines, Allegations against Staff in Schools, DCSF/DFE Safeguarding Children Documentation and all other relevant Safeguarding and Child Protection policies, advice and guidance will be adhered to.

CVPS will ensure:

- any disciplinary proceedings against staff relating to child protection matters are concluded in full, even when the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.
- all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents.



## **Other relevant policies**

### **Physical Intervention**

Our policy on physical intervention by staff is set out in a separate document reviewed annually. We acknowledge that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person.

We understand that physical intervention which causes injury, or distress to a child may be considered under child protection or disciplinary procedures.

### **Bullying**

Our policy on bullying is set out in a separate document and is reviewed annually. We acknowledge that to allow or condone bullying may lead to consideration under child protection procedures.

### **Racist Incidents**

Our policy on racist incidents is set out in a separate document and is reviewed annually. We acknowledge that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

### **Health & Safety**

Our Health & Safety policy is set out in a separate document, and is reviewed annually. It reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

### **Special Educational Needs and Disability**

Children with SEN may be especially vulnerable to abuse, so extra care should be taken to interpret correctly apparent signs of abuse and neglect. Indications of abuse of these children should be reported exactly as for other children, according to the locally established procedures. Where abuse is suspected, pupils who have difficulties in communicating should be given the chance to express themselves to a member of staff with appropriate communication skills. Advice should be sought or a referral made to children's services and/or police. Designated teachers should work with SEN co-ordinators to identify pupils with SEN and their communication needs. School will try to create an atmosphere in which pupils with SEN feel confident and able to discuss these matters.

We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with complex and





multiple disabilities and/or emotional and behavioural problems need to be particularly sensitive to signs of abuse.

CVPS has pupils with emotional, social and behavioural difficulties or challenging behaviours. Staff are supported to decide appropriate strategies that will reduce anxiety for the individual child and raise self-esteem as part of an overall behaviour support plan agreed with parents.

As part of the PSHCE curriculum staff will teach children personal safety skills commensurate with their ability and needs. Children will be taught personal safety skills such as telling, who to tell and the difference between good and bad secrets. The content of lessons will be shared with parents/carers so that these skills can be consolidated at home.

*Where necessary, the school will provide additional training to staff to use Makaton, PECS or other communication systems. Supervision by senior managers will be vigilant to create a protective ethos around the child.*

### **Confidentiality and information sharing**

Staff will ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubts about confidentiality, staff will seek advice from a senior manager or outside agency as required.

The Principal or Designated Teacher will disclose any information about a pupil to other members of staff on a **need to know** basis only.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that information a child discloses regarding abuse of themselves or another child must be shared as appropriate, and cannot be kept secret.

### **Responsibilities of CVPS re child protection**

CVPS fully recognises its responsibilities with regard to child protection and to safeguarding and promoting the welfare of children and will ensure:

- there is a child protection policy and procedures in place, in accordance with local education guidance, and locally agreed inter agency procedures, and the policy is made available to parents;
- safe recruitment procedures are operated and all appropriate checks are carried out on new staff and volunteers who will work with children, and that they are the most suitable candidates for the role;
- procedures are in place for dealing with allegations of abuse against staff and volunteers that comply with local education guidance and locally agreed inter-agency procedures;



- there is a senior member of the school's leadership team designated to take lead responsibility for dealing with child protection issues, providing advice and support to other staff, liaising with Education Child Protection Officers, and working with other agencies;
- in addition to basic child protection training, the designated person undertakes training in inter-agency working, plus refresher training at two yearly intervals;
- all other staff who work with children undertake training and refresher training every three years;
- any deficiencies or weaknesses are remedied, in regard to child protection arrangements, that are brought to its attention without delay;
- a member of the Governing Body (normally the Chair) is nominated to be responsible for liaising with the Local Authority or partner agencies as appropriate in the event of allegations of abuse being made against the principal;
- all policies and procedures are reviewed annually and should provide information about them to the Governing Body as required.



