



**ST PHILIP'S CE
PRIMARY
SCHOOL**

Child Protection Policy

Policy confirmed by the Governing Body of St Philip's CE Primary School on:

Date: _____

Signature: _____
Chair of Governors

This policy is to be reviewed on : _____

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CHILD PROTECTION POLICY

I. Introduction

- 1.1 The welfare of the child is paramount. **St Philip's CE Primary School** is committed to promoting the health and welfare of all the pupils and providing a safe environment for all, regardless of gender, race, culture or disability.
- 1.2 The school recognises the following:-
 - Safeguarding Children in Education DfES September 2004
 - DfES Circular 10/95 - Protecting Children from Abuse: The Role of the Education Service. Education Act 2002
 - The UN convention on the Rights of the Child
 - National Legislation & Guidance
 - The Human Rights Act 1999
- 1.3 The designated teacher for Child Protection is the Headteacher and in the absence of the Headteacher, the member of the Senior Management Team deputising for the Head.
- 1.4 The designated Governor for Child Protection is _____.
- 1.5 The school policy and procedures in place are in accordance with ACPC policy and LEA guidance copies of which are available in the school office and included in this policy.

2. Aims and Objectives

- 2.1 To ensure that the designated teacher for child protection is trained in procedures and receives refresher training at least every two years, including ACPC inter- agency training.
- 2.2 All staff are to undertake up to date relevant Child Protection training, at least every three years, and are aware of the procedure within this policy.
- 2.3 To ensure that the school ethos is one where children feel secure and their feelings are valued and that through the curriculum children are given a range of strategies to protect themselves and be aware of the needs of others.
- 2.4 To nominate a Governor for Child Protection, who has received training appropriate to this role, with responsibility for ensuring that there is a designated teacher for Child Protection in school at all times, that the LEA has been notified of that person and that the Child Protection Policy is complied with.
- 2.5 To lay down appropriate procedures for dealing with suspected child abuse to ensure effective communication between all parties.
- 2.6 To ensure that parents are aware of the school's responsibility to ensure the welfare of all children, and to recognise that formal procedures for referral to the Child Protection Agency if necessary are in place - see School Handbook.
- 2.7 To contribute to the inter agency approach to Child Protection by developing effective and supportive liaison with other agencies.

3. Procedures relating to concerns about children

- 3.1 Staff are expected to be familiar with the signs and symptoms of abuse (see Appendix 1) and should keep records of any concerns on the form provided (see Appendix 2). Spare copies are held in the Headteacher's office and once completed should be handed immediately to the Headteacher. Completed forms

will be placed in a file and held in a secure place in the Headteacher's office. The entry will be on a separate page for each child, dated and the nature of the concern described and any explanations given.

- 3.2 The Headteacher (see Appendix 3 and 4) will decide whether further action is necessary. Any action taken will comply with ACPC procedures (see flow chart attached in Appendix 5).
- 3.3 Any child wishing to disclose an incident should be given opportunity to be listened to in a non-judgemental way. The listener should limit their questioning so as to prevent possible contamination of evidence. (see Appendix 6 for do's and don'ts)
- 3.4 Any child for whom concern is felt for any reason should be given appropriate support in school.

4. Procedure relating to record keeping

- 4.1 Records relating to Child Protection issues should be kept separately from education records and stored in a designated secure place. They are confidential and only accessible on a need to know basis.
- 4.2 Government requirements set out in DHSS circular CA83/14 should be complied with, notably:-
 - Academic files must be open to parents, however the Head retains the right to exclude certain information from parents relating to the concerns. These provisions are outlined in the Education (School Records) Regulations 1989.
 - Third party information must not be disclosed without consent.
 - Working notes are not subject to disclosure but should be eventually summarised on file and then destroyed.
- 4.3 Accurate objective information will be recorded by any member of staff who has concerns about a child, using specific proforma. These records should include information on attendance, changes in the child's behaviour, mood or appearance, injuries or statements made by the child. (see Appendix 4 for information checklist).

