



Turves Green Primary School

Child Protection and Safeguarding Policy

October 2010
To be reviewed October 2011

Matthew Clarke
Headteacher



Turves Green Primary School

Child Protection Policy

Every school and service should have in place a Child Protection Policy that makes clear the roles, responsibilities, and expectations of staff and stakeholders.

1.0 Aim

1.1 Whilst the prime focus of Turves Green Primary School is to secure the best educational provision for the child, the school recognises that the safety, welfare and care of children are paramount. We are therefore committed to the highest standards in protecting and safeguarding the children entrusted to our care at all times.

We will ensure that arrangements are in place for:

- 1.1.1 All reasonable measures to be taken to minimise the risks of harm to children's welfare;
- 1.1.2 all appropriate actions to be taken 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;
- 1.1.3 All persons working at this school to be made aware of this policy.

1.2 We recognise that some children may be the victims of neglect, physical, sexual or emotional abuse. Staff of the school will often, by virtue of their day to day contact and knowledge of the children, be well placed to identify such abuse and offer support to children in need.

1.3 In order to protect our children, we aim to:

- 1.3.1 Create an atmosphere where all our children can feel secure, valued and listened to
- 1.3.2 Recognise signs and symptoms of abuse
- 1.3.3 Respond quickly and effectively to cases of suspected abuse
- 1.3.4 Monitor and support children at risk
- 1.3.5 Use the curriculum to raise children's awareness, build confidence and skills
- 1.3.6 Work closely with parents, carers, other relevant adults and support external agencies
- 1.3.7 Ensure that all adults within our school/service who have access to children have been checked as to their suitability (refer to personnel policy)

- 1.4 Turves Green Primary School will support all children by:
- 1.4.1 Encouraging self-esteem and appropriate self-assertiveness whilst not condoning aggression or bullying
 - 1.4.2 Promoting a caring, safe and positive environment within the school.
 - 1.4.3 Liaising and working together with all other support services and those agencies involved in the safeguarding of children
 - 1.4.4 Notifying Social Care Services via the approved mechanisms as soon as there is a significant concern.
 - 1.4.5 Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the child's new school.

2.0 Designated personnel

- 2.1 Designated Senior Person for Child Protection: Matthew Clarke
- 2.2 Head Teacher: Matthew Clarke
- 2.3 Chair of Governing Body: Paul Nicholls
- 2.4 Nominated Governor: Sharon Purchase

3.0 The role of all staff and other persons within the schools

- 3.1 All staff have a duty to safeguard children. This policy outlines how staff can meet this duty and their need to be:-
- 3.1.1 Trained and aware of potential indicators of abuse
 - 3.1.2 Open to hearing concerns from children and others, without seeking to investigate these concerns.
 - 3.1.3 Informed on how to report any concerns to their Designated Senior Persons for Child Protection.
 - 3.1.4 Informed on how to report any concerns relating to staff to their Head Teacher.
 - 3.1.5 Informed on how to report any concerns relating to their Head Teacher.
- 3.2 Listening to children.
- 3.2.1 Create the opportunity and environment for children to be able to talk about their concerns
 - 3.2.2 Establish systems to enable cover for the member of staff listening to a child's concerns.
 - 3.2.3 Always:
 - Report on as soon as you have a concern.
 - Record information verbatim using the actual words of the child and noting any questions the child raises.
 - Note dates, times, who was present, positions in the room, anything factual about the child's appearance.

- Pass these notes to the DSP.
- If possible use a silent witness.

Never

- Ask leading questions.
- Ask the child to write down their account.
- Investigate with, or without, others.
- Take photographs of marks.
- Attempt any medical judgement
- Arrange a medical examination
- Tape or video record an interview
- Ask a child to remove any clothing. Staff should always be aware of their own vulnerability at this point and should take steps to minimise risk to themselves whilst supporting the child.

3.3 We recognise that all matters relating to Child Protection are confidential. The Head or DSP will disclose any information about a pupil to other members of staff on a need to know basis only.

4.0 Supporting Staff

4.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

4.2 We will support such staff by providing an opportunity to talk through their anxieties with the Designated Senior Person and to seek further support as appropriate.

