

# St. Paul's C of E Primary School

Documentation Information and Control

## Child Protection Policy

*Current Status:* Revised and adopted December 2017 (amended September 2018)

*Review date:* December each year or sooner if Regulations are changed

*Persons responsible for review:* The Governing Body in consultation with the Head Teacher

*Reference to other documents:* Attendance Policy  
Learning Behaviour Management Policy *including* Anti-Bullying,  
Appropriate Physical Contact, Physical intervention and the use of reasonable force  
*Children Missing Education*, DfE, September 2016  
*Child Sexual Exploitation (Definition etc)*, DfE, February 2017  
*Child Sexual Exploitation (Annexes etc)*, DfE, February 2017  
Complaints Procedure Policy  
Confidentiality Policy  
*Disqualification Under the Childcare Act 2006*, DfE, February 2015  
Drugs Policy  
e-Safety Policy  
*Guidance for safer working practice for those working with children and young people in education settings*, Safer Recruitment Consortium, October 2015

Health and Safety Policy *including* Personal and Intimate Care  
*Information Sharing; Advice for Practitioners Providing*  
*Safeguarding Services*, DfE, March 2015  
*Keeping Children Safe in Education: Statutory guidance for*  
*schools and colleges*, DfE September 2018  
*Mandatory Reporting of Female Genital Mutilation -procedural*  
*information*, Home Office, December 2016  
Personal, Social and Health Education Policy  
*Promoting Fundamental British Values as part of SMSC*, DfE,  
November 2014  
*Searching, Screening and Confiscation*, DfE, February 2014,  
amended September 2016  
Special Educational Needs Policy  
Spiritual, Moral, Social and Cultural development Policy  
*Supporting Pupils at School with Medical Conditions*, DfE,  
September 2014  
*Teachers' Standards*, DfE, May 2012  
*The Prevent Duty*, DfE, July 2015  
*What to do if you are worried a child is being abused*, DfE,  
March 2015  
Whistleblowing Policy  
*Working Together to Safeguard Children*, DfE, March 2015  
revised 2017

*Designated Persons:*

**Designated Teacher:**

Head Teacher (Mrs J Sword)

**Deputy Designated Teachers / Staff:**

Mr B Taylor, Mrs N Nichol, Mrs E Hields

**Designated Governor:**

Chairman of the Governing Body (Mr G Curry)

## St Paul's C of E Primary School

# Child Protection Policy

### 1. Rationale

- 1.1 Recognising its historic foundation, St Paul's Church of England Primary School, Newcastle upon Tyne, exists
  - (1) to glorify Almighty God, and
  - (2) to serve the community by providing, within the context of biblical belief and practice, an excellent education.
- 1.2 The Governing Body recognises that all people owe their existence to God and are dependent upon him for their preservation day by day.
- 1.3 The Governing Body acknowledges that mankind, male and female, was created in and as the image of God and thus, from conception to the grave, all people are always to be shown care, love and respect.
- 1.4 The Governing Body recognises that all people are accountable to God for all that they think, say, and do, including the way they treat children.
- 1.5 The Governing Body recognises, without prejudice to a parent's or a carer's responsibility for their child(ren), those who work in St Paul's School act in the place of parents and carers.
- 1.6 The Governing Body shall promote the protection of all pupils who attend St Paul's School.
- 1.7 The Governing Body acknowledges that teachers and other school staff and volunteers may be among the first to recognize a child at risk.

## 2. Commitment

- 2.1 All who work in St Paul's School, both employees and volunteers, are under an obligation to ensure the safety and protection of all children for whom the school provides an education.
- 2.2 St Paul's School, having established and recognised that each pupil's welfare is of paramount importance, shall maintain its commitment to safeguard and promote the welfare of all its pupils and shall provide an environment in which all children are respected, encouraged to talk and listened to, and in which they shall feel safe and secure.
- 2.4 We shall ensure that a child who is vulnerable, at risk, has suffered or is likely to suffer significant abuse or harm is identified and appropriate action taken to keep them safe.
- 2.5 The **Head Teacher** (Mrs J Sword) is **the designated teacher** within the school **for all child protection matters**. The **deputy designated teacher** is the Acting Head teacher (Mrs N Nichol).
- 2.6 The curriculum will include activities and opportunities to equip children with the skills they need to stay safe from abuse, including the safe use of the Internet (e-Safety), and to know to whom to turn for help.
- 2.7 All staff shall respond immediately when made aware of or caused to suspect an occurrence of child abuse.
- 2.8 All staff will respond to a child for whom safeguarding concerns arise by:
- (a) treating the child with utmost sensitivity, doing nothing to damage the child further through thoughtlessness or carelessness in their reaction to the child's distress;
  - (b) listening and recording as accurately as possible what the child says including dates and times;
  - (c) not probing or asking leading questions; and
  - (d) not promising to keep secrets.