5. Procedures relating to allegations of abuse by a member of staff

These procedures will be in accordance with LEA:-

Main contact person: **Georgie Mackintosh** - Designated Officer for Child Protection - 01225 394244

- 5.1 Any teacher accused of abuse should record the event as soon as possible including names of any witness but should not discuss the incident with colleagues or pupils
- 5.2 The accused teacher should co-operate with any investigation, using the support of a third party if needed.
- 5.3 The school should not automatically suspend a teacher but should assess the seriousness of the allegation, the risk of harm to pupils, the possibility of evidence being tampered with and the interests of the accused teacher.

- 5.4 An initial investigation will be carried out to obtain a fair and balanced picture of the alleged incident.
- 5.5 Following that, if significant new evidence emerges the school should reconsider suspension and also decide whether police and Social Services should be involved.
- 5.6 Only when the police and school have considered their investigations should formal disciplinary procedures be considered by the school.

SIGNS & SYMPTOMS OF ABUSE

Possible signs of PHYSICAL ABUSE

- Unexplained injuries or burns
- Refusal to discuss injuries
- Untreated injuries or lingering illnesses not attended to
- Admission of punishment which appears excessive
- Shrinking from physical contact
- Fear of undressing
- Aggression / bullying
- Running away
- Deterioration in work
- Unexplained pattern of absences which may serve to hide bruises or other physical injuries
- Bruises and finger marks
- Improbable explanations for injuries
- Fear of returning home or of parents being contacted
- Fear of medical help
- Over compliant behaviour
- Significant changes in behaviour without explanation

Possible signs of EMOTIONAL ABUSE

- Fear of new situation
- Self harm or mutilation
- Drug / solvent abuse
- Air of detachment - 'don't care' attitude
- Social isolation - does not join in and has few friends
- Desperate attention seeking behaviour
- Eating problems
- Inappropriate emotional responses to painful situations
- Compulsive stealing / scrounging
- 'Neurotic' behaviour - obsessive rocking, thumb sucking

Possible signs of NEGLECT

- Constant hunger
- Inappropriate clothing
- Untreated medical problems
- Poor social relationships
- Constant tiredness
- Poor personal hygiene
- Frequent lateness or non-attendance at school
- Low self esteem
- Compulsive stealing or scrounging

Possible signs of SEXUAL ABUSE

- Bruises, scratches or bite marks on the body
- Scratches, abrasions or persistent infections in the anal or genital regions
- Pregnancy
- Sexual awareness inappropriate to the child's age - e.g. shown in drawings, vocabulary, games etc.
- Frequent public masturbation
- Attempts to teach other children about sexual activity
- Refusing to stay with certain people or go to certain places
- Aggressiveness, anger, anxiety, tearfulness
- Withdrawal from friends

Possible signs in OLDER CHILDREN

- Promiscuity, prostitution, provocative sexual behaviour
- Self-injury, self-destructive behaviour, suicide attempts
- Eating disorders
- Over-compliant behaviour
- Unexplained gifts of money
- Changes in behaviour
- Tiredness, lethargy, listlessness
- Sleep disturbances
- Depression

These lists may indicate that a child is being abused. However, in themselves they are not evidence of abuse, but they may suggest abuse if a child exhibits several of them or if a pattern emerges. Remember that there can be other explanations for a child showing such signs or behaving in such ways.

The Role of the Designated Teacher for Child Protection

In carrying out the components of the role set out below, the Designated Teacher should be guided by two important principles. First, following the Children Act, the principle that the welfare of the child should be paramount, and second, the principle that confidentiality should be respected as far as possible (without compromising the first principle).

The purpose of the designated teacher is:-

- To be fully conversant with the Area Child Protection Committee (ACPC) child protection procedures for schools and to co-ordinate action on child abuse within school, ensuring that all staff are aware of their responsibilities in relation to child protection.
- To refer individual cases of suspected abuse to the relevant Social Services area (following ACPC guidelines) and to liaise with Social Services and other agencies on individual cases and on general issues relating to child protection.
- To have responsibility for organising training on all aspects of child protection within school, and to act as a school based resource on child protection issues for other staff.