4.3 All staff are able to access confidential support and counselling through for example BCC Staff Careline, Teacher Support network

5.0 The role of the DSP

5.1 The Designated Senior Person is responsible for:

5.1.1 Adhering to the Birmingham BSCB, Education and school procedures with regard to referring a child if there are concerns about possible abuse

5.1.2 Keeping written records of all concerns about a child even if there appears to be no need to make an immediate referral

5.1.3 Ensuring that all such records are kept confidentially and securely and are separate from child records

5.1.4 Ensuring that an indication of further record-keeping is marked on the child records

5.1.5 Liaison and joint working with Social Care Services, and other relevant agencies

6.0 Reporting Procedures

- 6.1 All concerns must be passed to the DSP who will seek advice/make a judgement as to whether a referral to Social Care Services or the need for any other action to be taken.
- 6.2 If a disclosure is made or a member of staff has reason to believe abuse has occurred an incident report form available from the red folder kept in the administration office should be completed as soon as possible and passed to the DSP. Any original notes should be signed, dated and securely attached to the incident report form. All staff must be aware of the high level of confidentiality of notes and individual staff members should pass all notes and records onto the DSP.
- 6.3 Upon submitting an incident form the member of staff and the DSP should catalogue the form, sign and date the incident book in order to prove the procedure has been followed.
- 6.4 Other changes or concerns should be recorded in the relevant section of the teachers' planning folders.

7.0 Staff allegations

- 7.1 All child protection allegations relating to staff must be reported directly to the Head Teacher and not the DSP without informing the subject of the concern or allegation.
- 7.2 The full evidence will be made available to the member of staff subject of the allegation as soon as is agreed appropriate within the ongoing needs of any investigation by the Police, Social Care Services, or by any disciplinary process.
- 7.3 In some cases it may be necessary for the staff member to be suspended whilst an investigation is carried out. It must be recognised that any decision to suspend a member of staff is without prejudice and on full pay, and is not an indication of any proof or of any guilt. Advice should always be taken from the Employee Relations team in this respect.
- 7.4 Any complaint or concern of a child protection nature received by any person and relating to Head Teacher must be passed in confidence to the Education Services Lead Officer who will give advice and support including making contact with the Chair of Governors

- 7.5 All staff need to be aware of their vulnerability to allegations and must address their practice accordingly. All staff must adhere to the school guidance in respect to safe conduct.

Be aware of school information on:

- Risk Assessment
- Appropriate touch or contact contained in the Code of Conduct
- Care and control policy
- Out of hours contact with children
- Use of letters, mobile phones, texts and emails
- Use of Internet code of conduct
- Behaviour policy
- Visibility in any individual contact with children
- Ensuring parental and managerial consent where individual work with children is required
- Areas of practice requiring joint or paired work.
- Communication and confidentiality policy

- 7.6 Children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.

- 7.7 Schools responsible for children in receipt of a managed care placement will also have a duty to inform CSCI, in cases of child protection concerns.

- 7.8 Heads responsible for children in receipt of a managed care placement will also have a duty to involve CSCI.

8.0 Procedure

- 8.1 The school adheres to the Birmingham Safeguarding Children Board procedures and the Birmingham Education Services Child Protection Procedures. Copies of these are kept by the Head Teacher and must be the subject of training and be available to all staff and governors.

- 8.2 The Head Teacher will identify a Designated Senior Person, DSP, for Child Protection co-ordination in the school. The Head will identify clearly who will deputise in the absence of the DSP and ensure that any such deputy is appropriately trained.

- 8.3 The DSP will ensure the following reporting and recording procedures are maintained:

- 8.3.1 Incident report form, catalogued and cross references to the incident book

8.3.2 Incident book - hard bound, containing consecutive numbers of report forms, name of child, name, signature and date of person submitting the report, name, signature and date of DSP receiving the report.

8.3.3 Child school record

8.4 The Governing Body will receive annually a report on developments in child protection policy and procedures, training undertaken by the DSP, other staff and the Governing Body, the number of cases referred without details and the place of child protection in the curriculum.

9.0 Parents and carers

9.1 Parents and carers will be made aware of the school policy through published information and in initial meetings with parent and carers of new children. Parents and carers will be informed that in certain circumstances there may be a need to contact other agencies without first notifying them. This decision will be made in partnership between Education Services and Social Care Services. It will be made clear that this is a legal obligation and not a personal decision.

9.2 A copy of this policy is available to all parents, carers and children upon request.

10.0 Teaching and Learning

10.1 The curriculum will be used to raise children's awareness and build confidence so that they have a range of strategies to support their own protection and understanding of protecting others.

10.2 The school will promote child support services through assembly and display of contact information, e.g. Childline, NSPCC, and Birmingham Sign Posting Service

11.0 Training

11.1 All members of staff will receive training on child protection procedures and will receive updates and refreshers every 3 years. It is also strongly recommended that the Governing Body also receives this training.