- 2.9 All incidents of abuse, or of any behaviour that gives cause for concern, shall be reported without delay to the Head Teacher, the designated teacher for child protection.
- 2.10 When an incident has been reported appropriate action shall be taken immediately in line with the child protection procedures of the Newcastle Safeguarding Children Board (*Working Together to Safeguard Children 2015* and *What to do if you are worried a child is being abused 2015*).
- 2.11 The Governing Body shall appoint a nominated governor to be responsible, on behalf of the Governing Body, for the implementation and monitoring of this Safeguarding Policy within the school. The **designated governor** for Child Protection is the **Chairman of the Governing Body** (Mr G Curry).
- 2.12 In furtherance of the implementation of this policy, the appropriate personnel of St Paul's School shall develop the links needed with relevant agencies, cooperate with any enquiries regarding child protection matters, and, when necessary, attend case conferences.
- 2.13 Notwithstanding that an allegation of abuse shall be responded to with appropriate discretion, it is recognized that the need to protect a child from abuse, under certain circumstances, shall take precedence over matters relating to confidentiality, family relationships, and the hierarchy and objectives of any agency.
- 2.14 The school shall support, resource, and monitor the work of all who work with children.
- 2.15 The school shall keep accurate, detailed and secure written records of referrals or concerns raised under the terms of this policy.

### 3. Recognising children who may be suffering abuse or significant harm

#### 3.1 Definitions

(1) **Child**

In the Children Acts 1989 and 2004 a child is defined as a person who has not yet reached his or her 18th birthday.

(2) **Harm**

Harm means ill-treatment or impairment of health and development, including impairment suffered from seeing or hearing the ill-treatment of another.

(3) **Development**

Development includes physical, intellectual, emotional, social and behavioural development.

(4) **Health**

Health includes physical and mental health

(5) **Ill-treatment**

Ill-treatment includes sexual abuse and other forms of ill-treatment which are not physical.

(6) **Abuse**

A child is abused when he or she is maltreated. He or she may be abused or neglected through the infliction of harm or the failure to act to prevent harm. A child may be abused in a family, an institution or in the community. The abuse may be done by those known to them or, more rarely, by a stranger (e.g. via the internet). They may be abused by an adult, adults, a child or children.

#### 3.2 Categories of Abuse

There are four distinct categories of abuse.

(1) **Neglect**

Neglect is 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 and clothing, 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 caretakers); or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

(2) **Physical Abuse**

Physical Abuse 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.

(3) **Sexual Abuse**

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.

(4) **Emotional Abuse**

Emotional abuse is the persistent emotional maltreatment of a child which causes severe and persistent adverse effects on that child's emotional development. It may involve conveying to a child that he or she is worthless, unloved, inadequate, or valued only insofar as he or she meets the needs of another person. It may include not giving a child opportunities to express his or her views, deliberately silencing him or her, or 'making fun' of what he or she says or how he or she communicates. It may feature inappropriate developmental expectations being imposed on a child. These may include matters beyond a child's developmental capability (including inappropriate sexual conversation), overprotection, a limitation of exploration and learning, or the prevention of a child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber-bullying), frequently causing children to feel frightened or in danger, and the exploitation or corruption of children. A level of emotional abuse is involved in all types of maltreatment, though it may occur alone.

3.3 *Occurrence*

Child abuse can take place in all social spheres (families, institutions, between children) and it may be on an organised basis.

