Whinney Banks Primary School
Child Protection Policy (Reviewed 2020)

Purpose and Aims

To inform staff, parents, volunteers and governors about the school's responsibilities for safeguarding children.

To enable everyone to have a clear understanding of how these responsibilities should be carried out.

Whinney Banks Primary School fully recognises its responsibilities for Child Protection. Good child protection work requires inter-agency and multi-disciplinary practice and co-operation. The child's welfare is of paramount consideration. Every child has the absolute right to a childhood free from neglect and from physical, emotional and sexual abuse. Parents have a right to be informed and children are best kept safe when parents and school work together.

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. See also 'Recruitment & Selection Policy Statement'
- Equipping children with the skills needed to keep them safe.
- Implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused
- Establishing a safe environment in which children can learn and develop.

We have a commitment to developing productive, supportive relationships with parents. Parents attention is drawn to information about child protection in the school prospectus and the policy is available on the school website.

We recognise 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 they can approach adults in the school if they are worried.
- Include opportunities in the PHSE curriculum for children to develop the skills they need to recognise and stay safe from abuse. This is in line with guidance in the Whinney Banks Primary Bullying Policy.

This Child Protection Policy takes account of OFSTED requirements and follows guidance and procedures issued by the Local Safeguarding Children Board. These procedures enable all the agencies to share the common aim of protecting children, promoting their welfare and working in partnership with parents.

- Ensure that we have a designated teacher for child protection who has received appropriate training and support for this role.
- Ensure that we have a nominated governor responsible for child protection.
- Ensure that every member of staff, volunteer and governor knows the name of the designated teacher 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.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including supplying information for case conferences.
- Keeping 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.
- Follow agreed procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.

We recognise 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 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.

Statutory framework

In order to protect children from harm the school will act in accordance with the following legislation and guidance:

The Children Act 1989 and 2004 amendment
The Children and Families Act 2014
Education Act (2002), section 175 & 2011
South Tees Local Safeguarding Children Board Child Protection Procedures
DfES guidance Safeguarding Children and Safer Recruitment in Education (2011)

HM Government 'Working Together to Safeguard Children' (2015)

Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015,

The Rehabilitation of Offenders Act 1974

Statutory guidance on the Prevent duty,

The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the "2018 Childcare Disqualification Regulations") and Childcare Act 2006,

HM Government 'Keeping Children Safe in Education' (2018) requires all schools to follow the procedures for protecting children from abuse which are established by the South Tees Local Safeguarding Children Board. Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which they believe that a child has been abused or are at risk of abuse - these procedures should also cover circumstances in which a member of staff is accused of, or suspected of, abuse.

- DfES guidance Safeguarding Children and Safer Recruitment in Education (2006) places the following responsibilities on all schools:-

  - Schools should be aware of and follow the procedures established by the South Tees Local Safeguarding Children Board

  - Staff should be alert to signs of abuse and know to whom they should report any concerns or suspicions

  - Schools should have procedures (of which all staff are aware) for handling suspected cases of abuse of pupils, including procedures to be followed if a member of staff is accused of abuse, or suspected of abuse

  - A Designated Senior Person should have responsibility for co-coordinating action within the school and liaising with other agencies

  - Staff with designated responsibility for Child Protection should receive appropriate training

DfES guidance Safeguarding Children and Safer Recruitment in Education states that "All parents need to understand that schools and FE colleges have a duty to safeguard and promote the welfare of children who are their pupils or students, that this responsibility necessitates a child protection policy and procedures, and that a school or FE college may need to share information and work in partnership with other agencies when there are concerns about a child's welfare."

The Role of the Governors

The Governing Body are accountable for ensuring that the school has a child protection policy and procedures in place and for monitoring the school's compliance with them. In addition they should:

- ensure that the child protection policy is available to anyone working in school,
- nominate a designated governor for child protection
- ensure procedures are in place for dealing with child protection disclosures, concerns and subsequent actions
- ensure procedures are in place for dealing with allegations of abuse by staff.
- nominate a member of the governing body (usually the chair) to be responsible for liaising with the LEA and/or outside agencies, in the event of allegation of abuse being made against the Head Teacher
- review the policy and its procedures on a regular cycle

There is a section in every Head Teacher's report to governors keeping governors up to date with child protection procedures including a report from the Designated person.
The nominated governor(s) for child protection meets with the Head Teacher once a term to discuss issues, check the single central record etc.

The Designated Senior Person

The Designated Senior Person for Child Protection in this school is:

Sandy Thorpe

It is the role of the Designated Senior Person for Child Protection to:-

- Ensure that the school operates within the legislative framework and recommended guidance

- Ensure that all staff are aware of the South Tees Local Safeguarding Children Board Safeguarding Children Procedures covering Middlesbrough and Redcar & Cleveland, Policy and procedures are available to new and visiting staff as is information which is provided in our booklet 'General information for new and visiting staff'.