In greater detail this involves the following:-

- To ensure that all staff, both teaching and non-teaching, know about, and have access to, copies of the ACPC guidelines and procedures for child protection and that all cases of suspected abuse are reported in the correct way.
- To attend training on child protection organised by the local authority so that the designated teacher is aware of the signs and symptoms of child abuse which might indicate or support suspicion and can advise both teaching and non-teaching staff in uncertainty or difficulty.
- To have responsibility for planning and carrying out training on child protection for teaching and non-teaching staff
- To keep the Headteacher informed both of the welfare of individual pupils on the child protection register and of general protection issues within the school.
- To be aware of other agencies involved with the child protection in the local authority and as a result, to liaise with them.
- To ensure that the school is represented at child protection conferences or, failing that, a report is submitted to the conference from the school.
- To ensure, together with the Headteacher, that any decisions made by child protection conference procedures and with the type of information required by the conference.
- To be a key professional support, together with the Headteacher, and to members of staff to whom pupils have disclosed abuse.
- To ensure that the school identifies which children are on the child protection register when referring a child for full assessment.
- To ensure that the school has a system for passing appropriate information about a child on the child protection register to a new school immediately when a pupil transfers.
- To advise the Headteacher on child protection input to the school curriculum.

- To monitor and evaluate the effectiveness of child protection work carried out within the school.

N.B. In the absence of the designated teacher, arrangements should be made to cover. Where a school has not appointed a designated teacher, the Headteacher will take on this responsibility. All schools are required to keep the LEA informed of the named designated teacher.

**SUSPECTED CHILD ABUSE CHECKLIST OF INFORMATION TO BE PROVIDED -
primarily covered by the Headteacher on official form.**

Full name of child

Date of birth

Address

School

Telephone number

Those with parental responsibility (children Act 1989)

Mother / or other full time carer (state nature i.e. foster, Guardian, other relative)

Marital status

Occupation

Work address and telephone number

Father

Marital status

Occupation

Work address and telephone number

Other children in the household

Name of GP

Is EWS involved?

Is SPS involved?

Other agencies involved

Other useful information

Are parents / care aware?

Have parents / carer been informed it would be reported?

Do parents / carer admit responsibility?

Are parents / carer likely to be at home?

Where is the child at the time of referral?

How and when was the abuse first noticed? by whom?