11.2 The DSP and Head will be provided with Education Services core training in order to carry out their role and will attend refresher training updates every 2 years.

11.3 Child Protection training will be clearly cross referenced and supplemented by other areas of staff training including appropriate touch, care & control (including safe restraint), behaviour management and risk assessment.

11.4 The following record of training will be maintained by the DSP

Group	Date of last training	By whom
Named Governor	September 2008	Via workplace
DSP Core training	March 2007	HEU
DSP update	March 2010	HEU
DHT and AHT Core Training	January 2010	HEU
HT Core training	March 2007	HEU
HT refresher	March 2010	HEU
Support staff	January 2010	In house
Lunchtime Supervisors	January 2010	In house
Teaching staff	January 2009	In house

12. Visitors and Volunteers

12.1 A summary of the school's procedures and the name of the DSP should be displayed for the information of visitors to the school.

13 Review

This policy will be reviewed annually by the Senior Designated Persons, the Headteacher and the named Governor

14. This policy was adopted by Turves Green Primary School Governing Body on 15th October 2009.



Child Protection Information for Visitors and Volunteers

Turves Green Primary School is committed to the highest possible standards in protecting and safeguarding the children entrusted to our care.

Our school will support all children by:

- Promoting a caring, safe and positive environment within the school
- Encouraging self-esteem and self-assertiveness
- Effectively tackling bullying and harassment

We recognise that some children may be the victims of neglect, physical, sexual or emotional abuse. Staff working with children are well placed to identify such abuse.

At Turves Green Primary School in order to protect our children, we aim to:

- Create an atmosphere where all children can feel secure, valued and listened to
- Recognise signs and symptoms of abuse
- Respond quickly, appropriately and effectively to cases of suspected abuse.

If you have a concern that a child is being harmed, is at risk of harm, or you receive a disclosure either intentionally or unintentionally you must contact one of the following members of staff as quickly as possible.

Designated Senior Persons	Matthew Clarke –Headteacher
	Davie Clifford – Deputy Headteacher
	Debbie Holland – Assistant Headteacher

Everyone working with our children, their parents and carers should be aware that:

- Their role is to listen and note carefully any observations which could indicate abuse.
- They should not attempt to investigate once the initial concern is raised.
- They should involve the Designated Senior Person immediately.
- Disclosures of abuse or harm from children may be made at any time.

Guidelines

What is Child Abuse?

Below is a basic checklist of recognised types of abuse:

- **persistent or severe neglect** - children are not provided with the basic care they need to survive. This can include the failure to protect a child from danger, cold or starvation or failure of care resulting in significant impairment of health or development. It includes leaving children unsupervised.
- **physical abuse or injury** or the failure to prevent physical injury. This can involve hitting, shaking, squeezing, burning, scalding, biting, giving children poisonous substances, giving children inappropriate drugs and alcohol, drowning or suffocation.
- **sexual abuse** - actual or likely sexual exploitation of a child or adolescent by adults, adolescents or other children able to exercise dominance. This may include sexual intercourse, anal intercourse, masturbation, oral sex, fondling, involvement in the production of pornographic material and importuning. A child's apparent compliance in any such activity is likely to suggest increased rather than diminishing concern. The child may be dependent and/or developmentally immature.
- **emotional abuse** caused by persistent or severe emotional ill-treatment or rejection in which children are made to feel unwanted, ugly, worthless, guilty or unloved. This can occur when threats, verbal attacks, taunting and shouting or a constant lack of love and affection can lead to a child's loss of confidence and self-esteem.
- **organised abuse** - a generic term which covers abuse which may involve a number of abusers, a number of children and may encompass different forms of abuse. It involves to a greater or lesser extent an element of organisation. Such abuse may be difficult to identify initially and investigations need to be conducted in a more covert manner in order to prevent the possibility of abusers undermining the investigation.

Concerns May Arise From:

- observation of bruises, burns, scalds or other physical signs of injury which appear not to be accidental.
- statements or remarks made by a child or an adult. It is important to be aware that children may sometimes give no prior indication of abuse i.e. no obvious behavioural indicators or physical signs - disclosures of abuse may well come as a shock to adults.
- observation of signs of neglect of a child's physical or emotional needs.
- observation of unexplained failure to thrive.
- observation of a child's disturbed or changed behaviour.
- information which you receive about sexual activity involving children or adolescents.
- observation of an adult's behaviour towards a child.
- observation of the writing, drawing or play activity of a child.

