



William Stockton Primary School Child Protection Policy

Introduction

Our school fully recognises the contribution it can make to protect children and support pupils in this school. There are three main elements to our Child Protection Policy:-

- a) **Prevention:** through a positive and caring atmosphere within school, where children feel valued and supported
- b) **Protection:** by following agreed procedures, ensuring that staff are trained and supported to respond appropriately and sensitively to Child Protection concerns.
- c) **Support:** to all pupils and staff and to all children who may have been abused.

This policy applies to all those who attend or who work within this school, whether children or adults.

Prevention

We recognise that for children, high self-esteem, confidence, support friends and clear lines of communication with a trusted adult, helps prevention.

Our school will therefore:

- 1) Establish and maintain an ethos where children feel secure and are encouraged to talk.
- 2) Ensure that children know they can approach the adults in school if they are worried or are in difficulty. This is emphasised through assemblies, circle time and the general ethos within the school.
- 3) Include within the curriculum, activities and opportunities for PSHE which help to equip children with the skills they need to stay safe from abuse.
- 4) Include within the curriculum, material which will help children develop realistic attitudes to the responsibilities of their developing lives.
- 5) Ensure all children are brought/collected by a responsible person over the age of 16 years and liaise with parents as to who these people will be.

Protection Framework

Schools do not operate in isolation. Child protection is the responsibility of all adults and especially those working with children. Schools work within a framework which arises from the development of appropriate procedures and the monitoring of good practice which are the responsibility of the Cheshire Area Child Protection Committee (CACPC). At this school we follow guidance in the CACPC Manual.

The CACPC is a multi-agency forum for deciding how the different services and professionals will work together to safeguard children in Cheshire and ensure that arrangements work effectively to bring about good outcomes for children.

Our school's designated Teacher for Child Protection is the Headteacher. Specific duties within this role include:

- a) liaison with all staff
- b) liaison with other agencies concerning individual cases of actual or suspected abuse.

- c) oversight of the planning of curricular provision in connection with child protection
- d) ensuring that appropriate training, development and support for teaching and non-teaching staff and governors, including updating and acting as a contact point for child protection and other agencies.
- e) ensuring that the CACPC Manual of procedures contains updates and is available for consultation by staff.

Protection Procedures

We will follow the procedures set out in the manual Child Protection Procedures.

All members of the Senior Leadership Team and the Learning Mentor have a copy of the manual.

In the absence of the Headteacher, the Deputy Headteacher will assume the role of Child Protection Designated Teacher.

All staff are aware that they must convey their concerns over child protection issues to the Headteacher and Senior Leadership Team via the CPOMS system (Child Protection Online Management System). Parents are informed of the school's responsibilities under the child protection procedures through the school prospectus, induction meetings and occasionally by newsletter.

Confidentiality

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit and protect the child. When abuse is disclosed it is done with probable expectation that help will result. There will be a point in a disclosure when it is necessary to tell the child that this information needs to be shared with other professionals. Concerns about a child must always be shared with the Headteacher, who is the designated Child Protection Teacher or the Deputy Headteacher in the absence of the Headteacher.

The Cheshire Child Protection Committee Manual of Procedures states

"Professionals should discuss any concerns with the family and, where appropriate, inform them that a referral will be made to Social Services. However, this should only be done where this will not place the child at increased risk of significant harm.

Where concerns relate to sexual abuse, professionals should not discuss these concerns with the parent(s).'

Records and Monitoring

Well kept records are essential to good child protection practice. The school needs to record concerns held about children in our school, the status of those records and when these records should be passed over to other agencies.

All members of staff are asked to make immediate, notes of any observations on CPOMS which automatically adds date and time and submit these to the Headteacher and SLT. The information is stored electronically and can only be accessed by Senior staff with 'meri-lock key' access to the CPOMS system. The Headteacher will then decide whether to consult or inform other agencies or monitor the situation further. If other agencies are informed a form for this purpose is used, MARF (Multi Agency Referral Form).

Child Protection Conferences are preceded by meetings involving staff, where relevant information is shared and collected. The Headteacher, as the Child

Protection Designated Teacher, will either attend Child Protection Conferences, send a representative who knows the child, or sends the school's written report.

