



Child Protection Policy

Courtney Primary School

Date Reviewed: January 2017

Reviewed By: Deborah Wood

(Reflecting changes in Sep 16 version of 'Keeping Children Safe in Education'.)

Ratified: by FGB

Date: January 2017

Review Date: September 2017

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The Headteacher, **Deborah Wood** is the Child Protection Officer (CPO), the designated person with responsibility for Child Protection.

The Headteacher, **Deborah Wood**, has ultimate responsibility but the day-to-day responsibility will be passed to **Sue Matthews** (Family Link Worker) who has had appropriate training and is experienced. The Headteacher will regularly consult with Sue Matthews so that actions are discussed and agreed. In the event of Sue Matthews being absent, the Headteacher will take over the day to day role.

Role	Name	Contact details
Designated safeguarding lead (CPO)	Deborah Wood	01454 866670
Designated safeguarding lead (second)	Sue Mathews	01454 866670
Nominated governor for safeguarding and child protection	Janet Hinchliffe	01454 866670
Kingswood Hub	Duty Desk	01454 868541
Local Authority Designated Officer (LADO)	Tina Wilson	07825 782793 01454 868924
ART – for reporting concerns	Duty Desk	01454 866000
Emergency Duty Service – after hours, weekends and public holidays	01454 615165	
Ofsted Whistleblowing	03001233155	
South Glos Child Protection Manual Online: Procedures, Guidance and Definitions	http://www.proceduresonline.com/swcpp/southglos/index.html	

Rationale

As employees of Courtney Primary School, it is the responsibility of all staff to immediately inform their designated CPO of any concerns they may have relating to any potential child protection incidents.

As a school we have clear expectations about the absolute right of all children - regardless of gender, faith, age, race or disability - to feel safe and to be safe both inside and outside of this school environment. This document details some of the measures that we put in place to safeguard our children within this school and across their lives. We believe that to do this agencies and professionals must work together to safeguard and promote the welfare of children at all time.

Purpose

- To ensure we practise safe recruitment in checking the suitability of staff and volunteers to work with children.
- To raise awareness of child protection issues and equip children with the skills needed to keep themselves safe.
- To develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse.
- To support pupils who have been abused in accordance with their agreed child protection plan.
- To establish a safe environment in which children can learn and develop.
- To protect children from extremism or radicalisation.

Open School Environment

We recognise that, because of their day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- ensure children know that there are adults in the school who they can approach if they are worried.
- include opportunities in the Personal, Social, Health and Economic (PSHE) and in the E-Safety curricula for children to develop the skills they need to recognise and stay safe from abuse.
- assess the risk of children being drawn into extremism or radicalisation.

Publications Referenced

Our policy draws on all relevant publications including:

1. *Keeping Children safe in Education: Statutory guidance for schools and colleges (Sep 2016);*
2. *The Prevent Duty;*
3. *A Child's Journey of Need (SGSCB Dec 2015);*
4. *Guidance for Safer Working Practice for those working with children and young people in education settings (Safer Recruitment Consortium Oct 2015);*
5. *What to do if you're worried a child is being abused: advice for practitioners (DfE, March 2015)*
6. *Use of reasonable force in schools (DfE, July 2013)*

School Commitment

We will take account of these documents and:

- ensure we have a designated senior person for child protection who has received appropriate training and support for this role.
- ensure we have a nominated governor responsible for child protection and that governor carries out regular safeguarding checks.
- ensure every adult in school (including temporary and supply staff, volunteers and governing body members) knows the name of the designated senior person responsible for child protection and their role.
- ensure all staff and volunteers have read at least Part 1 of "Keeping Children Safe in Education" Sept 2016 and understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.
- Ensure all staff and volunteers are aware of the Child Protection Procedures for reporting causes for concern. **See Appendix 2**
- ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- notify social services if there is an unexplained absence of a child on the child protection register.
- keep an up-to-date single central record of all checks, including DBS.
- develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at case conferences.
- keep written records of concerns about children, even where there is no need to refer the matter immediately
- ensure all records are kept securely.
- follow LA procedures where an allegation is made against a member of staff or volunteer. **See Appendix 4**
- ensure Safer Recruitment practices are always followed.
- ensure that 'Disqualification by Association' guidance is implemented.

