

# **CHILD PROTECTION POLICY**

## **LOW ASH PRIMARY SCHOOL**

### **NAMED PERSONS AT LOW ASH:**

**MR. TERRY WOOLLIN – HEADTEACHER (LEAD NAMED PERSON)  
MRS BETH MEDHURST– SENIOR DEPUTY HEADTEACHER  
MRS FIONA MEER- DEPUTY HEADTEACHER  
MR DANIEL HURST - ASSISTANT HEADTEACHER  
MRS JANE GIBSON – INCLUSION LEADER**

### **NAMED GOVERNORS:**

**MRS LISA CLARK and SAMANTHA DAVIES-FARTHING**

### **LOCAL AUTHORITY CHILD PROTECTION CONTACTS**

**Alina Khan - 01274 439384  
Duty LADO/LA CP Team - 01274 435600**

**January 2017  
(To be reviewed January 2018)**

Because of their day to day contact with individual children during the school terms, teachers and other school staff are particularly well placed to observe the outward signs of abuse, changes in behaviour or failure to develop.

**Definition of abuse:** 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. They may be abused by an adult or adults or another child or children.” (Keeping Children Safe in Education July 2015)

There are different types of abuse (DfE Guidance document ‘Keeping Children Safe in Education’ September 2016).

**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.

**Child Sexual Exploitation:** Child sexual exploitation (CSE) 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.

**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. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. A range of potential indicators that a girl may be at risk of FGM will form part of the Safeguarding training in school.

**Preventing Radicalisation:** Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or the Internet. A range of potential indicators that a child may be at risk of radicalisation or extremism will form part of the Safeguarding training in school.

As with managing 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. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act appropriately in line with the agreed action to take for any Child Protection concern. Governors will be made aware each term (standing item at Governing Body meetings) of any incidents/information where a child is at risk of possible radicalisation.

Additional information (DfE Guidance document 'Keeping Children Safe in Education' September 2016)

### **Low Ash Primary School fully recognises its responsibilities for child protection.**

Our policy applies to all staff, governors and volunteers working in the school. There are five main elements to our policy:

- Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children to help deter, reject or identify people who might pose a risk to children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe and to recognise behaviour that is unacceptable.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop

### **Child protection is the responsibility of all school staff. Low Ash Primary School will therefore:**

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the Low Ash Curriculum for children to develop the skills they need to recognise and stay safe from abuse.

## **Roles and Responsibilities**

All adults working with or on behalf of children have a responsibility to protect them. There are, however, key people within schools, and the Local Authority who have specific responsibilities under child protection procedures. The names of those carrying out these responsibilities for the current year are listed on the cover sheet of this document.

It is the role of the Governing Body and the school leadership team to ensure that the Named Persons for Child Protection are properly supported to carry out this task and that they are given time to fulfil the duties that their role demands.

The school leadership team will ensure that Named Persons for Child Protection attend the required training and that they refresh their training every two years.

All other staff and the nominated governors must be offered an appropriate level of training and must undergo refresher training at least annually.

Although all staff have a right and are empowered to make child protection referrals, it is encouraged that dialogue is held with a designated Named Person, who will then ensure that the child protection procedures are followed within the school, and to make appropriate, timely referrals to Children's Social Care in accordance with the locally agreed procedures. If a member of staff does not feel their concern has been dealt with appropriately by the Named Person, then it is their responsibility to seek advice from another of the school's Named People and / or the Head Teacher/Named School Governor for Safeguarding.

It is the role of the Named Persons for Child Protection to ensure all staff employed including temporary staff and volunteers within the school are aware of the school's internal procedures, to advise staff and to offer support to those requiring this.

The role of the Named Governor for Child Protection is to ensure that the school has an effective policy, locally agreed procedures are in place, and that the policy and structures supporting safeguarding children are reviewed annually. Governors must not be given details relating to individual child protection cases or situations to ensure confidentiality is not breached.

A statement in the school prospectus will inform parents/carers about our school's duties and responsibilities under child protection procedures. Parents/carers can obtain a copy of the school Child Protection and Safeguarding Policy on request. It is also available for viewing on the school website.

The Governing Body and school leadership team are responsible for ensuring that the school follows safe recruitment processes including:

- Ensuring that at least one person on an appointment panel has undertaken safer recruitment training
- Ensuring the upkeep of a Single Central Record of all staff and regular volunteers in accordance with government guidance
- Ensuring an enhanced DBS check with barred list information is undertaken for all staff members engaged in regular work, activity (daily responsibility for care/supervision) or contact with children.

The Named Persons for Child Protection and the Headteacher provide an annual report for the governing body detailing any changes to the policy and procedures; training undertaken by all staff and governors and other relevant issues.

The Headteacher will also inform the governing body of any child protection information regarding radicalisation on a termly basis. More serious concerns will be brought to the attention of the Chair of Governors immediately.

## **Ethos**

Low Ash Primary School recognises the importance of creating an ethos within school that will help children feel safe and confident that they will be listened to.

We recognise that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. Our school may be the only stable, secure and predictable element in their lives.