Supporting Pupils at Risk

Our school recognises that children who are abused or who witness violence, may find it difficult to develop a sense of worth and to view the world in a positive way. This school may be the only stable, secure and predictable element in the lives of children at risk and as a result their behaviour may be challenging and defiant and may need to be dealt with according to the Behaviour and Relationships Policy, using the Good to be Green system and ABCD recording method.

This school will endeavour to support the pupil through:

- a) the curriculum, to encourage self esteem and self motivation.
- b) the school ethos which promotes a positive, supportive and secure environment and which gives children a sense of being valued.
- c) the consistent implementation of school behaviour management policies.
- d) regular liaison with other professionals who support the pupils and their families, Behaviour Improvement Partners or Family Workers from Early Integrated Services
- e) the development and support of a responsive, informed and knowledgeable staff group who will do their best to respond appropriately to child protection situations.

Our policy for dealing with bullying is set out within our Behaviour and Relationships Policy and Anti-Bullying Policy.

We realise that statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or behavioural problems, will need to be particularly sensitive to signs of abuse.

Equal Opportunities

At William Stockton we are committed to ensuring equality of education and opportunity for disabled pupils, staff, and all those receiving services from the school regardless of gender, race, and disability.

Consultation and Review

This policy was reviewed and adopted following consultation with staff and governors and will be reviewed annually.

Reviewed October 2016

CHILD PROTECTION PROCEDURES

DEFINITION

An abused child is a person under 18 years who has suffered from or is believed to be at significant risk of physical injury, neglect, emotional abuse and sexual abuse.

DESIGNATED TEACHER

At William Stockton the Headteacher is designated as having responsibility for liaising with local Social Services department (SS) and other agencies over cases of abuse. All concerns should therefore be initially referred to the Headteacher or SLT in the absence of the Headteacher. Mrs Baker is our **Inclusion and Safeguarding Coordinator**, who assists the Senior Leadership Team in working with families to ensure swift referrals happen where needed.

ROLE OF THE DESIGNATED TEACHER

To refer or discuss individual cases of suspected abuse with the investigating agencies according to the LEA and local ACPC procedures.

To seek advice if appropriate from Social Services, NSPCC, EWO, or LEA Child Protection Co-ordinator.

In the case of a referral of a suspected or alleged abuse to clarify with the investigating agencies

1. When, how and by whom the parents and child will be told a referral has been made
2. The timing of the strategy discussion between statutory agencies which will decide whether and how to investigate.

To co-ordinate the gathering of relevant information from other members of staff e.g. reports on individual children for Case Conferences.

To pass on appropriate information to staff concerned bearing in mind confidentiality restrictions.

To secure all documentation referring to individual children/cases in a locked cabinet.

To know the ACPC procedures, co-ordinate action on child abuse within the school and ensure all staff are aware of their responsibilities.

To organise training within the school and to act as the school based resource for other child protection issues.

PROCEDURES

EMERGENCIES

IN THE EVENT OF SERIOUS PHYSICAL INJURY OR NEGLECT REFER IMMEDIATELY TO THE HEADTEACHER/SLT WHO WILL:-

1. Seek appropriate medical assistance if necessary.
2. Contact parents/carers if possible (difficulty in contacting the parent should not delay seeking medical attention).
3. Inform duty Social Worker who will inform the Child Protection Team.

At this point decide

- a) who will be making the first contact with parent and when – if not made already.
- b) who will be responsible for the child after school hours.

The referrer, usually the Headteacher should confirm the referral to Social Services in writing within 24 hours, repeating all relevant information.

OTHER SITUATIONS

Refer immediately to Head teacher / SLT who will contact parents/Social Services and/or seek advice from other agencies if appropriate. In the event of a member of the Senior Leadership Team not being available our **Inclusion and Safeguarding Coordinator** Mrs Baker, will be on call.

A FULL LOG OF ALL INCIDENTS/CONCERNS SHOULD ALWAYS BE WRITTEN, ON THE CPOMS SYSTEM AND SLT AND INCLUSION AND SAFEGUARDING COORDINATOR ALERTED. A BODY MAP DIAGRAM MAY BE USED IF APPROPRIATE ON THE CPOMS SYSTEM.

REPORTS SHOULD BE OBJECTIVE AND BASED ON EVIDENCE. THEY SHOULD DISTINGUISH BETWEEN FACT, OBSERVATION, ALLEGATION AND OPINION.