## Appendix A

### Child Protection Process

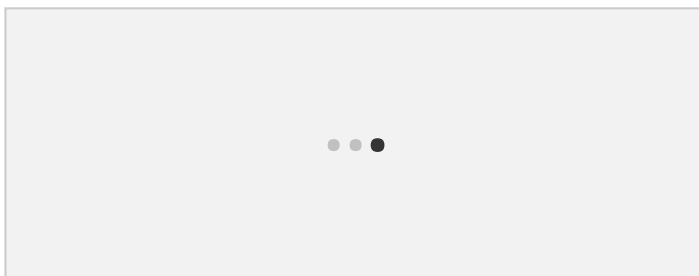
Concern about a child  
Disclosure from a child  
Allegation against another child



Speak to your Designated Teacher in school **immediately**



Designated Teacher contacts Children's Services **as soon as possible**  
(it is good practice to inform parents, unless doing so places the child at further risk of significant harm and/or would delay the referral, seek advice from Children's Services/ or child's own social worker where available)



Child not in need  
No further action  
Package

Child in need  
Support

Strategy  
meeting

**1989)**  
**investigation**

**poss. section 47 enquiry**

**poss.**

**(Children Act**

**criminal**



**Allegation against a member of staff**

Speak to Designated Teacher /  
Senior Nominated Officer



Designated Teacher / Senior Nominated Officer contacts Children's  
Services and LADO

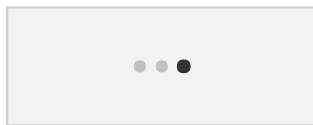
LADO



Designated Teacher seeks HR advice from helpline



Strategy meeting called



NFA

Police Action

Disciplinary Action



## Appendix B

### Key definitions and concepts

**Child Protection** – is a part of safeguarding and promoting welfare. This refers to the activity, which is undertaken, to protect specific children who are suffering or at risk of suffering significant harm.

Effective child protection is essential as part of wider work to safeguard and promote the welfare of children. However all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.

**Children in need** – Children who are defined as being ‘in need’, under section 17 of the Children Act 1989, are those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services (section 17(10) of the Children Act 1989), plus those who are disabled. The critical factors to be taken into account when deciding whether a child is in need under the Children Act 1989 are what will happen to the child’s health or development without services being provided, and the likely effect the services will have on the child’s standard of health and development. Local Authorities have a duty to safeguard and promote the welfare of children in need.

**The concept of significant harm** – Some children are in need because they are suffering or likely to suffer significant harm. The Children Act 1989 introduced the concept of significant harm as the threshold that justifies the compulsory intervention in family life in the best interests of children, and gives local authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer significant harm.

A court may make a care order (committing the child to the care of the local authority) or supervision order (putting the child under the supervision of a social worker, or a probation officer) in respect of a child if it is satisfied that:

- the child is suffering, or is likely to suffer, significant harm; and
- the harm or likelihood of harm is attributable to a lack of adequate parental care or control.

There are no absolute criteria on which to rely when judging what constitutes significant harm. Consideration of the severity of ill- treatment may include the degree and extent of physical harm, the duration and frequency of abuse and neglect, the extent of premeditation, and the presence and degree of threat, coercion, sadism, and bizarre or unusual elements. Each of these elements has been associated with more severe effects on the child, and/or relatively greater difficulty in helping the child overcome the adverse impact of the maltreatment.



Sometimes, a single traumatic event may constitute significant harm, e.g. a violent assault, suffocation or poisoning. More often, significant harm is a compilation of significant events, both acute and longstanding, which interrupt, change or damage the child's physical and psychological development. Some children live in family and social circumstances where their health and development are neglected. For them, it is the corrosiveness of long term emotional, physical or sexual abuse that causes impairment to the extent of constituting significant harm. In each case, it is necessary to consider any maltreatment alongside the family's strengths and supports.

### **Physical Abuse**

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.

### **Emotional Abuse**

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 the child that they are worthless or unloved, inadequate, or valued only insofar that they meet the needs of another person.

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. It may involve causing children frequently to feel frightened or in danger, or the corruption of children. Some level of emotional abuse is involved in all types of maltreatment 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, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

### **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. 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



and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate caretakers, or the failure to ensure access To appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children.  
HM GOVERNMENT 2006

## **Common Assessment Framework (CAF)**

### **What is the CAF?**

A simple **pre-assessment checklist** to help practitioners identify children who would benefit from a common assessment;

A **process for undertaking a common assessment**, to help practitioners gather and understand information about the needs and strengths of the child, based on discussions with the child, their family and other practitioners as appropriate;

**standard form** to help practitioners record, and, where appropriate, share with others, the findings from the assessment in terms that are helpful in working with the family to find a response to unmet needs;

### **Holistic Approach**

The CAF provides a process to assess the additional needs of a child or young person and to give a holistic view that considers strengths as well as needs. Practitioners will then be better placed to agree, with the child and family, what support is appropriate.