Low Ash Primary School will endeavour to support all pupils through:

- Ensuring the content of the curriculum includes social and emotional aspects of learning.
- Ensuring that child protection is included in the curriculum (including Esafety) to help children recognise when they don't feel safe and to identify who they should tell.
- Promoting a positive, supportive and secure environment where pupils can develop a sense of being valued.
- The school behaviour and anti-bullying 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.

## **Safe Working Practice**

Low Ash Primary School has developed a clear code of practice that staff understand and have agreed to through 'Acceptable Use' and 'Social Media' policies.

## **Child Protection Procedures**

Low Ash Primary School adheres to child protection procedures that have been agreed locally through the Local Children's Safeguarding Board.

See Appendix 1.

## **Confidentiality**

All staff are aware that they must not promise to keep 'secrets' with children and that if children disclose abuse this must be passed on to one of the Named Persons for Child Protection as soon as possible and the child should be told who their disclosure will be shared with.

Staff will be informed of relevant information in respect of individual cases regarding child protection on a 'need to know' basis only.

## **Record Keeping**

Child Protection records are kept centrally and securely by the Named Persons for Child Protection using an online system called CPOMS. Staff are aware that they must log details of child protection issues and events as soon as possible. Child protection records must not be kept in a child's curriculum file.

## **Working with other agencies**

Schools are not investigating agencies and it is essential that child protection issues are addressed through agreed procedures however schools continue to play a role after referral and need to develop strong links with partner agencies, particularly social care. Low Ash Primary School recognises the importance of

multiagency working and will ensure that staff are able to attend all relevant meetings including case conferences, core groups and strategy meetings.

Similarly, we understand that a referral to services to children is not always appropriate as it does not meet the Bradford threshold criteria, and that it is our responsibility to provide 'early help' to families/parents and carers who may be struggling or about which we have concerns.

### **Allegations against members of staff and children**

Low Ash Primary School recognises that it is possible for staff, volunteers and other children to behave in a manner that causes harm to children and takes any allegation seriously. The local arrangements for managing allegations are understood and followed. All staff know who to talk to if they are concerned about the behaviour of another. Allegations should be reported to the Headteacher (or other Named Person) who will contact the relevant officer at Bradford Council. Allegations against the Headteacher should be reported to the Chair of Governors who will contact the relevant officer at Bradford Council.

Similarly, Low Ash has a procedure in place for managing allegations of other pupils. Where there is a concern that a pupil in school may have behaved inappropriately, this should be passed immediately to the Headteacher [Designated Safeguarding Lead] who will discuss the matter with parents/carers and safeguarding officers in social care as appropriate.

### **Volunteers**

No volunteer will be left unsupervised or allowed to work in regulated activity until the necessary checks have been obtained

### **The use of school premises by other organisations**

Where services or activities are provided separately by another body, using the school premises, the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

### **Cross reference to other school policies**

Low Ash Primary School recognises that a number of other policies and procedures developed and operated by school form part of the wider agenda of Safeguarding and Promoting Children's Welfare and this policy should be read in conjunction with the policies and/or procedures listed below:

- Safeguarding policy (and related appendices)
- Whole school Behaviour and Anti Bullying policy
- Attendance policy
- Health and Safety policy
- Curriculum policy
- Procedures for assessing risk eg school trips
- Safer Recruitment procedures
- Induction and code of conduct for staff
- Policies that recognise specific vulnerable groups (e.g. Inclusion)
- Acceptable Use Policy
- Social Media Policy
- E Safety Policy
- Missing child policy and protocols

### **Policy Review**

The Governing Body is responsible for ensuring the annual review of this policy and that the list of key contacts on the cover sheet is kept up to date.

**Policy reviewed and adopted 25<sup>th</sup> January 2017 by Full Governing Body**

**Signed:..... Named Governor for Child Protection**

**Next Review Date: January 2018**

## Child Protection Procedures Flow Chart December 2016

On discovery or suspicion of child abuse  
If in doubt – ACT



Inform your Named Person for Child Protection

Mr Woollin (Head), Mrs Medhurst (Senior Deputy Head), Mrs Meer (Deputy) ,Mr. Hurst (Assistant head)  
Mrs Gibson Inclusion leader)

Who should then take following steps



Where it is clear that a Child Protection Referral is needed contact Children's Initial Contact Point without delay **Tel No 01274 437500**

Out of hrs Emergency Duty Team **Tel No 01274 431010**

Named Persons may also seek advice from the Education Social Work Service

**Tel 01274 385761**



If you are asked to monitor the situation, make sure you are clear what you are expected to monitor, for how long and how and to whom you should feedback information to.



Remember **always make and keep a written record of all events and action taken, date and sign each entry to this record. Keep records confidential and secure and separate from the child's curriculum file.**



Ensure immediate completion and dispatch of the Common Child Protection Referral form. This form can be accessed [here](#)

Retain a copy in school. Send copies to:

- Children's Social Care
- Local Authority Principal Education Social Worker

#### USEFUL TELEPHONE NUMBERS

Children's Social Care Initial Contact Point: 01274 437500

Emergency Duty Team: 01274 431010

Education Social Work Service: 01274 385761

Police: Javelin House, Child Protection Unit: 01274 376061