



Haringey Council

The Children and Young People's Service

St Ann's CE Primary School

Child Protection Policy

Policy was written and adopted in November 2007

This policy will be reviewed annually.

Last reviewed: September 2010

1.0 Introduction

- 1.1 The Governors and staff of St Ann's CE Primary School fully recognise the contribution it makes to safeguarding children. We recognise that all staff, including volunteers, has a full and active part to play in protecting our pupils from harm.
- 1.2 All staff and governors believe that our schools should provide a caring, positive safe and stimulating environment which promotes the social, physical and moral development of the individual child.
- 1.3 The aims of this policy are:
 - 1.3.1 To support the child's development in ways that will foster security, confidence and independence.
 - 1.3.2 To raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
 - 1.3.3 To provide a systematic means of monitoring children known or thought to be at risk of harm.
 - 1.3.4 To emphasise the need for good levels of communication between all members of staff. The school holds a half-termly Alert Meeting to keep staff updated on concerns about individual children, attendance and child protection issues.
 - 1.3.5 To develop a structured procedure within the school; this will be followed by all members of the school community in cases of suspected abuse.
 - 1.3.6 To develop and promote effective working relationships with other agencies, especially the Police and Social Services.

- 1.3.7 To ensure that all adults within the school who have access to children have been checked as to their suitability.

2.0 Procedures

- 2.1 Our School procedures for safeguarding children will be in line with LEA and LSCB procedures.
We will ensure that:
 - 2.1.1 We have a designated member of staff who undertakes regular training-Melisha Trotman Inclusion Manager
 - 2.1.2 We have a member of staff who will act in the designated member teacher's absence-HT
 - 2.1.3 All members of staff develop their understanding of the signs and indicators of abuse.
 - 2.1.4 All members of staff know how to respond to a pupil who discloses abuse.
 - 2.1.5 All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures.
- 2.2 Our procedures will be regularly reviewed and up-dated.
- 2.3 All new members of staff will be given a copy of our child protection procedures as part of their induction into the school.

3.0 School Procedures

- if any member of staff is concerned about a student, or if a disclosure is made by a student to that member of staff, he or she must inform one of the DCPP's or the Deputy Head teacher in their absence
- this information must be recorded by the member of staff on the same day; the recording must be a clear, precise, factual account of the observations or disclosure; only one copy of this information should be made
- a proforma is available from the DCPP or from Miss Nicola in the office
- the DCPP will decide whether the concerns should be preferred to Children and Families; if it is decided to make a referral to Children 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
- if a referral is made to Children Schools and Families, the DCPP will ensure that a written confirmation of the concerns is sent to the Call Centre within 24 hours
- particular attention will be paid to the attendance and development of any pupil whom the school believes to be 'at risk' or who is subject to a child protection plan, and a written record will be kept
- records relating to Child Protection will be kept in a secure locked place, separate from the pupil's general file, as will any notes of concern

- if a pupil who is known to be subject to a child protection plan changes school, the DCPD will inform the social worker responsible for the case and transfer the appropriate records to the receiving school, in a secure manner, to a named person, and separate from the pupil's general file.

When To Be Concerned

Staff should be concerned about a pupil if he or she:

- has any injury which is not typical of the bumps and scrapes normally associated with children's injuries
- regularly has unexplained injuries
- frequently has injuries (even when apparently reasonable explanations are given)
- gives confused or conflicting explanations on how injuries were sustained
- exhibits significant changes in behaviour, performance or attitude
- indulges in sexual behaviour which is unusually explicit and/or inappropriate to his or her age
- discloses an experience in which he or she may have been significantly harmed
- Gives other cause to believe that he or she may be suffering significant harm.

Dealing with A Disclosure

If a pupil discloses that he or she has been abused in some way, the member of staff 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 and Families
- reassure the pupil 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
- if necessary, ask open questions not leading 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 Child Protection Person without delay.