- ensure that all adults in school are well briefed on procedures through use of 'Supply Teachers' Handbook' in all classrooms. This includes safeguarding information and outlines evacuation procedures, vulnerable children and any medical and special needs which need to be considered.
- share any relevant child concerns via the weekly staff bulletin.
- carry out an annual Safeguarding Audit and respond to the findings through an Action Plan.

Child Support

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- the content of the curriculum;
- ensuring children are safe from extremist material when accessing the internet;
- ensuring the school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
- ensuring the school behaviour policy supports vulnerable pupils in the school;
- ensuring that pupils know that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred;
- engagement with our school Family Link Worker
- liaison with other agencies that support the pupil such as social services; Child and Adult Mental Health Service (CAMHS); education welfare service and educational psychology service;
- timely transference of information. When a pupil on the child protection register leaves, their information is transferred to the new school immediately and the child's social worker, if relevant, is informed.

Safer Recruitment

In order to ensure that children are protected whilst at this school, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised.

We accept that it is our responsibility to follow the guidance set out in "Keeping Children Safe in Education" Part Three: Safer Recruitment, in particular.

We will ensure that at least one member of any interview panel has completed certified Safer Recruitment Training.

In addition, we will ensure that the following checks are satisfactorily completed before a person takes up a position in the school:

- Identity checks to establish that applicants are who they claim to be
- Academic qualifications, to ensure that qualifications are genuine
- Professional and character references prior to offering employment
- Checks to satisfy health and physical capacity
- Previous employment history will be examined and any gaps accounted for
- An enhanced Disclosure and Barring Service check (based on the flowchart of DBS p30 of Keeping Children Safe in Education)

Induction and Training

We recognise the importance of Induction and Training. All new members of staff will receive induction training, which will give an overview of the organisation and ensure all safeguarding and health and safety procedures are made known, including how to identify and report abuse, whistleblowing and confidentiality issues.

All new staff at the school (including volunteers) will receive basic child protection information and will be required to read through this policy within one week of starting their work at the school.

All staff will be expected to attend training on safeguarding children that will enable them to fulfil their responsibilities in respect of child protection effectively. The school will provide this training through the designated person.

Staff will receive refresher training at least every three years, and the designated person at least every two years, all with annual updates.

Conduct of Staff

The school has a duty to ensure that professional behaviour applies to relationships between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries.

At all times, members of staff are required to work in a professional way with children. All staff should be aware of the dangers inherent in:

- physical interventions
- cultural and gender stereotyping
- dealing with sensitive information
- giving and receiving gifts from children and parents
- contacting children through private telephones (including texting), e-mail, MSN, or social networking websites
- disclosing personal details inappropriately
- meeting pupils outside school hours or school duties

If any member of staff has reasonable suspicion that a child is suffering harm, and fails to act in accordance with this policy and South Gloucestershire Safeguarding Children Board procedures, we will view this as misconduct, and take appropriate action.

Whistleblowing (see also Whistleblowing Policy)

Courtney Primary School recognises its responsibility to ensure that all employees, volunteers and suppliers have the opportunity to express concerns and report wrong-doing at work by other employees, managers, councillors, contractors or others acting on behalf of the Local Authority or other schools. Courtney Primary School has a clear Whistleblowing Policy.

Volunteers and Visitors

Visitors must only enter through the main entrance and after signing in at the office.

Visitors with a professional role i.e. agencies such as CAMHS etc. will already have relevant clearance through their own agency. Visitors must produce the appropriate professional ID.

All visitors without appropriate professional ID will have their identity checked by contacting their organisation. Only when this is satisfied will they be given a visitor's badge. If a parent/carers or other

volunteer is to be in school regularly (more than 3 times in a month or for consecutive months), then they will be subject to a DBS check to ensure their suitability to work with children.

We are very aware that some people otherwise unsuitable for working with children may use volunteering to gain access to children; for this reason, any volunteers in the school, in whatever capacity, will be given the same consideration as paid staff.

Any adult who is in school without a DBS check will wear a red lanyard. This indicates to staff that they should not be left alone when children are in the building. A parent/carer or other volunteer who helps on a one-off basis will only work under the direct supervision of a member of staff, and at no time be left alone with children. Blue lanyards indicate a person who has DBS clearance.

If a volunteer is involved in a brief activity, such as a school visit, which does not involve the supervision or close contact of children, the school will consider this within the trip's risk assessment.

