



ST STEPHEN'S CATHOLIC PRIMARY SCHOOL

Working together to succeed through faith in Jesus Christ

Child Protection Policy

February 2017

DOCUMENT STATUS

Produced By	Version	Date	Action	Review
St Stephen's Catholic Primary School	1	Spring 2017	For adoption by Governors Safeguarding Committee	Summer 2018

CHILD PROTECTION POLICY

The school recognises its obligation under Section 175 of the Education Act 2002 to promote and safeguard the welfare of all its pupils and sees its Child Protection Policy as fulfilling a key part of this duty.

1.0 INTRODUCTION:

1.1 St Stephen's Catholic Primary School fully recognises the contribution it makes to Child Protection.

There are three main elements to our policy:

- (a) Prevention through teaching and pastoral support offered to pupils.
- (b) Procedures for identifying and reporting cases, or suspected cases, of abuse.
Because of our day to day contact with children, school staff are well placed to observe the outward signs of abuse.
- (c) Support to pupils who may be abused.

1.2 Our policy applies to all staff and volunteers working in the school, peripatetic education staff and governors. Teaching Assistants, Mid-day supervisors, administration staff as well as teachers can be the first point of disclosure for a child. Concerned parents may also contact school governors.

2.0 PREVENTION:

2.1 We recognise that high self esteem, confidence, supportive friends and good lines of communication with a trusted adult helps prevention.

The school will therefore:

- (a) establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
- (b) ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty;
- (c) include in the curriculum, activities and opportunities for Citizenship which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help;
- (d) include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills.

3.0 PROCEDURES:

3.1 We will follow the procedures set out in the Safeguarding Policy and Procedures Document produced by the Pan Cheshire Safeguarding Children Procedures.

3.2 The school will:

- (a) ensure it has a Designated Senior Leader (DSL) for Child Protection. This staff member will have undertaken the training course provided by the LA as a minimum;

- (b) recognise the key role of the DSL and arrange all necessary support and training;
- (c) ensure every member of staff and every governor knows:

- the names of the Safeguarding Personnel and their roles:

DSL – Anne Georgiou

Deputy DSL – Clare Orrell (Interim Headteacher)

SENDCo – Jacqueline Barbera

School Safeguarding Team: Anne Georgiou, Maria McGarry, Jacqueline Barbera

Safeguarding Governor including Child Protection, Safeguarding, Safer Recruitment – vacancy

Safeguarding Governors Committee – Joanne Lawton, Mrs Orrell and Anne Georgiou

CAF officers - Anne Georgiou, Jacqueline Barbera

- the name of the colleague who have been identified and trained as back up for designated person is:- Mrs C Orrell

- (d) ensure that every member of staff and Governor knows where the WSCB Safeguarding Procedures Manual is located. They are:

Headteacher's office

Warrington Safeguarding Children website

- (e) ensure that members of staff are aware of the need to be alert to signs of abuse and know how to respond to a pupil who may tell of abuse.
- (f) ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations on the school website and in the school prospectus

(Note: The DfE guidance of “Keeping Children Safe in Education 2016” states that: “Safeguarding and promoting the welfare of children is **everyone’s** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.” Point 2 Page 5).

- (g) Provide refresher training for all staff every year and induction training (including Issuing the Child Protection Awareness document) for new staff so that they know:
 - (i) their personal responsibility,
 - (ii) the local procedures,
 - (iii) the need to be vigilant in identifying cases of abuse, how to support a child who tells of abuse.
 - (iv) notify the local Social Care team if:
 - it should have to exclude a pupil on the child protection register either for a fixed term or permanently.
 - there is unexplained absence of a pupil on the child protection register.

- (i) work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at initial case conferences, core groups and child protection review conferences;
- (j) keep written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately;
- (k) ensure records are kept secure and in locked locations;
- (l) adhere to the procedures set out in the Designated Teacher's Handbook and the Safeguarding Policy and Procedures Document when an allegation is made against a member of staff;
- (m) employ robust and secure recruitment and selection procedures which are always mindful of protecting children from unsuitable people;
- (n) seek guidance from the Governing Body.