Making Notes / Record Keeping

If a student has made a disclosure, the member of staff should:

- make brief notes as soon as possible after the conversation, including the date, time, place, any noticeable non-verbal behaviour and the words used by the child
- record statements and observations rather than interpretations or assumptions
- draw a diagram to indicate the position of any bruising or other injury

All records need to be given to the Designated Senior Teacher promptly. No copies should be retained by the member of staff or volunteer. A proforma is available from the DCPD or from Miss Nicola in the office. The notes will be preserved by the DCPD in case they are needed by a court.

Responsibilities

The designated teacher is responsible for:

Adhering to the LSCB, LEA and school procedures with regard to referring a child if there are concerns about possible abuse.

Keeping written records of concerns about a child even if there is no need to make an immediate referral (see Appendix 1 & 2)

Ensure that all such records are kept confidentially and securely and are separate from pupil records.

Ensure that an indication of further record-keeping is marked on the pupil records.

Ensure that any pupil currently on the child protection register who is absent without explanation for two days is referred to Social Services.

4.0 Supporting Children

- 4.1 We may recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self-blame.

- 4.2 We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- 4.3 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 4.4 Our school will also support pupils by:
 - 4.4.1 Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying.
 - 4.4.2 Promoting a caring, safe and positive environment within the school.
 - 4.4.3 Liaising and working together with all other support services and those agencies involved in safeguarding of children.
 - 4.4.4 Notifying Social Services as soon as there is a significant concern.
 - 4.4.5 Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the pupils' new school.

5.0 Confidentiality

- 5.1 We recognise that all matters relating to Child Protection are confidential.
- 5.2 The Headteacher or Designated Teacher will disclose any information about a pupil to other members of staff on a need to know basis only.
- 5.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 5.4 All staff must be aware that they cannot promise a child to keep secrets.

6.0 Supporting Staff

- 6.1 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.
- 6.2 We will support such staff by providing an opportunity to talk through their anxieties with the designated teacher and to seek further support as appropriate.

7.0 Allegations Against Staff

- 7.1 We understand that a pupil may make an allegation against a member of staff.
- 7.2 If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher.

- 7.3 The Headteacher on all such occasions will discuss the content of the allegation with the LEA Lead Officer for Child Protection.
- 7.4 If the allegation made to a member of staff concerns the Headteacher, the designated will immediately inform the Chair of Governors who will consult with the LEAs Lead Officer for Child Protection.
- 7.5 The school will follow the LEA procedures for managing allegations against staff, a copy of which will be readily available in the school.

8.0 Whistle blowing

- 8.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 8.2 All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.

9.0 Physical Intervention

- 9.1 The school and staff acknowledge that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person.
- 9.2 We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

10.0 Bullying

- 10.1 Our policy on bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

11.0 Racist Incidents

- 11.1 Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

12.0 Prevention

12.1 We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.

12.2 The school community will therefore:

12.2.1 Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.

12.2.2 Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.

12.2.3 Include in the curriculum opportunities for PSHE which equip children with the skills they need to stay from harm and to know to whom they should turn for help.

13.0 Health & Safety

13.1 Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

Appendix

- 1. School Monitoring Form**
- 2. School Monitoring Register**
- 3. Case Conference Report Form**
- 4. Disclosure form**

St Ann's CE Primary School

Monitoring Form

Name of Child **Class teacher**

Date	Incident / Record of Behaviour	Any further action taken

St Ann's CE Primary School

Monitoring Register

Date	Name of Child	Year Group	Concern

Case Conference Report

PART 1 SCHOOL INFORMATION		
Surname	Forename	
Also know as		
Date of Birth	Gender	Ethnicity
Home Address		
Any other known Addresses		
Name of Parent / Carer		
Address of Parent/Carer (if different from above)		
Telephone Contacts:		
Start date at School	Previous School	Is child on SEN Register
Has the child been excluded from school in the last 12 months Y/N If yes: Length of Exclusion(s)		
PART 2 SCHOOL ATTENDANCE INFORMATION		
Present (%)	Authorised Absence (%)	Unauthorised Absence (%)
Any discernible patterns of absence?		
Punctuality: Good (at school on time regularly)	Punctuality: Variable (occasionally late, usually by not more than a few moments)	Punctuality: Poor (Frequently late, often arriving after the close of register)
Does the parent respond to school enquiries concerning absences and lateness? Y/N		
<p>Notes: Attendance running beneath 85% would usually necessitate a referral to the Education Welfare Service, except if the school is aware of other mitigating circumstances such as ill health.</p> <p>Parents are expected to contact Schools as soon as is practicable, usually on the first day of absence, if it is clear that their child will be unable to attend school. Where possible, this should be supported by written confirmation on the child's return to school.</p>		