In the event that we feel it appropriate that an individual without current enhanced DBS Disclosure should be in our school whilst the DBS check is being carried out, then a risk assessment will be put into place to allow this to happen.

All staff are trained to challenge any unrecognised person on site without a visitor badge and escort them to the main Office.

Confidentiality (see also E-safety Policy)

It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality school care and education

To ensure that all those using and working in the school can do so with confidence, we respect confidentiality in the following ways:

- Parents have ready access to the files and records of their own children but do not have access to information about any other child.
- Staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Staff induction includes awareness of the importance of confidentiality in the role of the key person.
- Any concerns/evidence relating to a child's personal safety are kept in a secure, confidential file and are shared with as few people as possible on a "need-to-know" basis.
- Personal information about children, families and staff is kept securely in a lockable file whilst remaining as accessible as possible.
- Issues to do with the employment of staff, whether paid or unpaid, remain confidential to the people directly involved with making personnel decisions.
- Students on training, when they are observing in the school, are advised of our confidentiality policy as part of their induction.

The school is mindful that it is placed in a position of trust by all stakeholders and there is a general expectation that a professional approach will be used in all matters of confidentiality

Health and Safety (see Health and Safety Policy)

The delegated members of staff for Health and Safety are

<p>Deborah Wood – Curriculum Tamsin Griffiths - Premises</p>
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The delegated governor of Health and Safety is

<p>Janet Hinchliffe</p>

The school has a Health and Safety Policy, which is reviewed regularly by the school governors.

The Headteacher and the Governors oversee the policy. However, there is an expectation that every member of staff has a commitment and responsibility to health and safety within the workplace.

Any concerns from staff are reported to any of the above or the site manager who carries out an initial examination, assessing what remedial action needs to take place.

Each term there is a fire drill that allows the school community to practise efficient evacuation from the buildings. Risk assessments of various activities are also carried out.

Other relevant documents include: The Health and Safety File which includes relevant legislation.

Site Security

Courtney Primary School provides a secure site, but the site is only as secure as the people who use it. All people must adhere to the rules, which govern it; laxity can cause potential problems to safeguarding.

Therefore:

- All exit doors should be closed to prevent intrusion. All doors have a security system/key fob.
 - On no account should any person lock the security doors on 'open' and leave the doorway.
 - In hot weather, outside doors on to the balcony may be left open only if there is an adult in the class who is able to challenge any intruder attempting to gain entry to the school. ***This includes dinnertimes and playtimes.***
 - Any adult who opens the external doors should make sure that they have automatically closed before leaving them unattended.
- Visitors must only enter through the main entrance after signing in at the office and with a visitor's badge.
- Children will only be allowed home with the permission of adults with parental responsibility.
- Children should only be allowed to leave school alone during school hours if collected by an adult by arrangement.
- Gates with direct access to the playgrounds are kept locked except at the start and end of each day.

Dismissal and Arrival

- Our playground is staffed from 8:30 each morning.
- Entry doors to school building are manned from 8:40am until 8:50am to prevent access into the building by any unauthorised individual.
- Registers are completed by 9:10 each morning and any unexpected absence is investigated by an immediate contact with parents/carers
- Children in KS1 and Reception are supervised at home times and only allowed home with adults with parental responsibility or where alternative permission has been given.

- Children are never allowed to leave school alone during school hours. When collected by an adult, they are signed out.

Attendance (see Attendance Policy)

Courtney Primary School actively encourages and motivates pupils to meet the school attendance target of 96.0%

When children are unwell parents/carers are expected to confirm absence by telephone. If there is no notification school has a policy of phoning home to ascertain each child's whereabouts. The school works closely with our own Education Welfare Officer whenever a child's attendance and punctuality causes concern. Attendance rates are reported each term to the LA, annually to the government, to the Governing Body and to all parents.

Positive measures are in place to encourage children to attend regularly and punctually and the school is aware of its right to take legal action against parents who do not ensure good attendance and punctuality.

Courtney Primary School has an open door policy so that if parents have any concerns re attendance we will happily work together to support the child or young person's attendance.

We will remain alert for any child who may be missing education following the DfE guidance (Sep 16).