- Ensure that appropriate training and support is provided to all staff
  Organising child protection induction, and update training every 3 years for all school staff

- Ensure that the Head Teacher is kept fully informed of any concerns

- Develop effective working relationships with other agencies and services

- Decide whether to take further action about specific concerns (e.g. refer to Children, Schools and Families)

- Liaise with CSF social care teams over suspected cases of child abuse

- Ensure that accurate records relating to individual children are kept separate from the academic file in a secure place and marked 'Strictly Confidential' in line with The Data Protection Act (DPA) 2018 and GDPR.

- Ensure that the school is represented at child protection conferences or, failing that, that a report is submitted to the conference from the school.

- Ensure that the school effectively monitors children about whom there are concerns

- Provide guidance to parents, children and staff about obtaining suitable support

A Deputy DSP should be appointed to act in the absence/unavailability of the DSP.

The Deputy Designated Senior Person for Child Protection in this school is:
Mrs Farrow.

School Procedures

Protocols for parents and visitors are available in school. Use of mobile phones and cameras by children and adults in school, as well as visitors, is strictly monitored.
Online safety is a priority with all children and embedded in the curriculum.

We ensure that we have a nominated governor responsible for child protection.

If any member of staff is concerned about a child he or she must inform the Designated Senior Person.

The member of staff must record information regarding the concerns as soon as possible. The recording must be a clear, precise, factual account of the observations.

The Designated Senior Person will decide whether the concerns should be referred to Children, Schools and Families. If it is decided to make a referral to Children Schools and Families this will be done with prior discussion with the parents, unless to do so would place the child at further risk of harm

Particular attention will be paid to the attendance, progress 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 (formerly referred to as the Child Protection Register) and a written record will be kept.

We will ensure that any pupil currently with a child protection plan who is absent without explanation for two days is referred without delay to their key worker's Social Care Team. On the first day of absence for such children, we will call parents in an attempt to establish the reasons for the absence.

If a pupil who is/or has been the subject of a child protection plan changes school, the Designated Senior Person will inform the social worker responsible for the case and transfer a copy of the appropriate records to the Designated Senior Person at the receiving school, in a

secure manner, and separate from the child's academic file. These records will be signed for and the receipt for this will be kept by school as proof of transfer.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside school including exploitation in situations outside their families.

When to be concerned

All staff and volunteers should be concerned about a child if he or she:

Has any injury which is not typical of the bumps and scrapes normally associated with accidental injury.

Regularly has unexplained injuries. This could include those suspected to be caused by self-harm.

Frequently has injuries (even when apparently reasonable explanations are given).

Gives confused or conflicting explanations about how injuries were sustained.

Exhibits significant changes in behaviour, performance or attitude.

There are concerns around a child's eating habits which may lead to / be linked to an eating disorder.

Indulges in sexual behaviour which is unusually explicit and /or inappropriate to his or her age/stage of development.

Discloses an experience in which he or she may have been significantly harmed.

Prevention of Extremism and Radicalisation

Prevention of extremism and radicalisation is a safeguarding and child protection issue. We have due regard to the need to prevent people from being drawn into terrorism and adhere to the Prevent Duty 2015 in line with the Counter-Terrorism and Security Act 2015.

Any other cause to believe that a child may be suffering harm.

Staff may have concerns about a child without direct allegations or evidence of abuse. In such cases these concerns should be discussed with the Designated Person for Child Protection who will assist you in recording your concerns and make decisions about subsequent action.

This record will be kept for reference of future use.

The Designated Person should ensure any records are held under secure conditions and separated from pupils' educational records. This documentation will be confidential on a need to know basis.

Such material is exempt material under DfES Circular 10/95 – Protecting Children from Abuse: The Role of the Education Service.

Dealing with A Disclosure

If a child discloses that he or she has been abused in some way, the member of staff / volunteer should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Not promise confidentiality – it might be necessary to refer to Children Schools and Families
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, rather than ask direct questions
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record (see Record Keeping)
- Pass information to the Designated Senior Person without delay

Support

Dealing with a disclosure from a child, and a child protection case in general, is likely to be a stressful experience. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the Designated Senior Person.

Confidentiality

Child Protection raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools. This is in line with the Whinney Banks Primary Confidentiality Policy

- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children Schools and Families and the Police).

- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.

- 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.

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 and record using CPOMS.

Not destroy the original notes in case they are needed by a court - This is an important document and could be required if the case leads to further action or legal procedures.

Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child

The use of a 'body map' to indicate the position of any bruising or other injury is no longer considered good practice and will not be used.

Record statements and observations rather than interpretations or assumptions.

All records need to be given to the Designated Senior Person promptly. No copies should be retained by the member of staff or volunteer.

Referrals

Alleged Or Suspected Abuse/Neglect: -

- Any member of staff who is concerned that a child may be suffering from abuse and/or neglect must inform the Designated Person or Child Protection Mentor immediately. They will advise the member of staff of further information required prior to referral, if necessary, to the Social Services Department.
- Staff will be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- In the absence of the Designated Person or Child Protection Mentor a senior member of staff should be informed, who will alert the Social Services Department if required.
- A written log of concerns or incidents with the date will be needed for current/future reference.