4.0 SUPPORTING THE PUPIL AT RISK:

- 4.1** We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self blame.
- 4.2** This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.
- 4.3** The school will endeavour to support the pupil through:
 - (a) The content of the curriculum to encourage self esteem and self motivation (see Section 2).
 - (b) The school ethos which (i) promotes a positive, supportive and secure environment (ii) gives pupils a sense of being valued (see Section 2).
 - (c) The school's behaviour policy is aimed at supporting vulnerable pupils in the school. All staff will agree on a consistent approach which focuses on the behaviour of the offence committed by the child but does not damage the pupil's sense of self worth. The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable but she/he is valued and not to be blamed for any abuse which has occurred.
 - (d) Liaison with other agencies who support the student such as Social Care, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Services and the Attendance Team.
 - (e) Keeping records and notifying Social Care as soon as there is a recurrence of a concern.
- 4.4** When a pupil on the child protection register leaves, we will transfer information to the new school immediately and inform Social Care.

BULLYING:

4.5 The school's anti bullying policy is reviewed annually by staff and is then ratified by the governing body. A resume is sent home to parents.

Physical Intervention:

4.6 Our policy on staff conduct including physical intervention and the management of allegations made against staff is set out in a separate section within the Staff Handbook and is reviewed annually by the governing body.

CHILDREN WITH STATEMENTS OF SPECIAL EDUCATIONAL NEEDS:

4.7 We recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with profound and multiple disabilities, cerebral palsy, sensory impairment and or emotional and behaviour problems will be particularly sensitive to signs of abuse.

POLICY REVIEW DATE:

This policy and related procedures will be reviewed in Autumn 2017 and annually thereafter.

APPENDIX 1

CHILD PROTECTION AWARENESS DOCUMENT

KEEPING CHILDREN SAFE IN EDUCATION SEPTEMBER 2016

Introduction:

Schools are advised to give this document to volunteers, staff new to the school/service including supply staff and governors. It is a simple tool that helps to send out the message that this is an “aware” school/establishment.

Child Protection: Summary

Teachers and others in regular contact with children and young people are in a position to get to know those individuals well, to develop trusting relationships, observe changes in behaviour and may be chosen by the young person to share confidence and concerns. Regrettably, there are occasions where child abuse is alleged or suspected. All such situations must be taken seriously.

It is the policy of this school/establishment to safeguard the welfare of children and all others involved in the school’s activities by protecting them from physical, sexual and emotional harm.

It is the responsibility of each adult to ensure that his/her behaviour is appropriate at all times. A Code of Behaviour is included in this document to give positive guidance for all adults. It is essential that all adults follow the Code of Behaviour whether they work with children, young people, or adults. Details of the steps to take if abuse is alleged or suspected are also included in this document although more detailed LA Child Protection Guidelines are also available to all staff. It is important to remember that school staff are **not** investigating officers.

If there is an allegation or suspicion of abuse then this must be reported immediately to the Designated Senior Lead for child protection, whose responsibility it is to refer to Social Care/police (who are the investigative agencies). At all times the welfare of the young person is paramount. Swift reporting will enable the investigative agency to give advice and take appropriate action.

These procedures exist, not to discourage adults from being involved in the life of this school/service, but to ensure, as far as possible, that people who may abuse children do not get the opportunity to do so.

COMPLIANCE TO SCHOOL CHILD PROTECTION POLICY:

- All adults coming into contact with children and young people in this school/service must comply with the Child Protection Policy and Code of Behaviour.
- You are required to read this document. The form must be read, before you take any duties in this establishment.
- In all matters of child protection, the welfare and safety of the child are paramount.

PROCEDURE:

If you suspect that a child/young person is being abused:

*Immediately tell the **Designated Senior Leader for child protection**.*

Record the known facts and give them to the above person using a yellow Pupil Concern Log sheet. A new sheet must be used for each new incident.

If a child or young person tells you he/she is being abused:

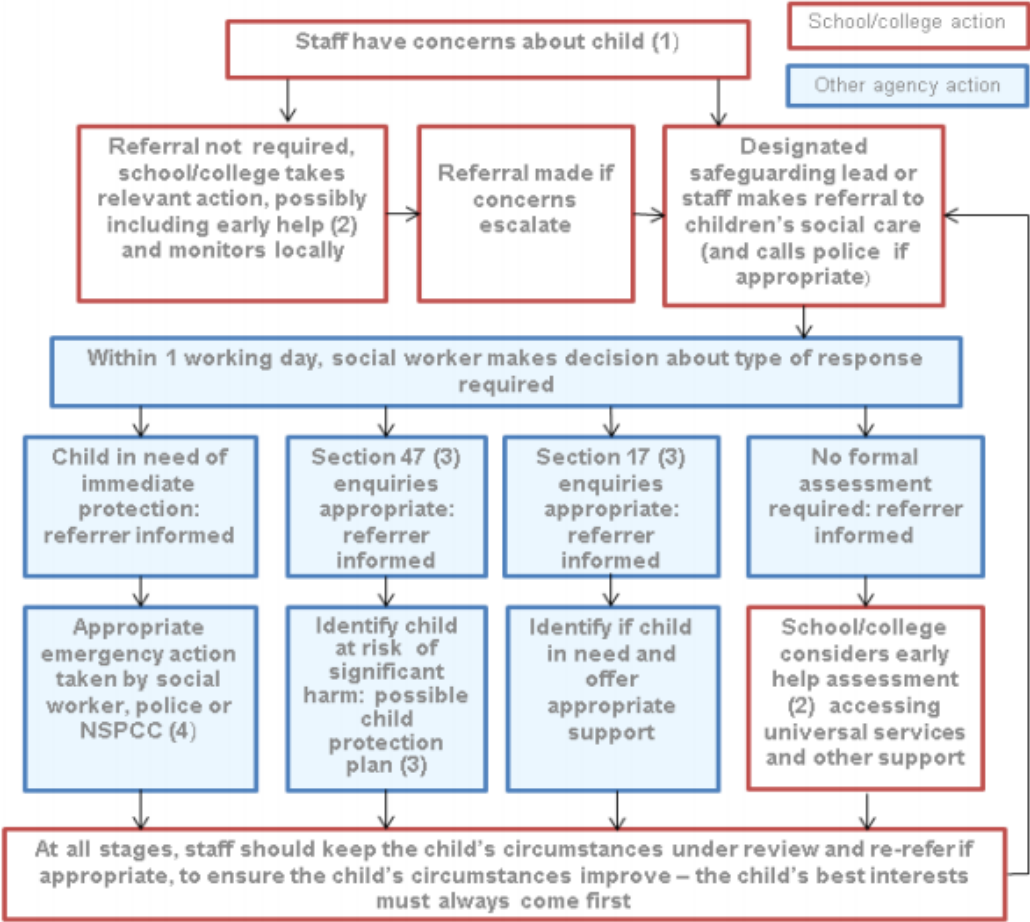
1. Allow him/her to speak without interruption, accepting what is said;
2. Advise him/her that you will offer support, but that you **MUST** pass information on to the Designated Senior Leader for child protection.
3. Immediately tell the Designated Senior Lead for child protection.
4. Record the facts as you know them, including the account given to you by the young person and give a copy to the Designated Senior Lead for child protection.

If you receive an allegation about any adult or about yourself:

1. Immediately tell the Headteacher (or Designated Senior Lead for child protection or Chair of Governors where the Headteacher is implicated).
2. Record the facts as you know them and give a copy to the Headteacher (or Designated Senior Lead for child protection or Chair of Governors where the Headteacher is implicated).

You must refer. You must NOT investigate.

APPENDIX 2: TAKING ACTION ON CHILD PROTECTION IN SCHOOL



1. In cases which also involve an allegation of abuse against a staff member, see Safeguarding Policy
2. Early help means providing support as soon as a problem emerges at any point in a child’s life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working together to safeguard children provides detailed guidance on the early help process.
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare.
4. This could include applying for an Emergency Protection Order (EPO).

Code of Behaviour:

Do treat everyone with respect.

Do stay calm and listen carefully.

Do provide an example you wish others to follow.

Do plan activities so that they involve more than one person or at least are in sight or hearing of others.

Do respect a person`s right to personal privacy.

Do provide access for young people and adults to feel comfortable enough to point attitudes or behaviours they do not like, and try to provide a caring atmosphere.

Do remember that someone else might misinterpret your actions, no matter how well intentioned.

Do act as an appropriate adult role model.

Do not permit abusive youth/peer activities (e.g. bullying, ridiculing).

Do not play physical contact games, make inappropriate comments, or have inappropriate verbal banter with young people.

Do not jump to conclusions without checking facts.

Do not make suggestive remarks/gestures or tell sexist, Homophobic “jokes”.

Do not rely on your good name to protect you. It may not be enough.

Do not believe it could not happen to you. It could.