The absence of any obvious physical signs or symptoms of distress does not in itself indicate that abuse has not occurred.

Further details on indicators of abuse is contained in The Birmingham ACPC Procedures Appendix A - "Alerting Signs and Symptoms.

Dispelling Myths:

Child abuse is a subject around which there are a number of myths and misunderstandings. It is important to be aware that:

- abuse can happen without obvious prior signs to teachers and others.
- child abuse is likely to be experienced to some extent by children in all schools whatever their social composition.
- children may attempt to make a disclosure to adults many times before their problems are actually heard.
- less than 4% of child protection referrals result in children being looked after by Social Services.

- child abuse can and does occur in apparently “nice families”.
- people whom we know well and whom we trust can turn out to be abusers of children.
- abuse is statistically more likely from adults well known to a child than from strangers.
- abusers do not necessarily specialise in abuse of one gender only.
- adults who sexually abuse children are likely to deny their own responsibility by putting the blame on the victim.
- it should never be assumed that any culture condones abuse nor that “culture” makes abuse acceptable.
- children can be abused by women as well as by men.

The Recording System in School

Record	Details	Storage
Incident Reports	Started at time of incident by any member of staff and given to DSP who carries out the appropriate action	Blank proformas kept in school office, to be completed when situations arise. All completed sheets passed on to DSP for secure storage.
Incident Book	Hard back book. Brief record of specific incidents noted and dated by DSP. Reference made to existence of incident reports and DSP informed.	Stored securely in HT's office, available to staff - no access to children or parents.
Individual child protection files	All child protection records to be kept together relating to particular children i.e. incident reports, contacts with agencies, parents and case conference records etc.	DSP to store in Head Teacher's office. Access strictly limited.

When a child leave school, the child protection records are sent to the Head Teacher at the new school by registered post. A copy will be retained in school.

Preventative guidance for staff working with children

- The safety and welfare of children should always be the paramount consideration for staff.
- Staff should ensure that their relationships with children are appropriate to the age and gender of the children, taking care about how their conduct may be interpreted.
- A recent NASUWT survey indicated the following situations as giving risk of possible concerns being raised:
 - provision of physical comfort to pupils
 - use of force in restraining pupils
 - sports and other subjects involving demonstration which requires touching
 - administration of medicine and first aid

Particularly high risk activities were identified as:

- detention of individual pupils
- one to one tutoring interviews
- out of school activities
- residential activities
- transporting individual pupils

Particular care should be taken to minimise the possibility of any misunderstandings in such situations.

- Staff should be aware of possible dangers in **private interviews** with children. Where possible meetings with pupils should take place in publicly visible settings. It is recognised that there will be occasions requiring confidential interviews, but if possible such interviews should take place in a room with visual access, or with the door open, or in a room or area likely to be visited by other people. Staff should ensure that another adult is aware that an interview is taking place. If possible another adult or pupil should be nearby during the interview.
- There will be some occasions when a distressed child needs comfort and reassurance which may include physical comforting such as a caring parent might offer. Staff should use their discretion in such cases to ensure that this does not become unnecessary and unjustified contact, particularly with the same child over a period of time. Staff should avoid giving such physical comfort in a one-to-one isolated area.

- Any apparently sexualised behaviour exhibited by younger children should be discouraged in a sensitive, low-key but non-reinforcing manner, e.g. by using tone of voice, facial expression and physical distance. Such behaviour may be indicative of abuse and should be discussed with the DSP
- **Physical restraint of a pupil should only be exercised on rare occasions when a verbal command will not control behaviour and there is no alternative** for the pupils' and others' interests and safety. Physical restraint will normally only be necessary to prevent the pupil
 - causing harm to him or herself or others
 - causing serious damage to property
 - committing an act which may cause harm to other people
- See also LA Guidelines on the Care, Welfare and Protection of Pupils and Staff section 1: 4.7 DCSF Circular 9/94 section 108 et seq.
- All staff involved in the administration of medicine or first aid should have regard to LA Circular on the Administration of Medicines and DCSF Good Practice Guide on "Supporting Pupils with Medical Needs" 1996. Staff who administer first aid should ensure wherever possible that another person is present, if they are in any doubt as to whether necessary physical contact could be misconstrued. Advice is available from The LA's School Management Support Team and also from teacher Associations and Unions.
- Additional advice on a wide range of pupil contact matters is contained in the LA Guidelines on the Care, Welfare and Protection of Pupils and Staff.