**4. Taking action to ensure a child is safe at school and home**

- 4.1 All staff shall follow the Newcastle Safeguarding Children Board Procedures. These are consistent with 'Working Together to Safeguard Children 2010' and 'What to do if you are worried a child is being abused'
- 4.2 It is *not* the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation.
- 4.3 All staff have a duty to recognise concerns and maintain an open mind.

4.4 All concerns regarding the welfare of pupils will be recorded and discussed with the Head Teacher (or in her absence the senior member of staff) prior to any discussion with parents.

4.5 Staff shall immediately report:

- (1) any suspicion a child is injured, marked, or bruised in a way not readily attributable to the normal knocks or scrapes received in play;
- (2) any explanation which appears inconsistent or suspicious;
- (3) any behaviour which gives rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play);
- (4) any concern a child may be suffering from inadequate care, ill treatment or emotional maltreatment;
- (5) any concern a child has signs or symptoms of abuse or neglect;
- (6) any significant change in a child's presentation (including non-attendance);
- (7) any hint or disclosure of abuse from any person; and
- (8) any concern regarding a person(s) who may pose a risk to children (e.g. living in a household with children present).

4.6 *Responding to a Disclosure*

- (1) Disclosures or information may be received from pupils, parents or other members of the public.
- (2) Since those who disclose information may do so with difficulty, having chosen carefully to whom they will speak, all staff will handle disclosures with appropriate sensitivity.
- (3) Since such disclosed information cannot remain confidential, staff will immediately communicate what they have been told to the designated person.

4.7 *Principles*

- (1) A member of staff shall not investigate a disclosure but, when possible, he or she may elicit enough information to pass on to the designated person in order that he or she can make an informed decision of what to do next.

- (2) Staff will:
- (a) listen to and take seriously any disclosure or information that a child may be at risk of harm;
  - (b) try to ensure that the person disclosing does not have to speak to another member of school staff;
  - (c) clarify the information;
  - (d) try to keep questions to a minimum and of an open nature (e.g. 'Can you tell me what happened?' rather than 'Did x hit you?');
  - (e) try not to show signs of shock, horror or surprise;
  - (f) not express feelings or judgements regarding any person alleged to have harmed the child;
  - (g) explain sensitively to the person that he or she (the member of staff) has a responsibility to refer the information to the senior designated person;
  - (h) reassure and support the person as much as possible;
  - (i) explain that only those who 'need to know' will be told; and
  - (j) explain what will happen next including that the discloser of information will be involved as appropriate.

4.8 *Action to be taken by the Head Teacher (or other senior person in the Head Teacher's absence)*

- (1) Following any information raising concern, the designated senior person will consider:
- (a) any urgent medical needs of the child;
  - (b) making an enquiry to find out if the child is subject to a Child Protection Plan by ringing 0191 277 4636;
  - (c) discussing the matter with other agencies involved with the family
  - (d) consulting with appropriate persons e.g. Safeguarding Adviser and/or Social Care;
  - (e) the child's wishes.

- (2) The designated person will then decide:
  - (a) whether to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation, and/or place the member of staff or others at risk; and
  - (b) whether to make a child protection referral to Social Care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately.
  
- (3) If the decision is not to make a referral at that stage the designated person will decide whether:
  - (a) to talk with parents and / or the pupil;
  - (b) to seek advice from professionals working with the family;
  - (c) to consider if further monitoring is necessary; or whether
  - (d) it would be appropriate to undertake an assessment (e.g. CAF) and/or make a referral for other services.
  
- (4) All information and actions taken, including the reasons for any decisions made, shall be fully documented.
  
- (5) All referrals to social care will be followed up in writing within 24 hours using a standard referral form (See Appendix 2)

#### 4.9 *Action following a child protection referral*

The Head Teacher or other appropriate member of staff will:

- (1) make regular contact with the Social worker involved;
- (2) when possible, contribute to the Strategy Discussion;
- (3) provide a report for, attend and contribute to any subsequent Child Protection Conference;
- (4) if the child or children are made the subject of a Child Protection Plan, contribute to the Child Protection Plan and attend Core Group Meetings and Review Conferences;
- (5) when possible, share all reports with parents prior to meetings: and
- (6) immediately inform the key worker in Social Care if a child on the Child Subject to a Child Protection Plan moves from the school or goes missing.