Positive Handling (Use of Reasonable Force)

Courtney Primary School follows DfE guidelines on Use of Reasonable Force July 2013

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/355362/use_of_reasonable_force.pdf

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

Courtney Primary School generally uses either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

Key staff members have received 'Team Teach' training. All allegations of abuse by or complaints of a teacher/support worker will be dealt with following the Local Safeguarding Board procedures.

For any complaints about the Headteacher, the Chair of Governors should be contacted directly.

Intimate Care

Intimate Care procedures are followed by all staff at Courtney Primary School. Individual Care Plans will be drawn up for any child requiring regular care. In the event of occasional soiling accidents, two adults must be present for any action taken and the child is encouraged to clean themselves. A parent/carers will be contacted if the soiling is extreme.

Special Needs and/or Disabilities

At Courtney, we recognise that additional barriers exist when recognising the signs of abuse and neglect of children who have special educational needs and/or disabilities. Our SENDCo includes all areas of a child's development and well-being within each SEND child's individual, termly review.

Anti-Bullying (see Anti-Bullying Policy)

Bullying is: "A systematic and extended victimisation of a person or group, by another or group of others."

Bullying can take a number of forms:-

- Verbal: name-calling, sarcasm, spreading rumours, persistent teasing.
- Physical: pushing, kicking, hitting, punching, any form of violence or threats of violence.
- Emotional: tormenting, threatening ridicule, humiliation and exclusion from groups or activities.
- Racist: racial taunts, gestures, graffiti
- Sexual: unwanted physical contact, abusive comments.

Bullying in any form will not be tolerated at Courtney Primary School.

It is everyone's responsibility to prevent bullying and ensure that something is done about it if it does occur. Class teachers and the SLT will always investigate complaints of bullying or perception of bullying. All bullying incidents will be logged and reported to the Full Governing Body.

Behaviour (see Behaviour Policy)

At Courtney Primary School we have an agreed Behaviour Policy which ensures that there is a consistent approach throughout school. We talk to the children in the language of choices and operate a system of rewards and sanctions. This creates a climate in which the children can thrive both academically and socially.

Our Curriculum

The curriculum deals with safeguarding in two ways.

Firstly, the curriculum, in subjects such as Personal, Social and Health Education discusses relevant issues with our students. Topics include such themes as Drugs, Sex and Relationships and Keeping Safe. Children are actively encouraged to explore and openly discuss these issues.

Secondly, the curriculum is designed so that safety issues within the subject are discussed and safe practices taught, such as using equipment properly in various subjects, for example PE, Computing and Design and Technology. When the curriculum is moved off school premises, appropriate and agreed pupil/adult ratios are maintained. The lead adult always assesses the potential risk and all trips are finally authorised by the Headteacher, or Deputy Headteacher in the Headteacher's absence.

Internet Safety (see Social Media Policy and E-safety Policy)

New technologies have become integral to the lives of children and young people in today's society, both within schools and in their lives outside school. Technologies open up new learning opportunities for everyone. They can both promote learning and effective communication between parents/carers and the school. Young people should have an entitlement to safe internet access. At Courtney Primary School we actively encourage children to use the internet, but at all times in a safe way.

Pupils must never be left unattended whilst online and teachers should ensure that this does not happen. If teachers know of misuse, either by a teacher or child the issue should be reported to the e-safety lead who has overall responsibility for e-safety or the Headteacher. The concern will be recorded in the school's e-safety log.

E-Safety Lead - Leanne Brown

All teaching staff have received training on e-safety and the school has adopted the recommended progression of e-safety teaching outlined in the South Gloucestershire Strands.

A child's full name and photograph are never displayed together when uploading to the school website. Our school Twitter account is a closed account that requires new followers to be vetted and accepted by school leaders.

All children and parents/carers sign an 'Acceptable Use Agreement' when their child starts our school. Due to the rise in the number of incidents, this will now be completed for every child at the start of each academic year in order to remind families of their responsibilities.

Further reference material:

E-safety policy

Social Media Policy

Twitter Acceptable Use Policy

Acceptable Use Agreement

refer also to South West Safeguarding Board swcpp.org.uk

Photographing Children

We understand that parents/carers like to take photos of or video record their children in the school play, at sports day, or at school presentations. This is a normal part of family life, and we will not discourage parents/carers from celebrating their child's successes. However, we will remind parents/carers to concentrate on their own child and to not use images of any other pupils on social media sites without the express permission of their parents/carers. The school cannot, however, guarantee this and will not be held accountable for photographs or video footage taken by parents or members of the public at school functions. The school will take necessary steps for any child whose parent/carer has, for safeguarding reasons, forbidden images of their child to be used.