## Appendix C

### Guidance on receiving a disclosure

#### Receive

React calmly, be aware of your non-verbal messages

If you don't understand the child's communication method, reassure the child, and find someone who can

Don't interrogate the child, observe and listen, use active listening techniques

Don't stop a child who is freely recalling significant events Keep responses short, simple, slow, quiet and gentle.

Don't end the conversation abruptly

#### Reassure

Tell the child they are not to blame; and have done the right thing by telling you.

Tell the child what will happen next; be honest about what you can and can't do

Don't promise confidentiality; say to the child, 'Some things are so important I might have to tell them to somebody else.'

#### React

Explain what you have to do next and whom you have to tell

Inform the designated teacher for child protection, immediately





## Appendix D

### Standards for Effective Child Protection Practice in Schools

In best practice, schools:

- 1 have an ethos in which children feel secure, their viewpoints are valued, and they are encouraged to talk and are listened to;
- 2 provide suitable support and guidance so that pupils have a range of appropriate adults to whom they can turn if they are worried or in difficulties;
- 3 work with parents to build an understanding of the school's responsibility to ensure the welfare of all children and a recognition that this may occasionally require children to be referred to investigative agencies as a constructive and helpful measure;
- 4 are vigilant in cases of suspected child abuse, recognising the signs and symptoms, have clear procedures whereby teachers report such cases to senior staff and are aware of local procedures so that information is effectively passed on to the relevant professionals;
- 5 monitor children who have been identified as at risk, keeping, *in a secure place*, clear records of pupils' progress, maintaining sound policies on confidentiality, providing information to other professionals, submitting reports to case conferences and attending case conferences;
- 6 provide and support child protection training regularly to school staff every three years and to designated teachers every two years to ensure their skills and expertise are up to date, and ensure that targeted funding for this work is used solely for this purpose;
- 7 contribute to an inter-agency approach to child protection by developing effective and supportive liaison with other agencies;
- 8 use the curriculum to raise pupils' awareness and build confidence so that pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others, taking into account the guidance for Governors on sex and relationship education in circular 5/94;
- 9 provide clear policy statements for parents, staff and children and young people on this and on both positive behaviour policies and the school's approach to bullying;
- 10 have a clear understanding of the various types of bullying - physical, verbal and indirect, and act promptly and firmly to combat it, making sure that pupils are aware of the school's position on this issue and who they can contact for support;



- 11 take particular care that pupils with SEN in mainstream and special schools, who may be especially vulnerable to abuse, are supported effectively with particular attention paid to ensuring that those with communication difficulties are enabled to express themselves to a member of staff with appropriate communicative skills;
- 12 have a clear policy about the handling of allegations of abuse by members of staff, ensuring that all staff are fully aware of the procedures and that they are followed correctly at all times, using the guidance set down in circular DFES/0027/2004 Safeguarding Children in Education
- 13 have a written whole school policy, produced, owned and regularly reviewed by schools staff and which clearly outlines the school's position and positive action in respect of the aforementioned standards.
- 14 the school will ensure that specified information is passed on in a timely manner to the LA for monitoring purposes



## Appendix E

### Useful sources of information and advice

#### Northumberland LSCB Child Protection/Safeguarding Procedures

**Working Together to Safeguard Children:** A guide to interagency working to safeguard and promote the welfare of children  
HM Government 2006

#### **DfES**

Safeguarding Children in Education DfES/0027/2004

Safeguarding Children in Education: Dealing with allegations of abuse against teachers and other staff DfES/2044/2005

Safeguarding Children: Safer Recruitment and Selection in Education Settings DfES/1568/2004

What to do if you're worried child is being abused (ref: 31553)

All above available from -

[www.teachernet.gov.uk/childprotection](http://www.teachernet.gov.uk/childprotection)

**Child Protection in Education** [www.cape.org.uk](http://www.cape.org.uk)

**NSPCC** - [www.nspcc.org.uk](http://www.nspcc.org.uk)

Useful Contact details for child protection support

#### **School Designated persons**

Debbie Wylie 01670 735177

Lisa Brown 01670 735177

#### **Child Protection Officers (Education)**

Children Young People and Learning Directorate

Diane Houghton 01670 533640

#### **Local Authority Designated Officers – Allegations against Staff**

Safeguarding Operations Manager – Andrea Carmichael 01670 533 503

**Children's Services (for referrals) Cramlington district office 01670 712925**

#### **E.D.T. (Emergency Duty Team for Northumberland)**

(Out of Hours); 0845 600 5252



**Ofsted's whistleblowing helpline**

**0300 123 3155**