#### 4.10 *Recording and monitoring*

- (1) Accurate records will be made when practicable and will clearly distinguish between observation, fact, opinion and hypothesis.
- (2) All records will be signed and dated.
- (3) When possible, information given will be recorded verbatim.
- (4) A note made of the location and description of any injuries seen.
- (5) All Child Protection documents will be retained in a 'Child Protection' file, separate from the child's main file. It will be locked away and only accessible to the Head Teacher and designated senior person. These records will be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Person Child Protection.'
- (6) If a child goes missing from education, or is removed from roll to be educated at home, then any Child Protection file shall be copied and the copy sent to the Local authority.
- (7) Original copies will be retained until the child's 25th birthday.

#### 4.11 *Supporting the Child and Partnership with Parents*

- (1) The School recognises that a child's welfare is paramount and that good child protection practice and outcome relies on a positive, open and honest working partnership with parents and carers.
- (2) Whilst the school may need to make a referral without consultation with a child's parents or carers, the school will make every effort to maintain a positive working relationship with them whilst fulfilling its duty to protect the child.
- (3) The school will provide a secure, caring, supportive and protective relationship for the child.
- (4) A child will be given a proper explanation (appropriate to age & understanding) of what action is being taken on his or her behalf.
- (5) The school will endeavour to preserve the privacy, dignity and right to confidentiality of a child and his or her parents.
- (6) The Designated Person shall determine which members of staff "need to know" personal information and what they "need to know" to support and protect the child.

## **5. Allegations regarding a person(s) working in or on behalf of school (including volunteers)**

### *5.1 Principles*

- (1) Where an allegation is made against any person, working in or on behalf of the school, that he or she has:
  - (a) behaved in a way that has harmed a child or may have harmed a child,
  - (b) possibly committed a criminal offence against or relating to a child, or
  - (c) has behaved toward a child or children in a way that indicates he or she is unsuitable to work with children, the same principles in the rest of this document apply and shall always follow the procedures of the Newcastle Safeguarding Children Board.
- (2) Detailed records shall be made and will include decisions, actions taken, and reasons for them.
- (3) All records will be retained securely.
- (4) It is recognised that allegations may be false, malicious or misplaced.
- (5) It is also recognised that allegations may be founded on fact.
- (6) All allegations shall be investigated properly and in line with agreed procedures.

### *5.2 Actions*

- (1) A person who receives an allegation or witnesses an event will immediately inform the Head Teacher and make a record if it.
- (2) If an allegation is made against the Head Teacher the matter will be reported to the Chairman of Governors who will follow the procedure the Head Teacher would otherwise follow.

- (3) The Head Teacher will ensure the immediate safety of children and attend to any urgent medical needs.
- (4) The member of staff or volunteer will not be approached unless it is necessary to secure the immediate safety of children.
- (5) The Head Teacher shall clarify any information regarding the allegation without any formal interview.
- (6) The Head Teacher shall consult with the Safeguarding Advisor and/or Local Authority Designated Officer to determine whether:
  - (a) it is appropriate for the allegation to be dealt with by school, or
  - (b) there needs to be a referral to Social Care and/or the Police.
- (7) Throughout the reporting process proper consideration shall be given to the support and information pupils, parents and staff need.
- (8) The Head Teacher shall inform the Chairman of the Governors of any allegation when practicable.

### 5.3 *Contacts*

Initial Response Service:	0191 277 2500
Out of Hours Emergency Duty Team (EDT)	0191 278 7878
Local Authority Designated Officer (LADO):	0191 211 6730
	<i>or</i> 0191 277 4636
Children's Safeguarding Standards Unit (CSSU) re Protection Plans	0191 277 4636
Children's Social Care West	0191 277 2111
Children Missing Education:	0191 277 4456
	<i>or</i> 0191 277 4500
Education Human Resources team:	0191 211 5233
Northumbria Police (Child Protection Unit):	0191 214 6555