PART 3 OTHER SCHOOL INFORMATION

Please comment on the following areas

Academic Attainment Profile

Consider the child's level of attainment within the National Curriculum framework. If appropriate, compare against previous measurements. Identify any external factors that may in your professional opinion influence the child's present level of attainment

Additional Support in School

Outline what, if any, additional support the child is receiving at the present time. Identify the agency or agencies involved in the provision in question, if the support is from an external agency.

Physical and Emotional Wellbeing

Comment on child's physical appearance and presentation – does the child arrive for school appropriately dressed and prepared for the school day? Does the child comment on hunger or other possible indicators of neglect? Also comment on the child's ability to form appropriate relationships with peers, teachers and other members of the school community. Where appropriate comment on the child's behaviour within the school community. Where appropriate comment on the child's behaviour within the school environment. Again, where appropriate, comment on any external factors that you are aware of that may impact upon the child's physical and emotional well being.

School's Relationship with Parent
Comment on parental communication with school including attendance at functions such as parents' evenings, annual reviews and individual education plan meetings. Comment, being as specific and as fact based as possible, on the impact of the parent(s) relationship with the school upon the child's wellbeing and welfare. Comment on any external factors you may be aware of that may be impacting upon the expected productive and mutually supportive home/school relationship.
Does the child attend any after school provision? Y/N If yes please state
If a Review Child Protection Conference
Please comment on any significant changes in the child's wellbeing since the last Child Protection Conference. Has the interests of the child and the family been well served by the Protection Plan and subsequent Core Group Meeting(s)?
PART 4 SUPPORTING INFORMATION
Please provide any additional information that will be useful for the Child Protection Conference.

Signature:

Date:

Copy to Child Protection Officer, 48 Station Road, Wood Green, N22 7TY

RECORD OF CHILD PROTECTION CONCERNS

Confidential

This record is intended to assist staff in schools by providing a standard way of recording any allegations of abuse or suspicions that a child or young person might be at risk of harm. **IT DOES NOT REPLACE THE NEED TO MAKE A TIMELY REFERRAL TO CHILDREN'S SOCIAL CARE OR TO SEEK FURTHER ADVICE.** All allegations or suspicions of abuse should be recorded as close to the time of the incident as possible. Details of incidents should be recorded in as much detail as possible, and as accurately as possible. Any disclosure of abuse being made by children and young people should reflect what was actually said, rather than your interpretation of it.

1. Child's Details

Name	
Date of Birth	
Ethnicity	
Disability (specify type)	
Is child known to Children's Social Care?	YES/NO/DON'T KNOW

2. Date and Time of Incident or Disclosure

Date	Time
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3. Name, role and contact details of person completing form:

Name	
Role	
Contact Details	

4. Presentation of Child (physical, emotional, behavioural. Indicate if any visible marks/injuries)

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5. **Details of what happened or disclosure of allegations** (Do not interpret information; use the same language that was used by the child or young person).

Are you reporting your own concerns or those reported from somebody else?
Details of what happened or disclosure of allegations:

6. **What action was taken** (if no action was taken explain why):

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7. **Did you report the incident to the Designated Teacher for Child Protection?**
YES/NO

If NO, why not?

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How did you report the incident? (name and contact details): Record details such as date, method used e.g. verbal, telephone/writing

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Did the Designated Teacher report the incident to Children's Social Care immediately?

YES/NO

If NO, what was the reason?

Which of the following have you spoken to? (please tick)			
Parent/Carer		School Nurse	
Safer Schools police officer		Social worker	
Child Protection Advisor		Other police officer	

8. Any other relevant information:

Signed:
Time:

Date:

This form should be kept in a secure and safe place, in compliance with your guidelines on confidentiality. In the event that the child changes school, please ensure that the form is included on the child's file.