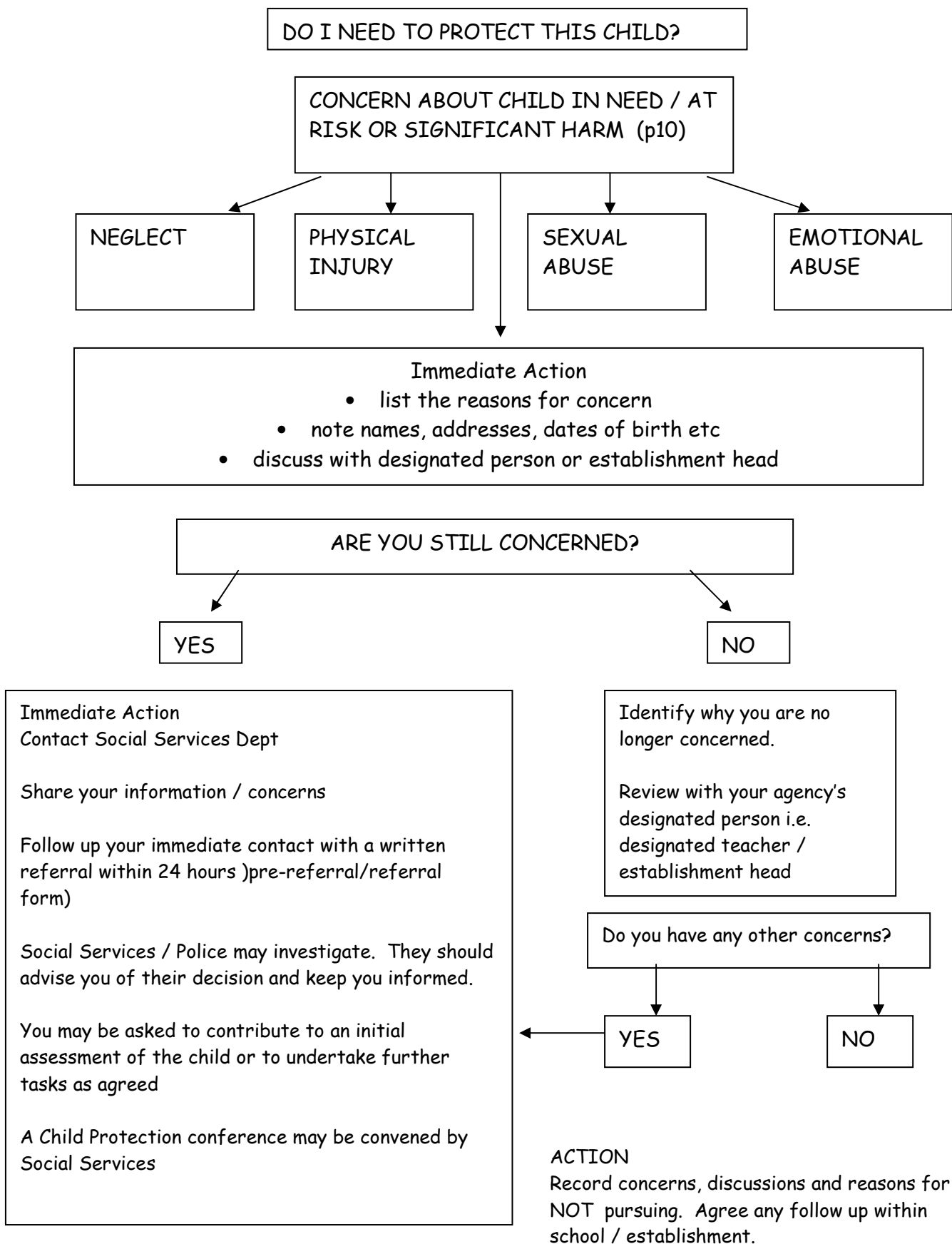
Child's explanation of abuse

Anything unusual in appearance or attitude?

What action has been taken?

Details of abuse

**BATH AND NORTH EAST SOMERSET EDUCATION AUTHORITY
CHILD PROTECTION PROCEDURES**



**DO'S & DON'TS FOR TEACHERS IF A CHILD OR YOUNG PERSON TELLS YOU
THEY ARE BEING / HAVE BEEN ABUSED**

DO

- believe the child / young person and tell them you believe them.
- tell the child / young person you're glad they told you.
- acknowledge that the child / young person has been brave to tell you.
- reassure the child / young person that what's happened is not their fault, that the abuser is responsible for what has happened to them.
- reassure the child / young person that what's happened to them is not unusual and has happened to lots of children
- be honest about your position, who you will have to tell and why.
- ensure that you make notes as soon after as is possible.
- keep the child / young person fully informed about what you are doing / what's happening at every stage.
- give the child / young person information about other confidential sources of help (i.e. CHILDLINE (0800 1111)).
- feel able to talk about your own feeling - though not specific detail of the situation - with a colleague.

DO NOT

- make promises you cannot keep.
- 'interrogate' the child / young person with lots of questions. It isn't your role to carry out an investigation - that is up to the Social Services / Police.
- cast doubt on what the child / young person tells you. It has taken a great deal of courage for them to tell.
- say anything which may make the child / young person feel responsible for the abuse (e.g. 'Why haven't you told anyone before?').
- communicate your feeling of anger without stating that it is the abuser you feel angry towards: the child / young person may think you are angry with them.
- panic. When confronted with reality of abuse there is often a feeling of needing to 'act immediately'. Action taken in haste can be counter-productive.