Concern But No Allegation Or Suspected Abuse: -

Concerns should be discussed with the Designated Person or Child Protection Mentor who will assess possible forms of action. This may necessitate -

- Formal/informal liaison with other agencies
- Making a CAF (Common Assessment Framework) Referral
- Making a referral to the Social Services Department on behalf of the child who may require help or support other than protection from harm
- Contacting the child's parents
- Noting and recording the concerns for future reference

In those cases where the situation is not clear but there is concern for the pupil's safety the LA Child Protection Mentor (Emma Wright) is available for advice and consultation.

Allegations involving staff / volunteers

If an allegation of abuse is made against a member of staff/volunteer, the person receiving the allegation must take it seriously and immediately inform the Head Teacher.

If any member of staff/volunteer has reason to suspect that another member of staff/volunteer may have abused a child at the school, or elsewhere, they must immediately inform the Head Teacher. They should also make a record of the concerns including a note of anyone else who witnessed the incident/alleged incident.

If the concerns are about the Head Teacher, then the **Chair of Governors** should be contacted.

The Head Teacher will not investigate the allegation itself, or take written or detailed statements, but he/she will assess whether it is necessary to refer to Children Schools and Families in consultation with the Local Authority Designated Officer

If it is decided that the allegation warrants further action through Child Protection Procedures the Head Teacher must immediately make a referral

Under these circumstances the member of staff against whom an allegation has been made should not be informed of said allegation until future action is agreed with the Social Work Team Manager. It may be necessary to discuss appropriate steps to ensure other children are not at risk. The allegation will be investigated in accordance with South Tees Local Safeguarding Children Board Safeguarding Children Procedures.

If it is decided that it is not necessary to refer to Children Schools and Families, the Head Teacher and Local Authority Designated Officer will consider whether there needs to be an internal investigation.

This policy should be read in conjunction with the following policies:

Handling and Relationships Policy
Anti Bullying Policy
Looked After Children Policy
Inclusion Policy
Safer Recruitment and Selection Policy
Pupil Safeguarding and Well-Being Policy
Health and Safety Policy
Bodily Fluids and Clinical Waste Policy
Continence Management Procedures
Single Equality Policy
Whistle Blowing Policy

WHAT IS ABUSE?

Abuse occurs when a child suffers harm or neglect and manifests in numerous ways. Main categories are as follows:

Physical Harm:

This may involve shaking, hitting, burning or scalding, poisoning, drowning, suffocating or causing ill health to a child.

Emotional Abuse:

When a child is persistently emotionally ill treated that it causes persistent adverse effects to their emotional development. It could include feeling worthless, unloved, inadequate, inappropriate expectations being imposed, causing fear or exploitation of the child.

Sexual Abuse:

This covers forcing children to partake in sexual activities, which may be physical, including penetrative or non-penetrative acts. It also includes involving children in looking at, being involved in, or the production of pornographic material, or encouraging children to behave in sexually inappropriate ways.

Neglect:

The persistent failure to meet to child's basic physical and/or psychological needs that seriously impairs their health or development. This can be caused by failing to provide adequate food or shelter or clothing.

The symptoms of stress and distress

An abused child will usually show signs of stress and distress, among which are those listed below. It must be remembered that many of these may have nothing to do with abuse, but are worth consideration in trying to understand the pupil's behaviour.

- A fall-off in school performance
- Aggressive or hostile behaviour
- Difficulties in relationship with peers
- Excessively affectionate or sexual behaviour towards adults or other children
- Regression to more immature forms of behaviour
- Self harming or talk of self harm
- Disturbed sleep

Female Genital Mutilation

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.

Child Sexual Exploitation

Involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. In the event that a case of CSE is suspected by a member of staff this will immediately be treated as safeguarding concern.

Allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter" or "part of growing up". Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence

- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of abuse against another pupil:

- You must tell the DSL and record the allegation, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

Upskirting is now a form of peer-on-peer abuse.

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

Serious violent crime

Indicators that may signal that children are at risk from, or are involved with, serious violent crime. Including:

- Unexplained gifts/new possessions - these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs
- Increased absence from school

- Change in friendship/relationships with others/groups
- Significant decline in performance
- Signs of self-harm/significant change in wellbeing
- Signs of assault/unexplained injuries

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Mrs S Thorpe	01642 817713 07963 405268 Sandy.thorpe@mcschools.org.uk
Deputy DSL	Mrs S Farrow	01642 817713 wbsfarrow@mcschools.org.uk
Designated member of senior leadership team if DSL (and deputy) can't be on site	Mrs N Watson Miss V Harron Mr M Cuthbertson	wbnwatson@mcschools.org.uk wbvharron@mcschools.org.uk WBMCuthbertson@mcschools.orguk
Pupil Wellbeing & Parent Support Team	Mrs A-M Cartwright Mrs L Draper	wbacartright@mcschools.org.uk wbldraper@mcschools.org.uk
Headteacher	Mrs S Thorpe	
Local authority designated officer (LADO)	Graeme Allison	01642 726626
Chair of governors	Mrs L Green	