**6. Review**

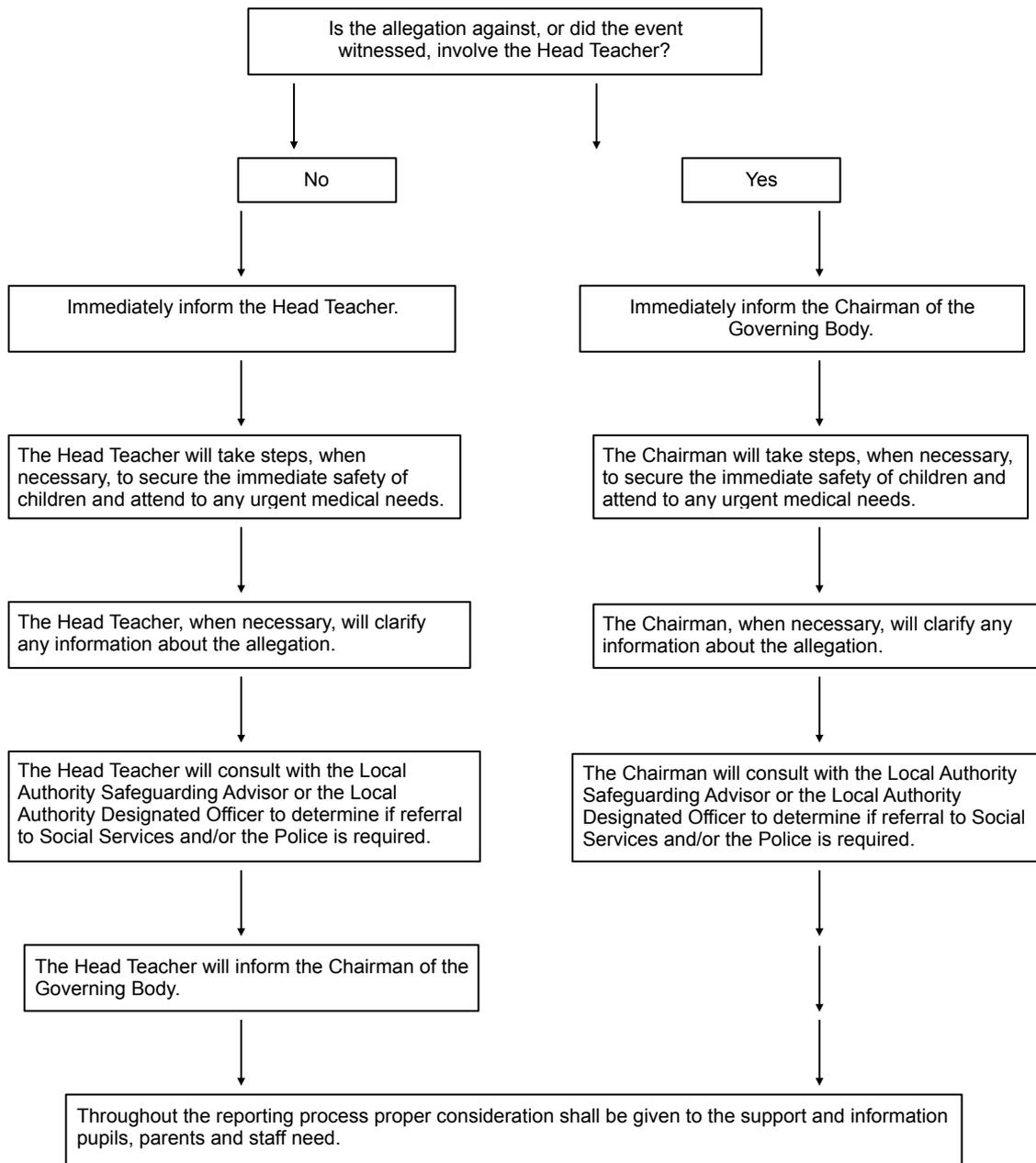
The Governing Body shall review this policy every year or sooner if Regulations are changed.

## St Paul's Church of England Primary School

### Reporting an allegation made against a member of staff or a volunteer working in school

This flow chart is for use when an allegation is made that a person working in or on behalf of the school has:

- (a) behaved in a way that has harmed or may have harmed a child;
- (b) possibly committed a criminal offence against or relating to a child; or
- (c) has behaved toward a child or children in a way that indicates he or she is unsuitable to work with children.



**Actions where there are concerns about a child**