We will not allow images of pupils to be used on school websites, publicity, or press releases, without express permission from the parent, and if we do obtain such permission, we will not identify individual children by name.

Publication under the Freedom of Information Act

One of the aims of the Freedom of Information Act 2000 (FOIA) is that public authorities, including all maintained schools, should be clear and proactive about the information they will make public.

At Courtney Primary School we let parents/carers know the information which we publish or intend to publish, the manner in which the information will be published and whether the information is available free of charge or on payment.

Some information which we hold may not be made public, for example, personal information.

Equalities

Courtney Primary School ensures that equal opportunities are available for everyone, regardless of sex, class and ethnic group or ability range. Racism and harassment is tackled in both the RE and in the PSHE curriculum. Children with disabilities must be able to take a full and active part in every lesson and every measure must be taken to ensure this. The school will work hard to promote racial equality and harmony by preventing and challenging racism. If anyone ever feels unjustly treated then the school will investigate this and take any necessary action.

All racist incidents will be reported to the Local Authority and to the Governing Body.

Staff Wellbeing

We have a policy of encouraging and enabling all staff to maintain a healthy balance between their work and other interests and responsibilities in their life. The rationale is that:

- a good work life balance is central to staff effectiveness and satisfaction, and to pupil learning.
- Work-life balance is about helping staff combine work with their personal interests and commitments.

The Governing Body has a statutory responsibility to ensure, so far as is reasonably practical, the health, safety and wellbeing of all their employees.

Contracted Services

Where the Governing Body contracts its services to outside providers, we will ensure that these providers have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the provider.

Prevent Strategy

The Home Office Prevent Strategy is part of the government's counter-terrorism strategy to stop people becoming terrorists or supporting terrorism. The strategy seeks to:

- respond to the ideological challenge of terrorism and aspects of extremism, and the threat posed by those who promote these views
- provide practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support
- work with a wide range of sectors where there are risks of radicalization which need to be addressed, including education, criminal justice, faith, charities, the internet and health

The purpose of any work that a school provides must be to protect children from harm and to ensure that they are taught in a way that is consistent with the law and the country's values. Awareness of Prevent and the risks it is intended to address are vital.

Staff are to report any children whose behaviour suggests that they are being drawn into terrorism or extremism to the CPO. These children can then be referred to the relevant agencies.

Through our curriculum which is supported by our Crown Values, pupils will learn about how to keep themselves safe in a range of situations. They will learn about a variety of faiths and this will include visits to places of worship. They will have opportunities to discuss equalities and living in a society where fundamental British Values are respected.

Signs and Symptoms of Possible Child Abuse

(Based on 'What to do if you're worried a child is being abused: advice for practitioners.' DfE, March 2015)

Some of the following signs might be indicators of abuse or neglect:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements

Other indicators of possible abuse in a child or young person include:

- Inconsistency between the story given and the injuries that you see
- A story which changes according to who tells it
- Frequent attendances in Emergency Departments
- Bruising or fracture in a child under the age of one year.

School staff members need to be aware of specific safeguarding issues and be alert to any risks. It is important to acknowledge that children and young people are capable of abusing their peers and that staff members are alert to this.

The government website, GOV.UK, has broad government guidance on a variety of issues. The following is not a comprehensive list and staff members should search the GOV.UK website for advice on other issues:

- child sexual exploitation (CSE)
- bullying including online bullying and prejudice-based bullying
- domestic violence
- substance misuse
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage

- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- radicalisation and/or extremist behaviour
- impact of new technology including sexting and accessing porn
- self-injury
- teenage relationship abuse
- trafficking
- racist, disability and homophobic or transphobic abuse
- poor parenting

1. Physical Abuse

Physical abuse is deliberately physically hurting a child. It might take a variety of different forms, including hitting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.

Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Physical abuse can also occur outside of the family environment.

Some of the following signs may be indicators of physical abuse:

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained:
 - o bruises or cuts;
 - o burns or scalds; or
 - o bite marks.

Bruising

Bruising that suggests the possibility of physical child abuse includes:

- Bruising in children who are not independently mobile
- Bruising in babies
- Bruises that are seen away from bony prominences
- Bruises to the face, back, abdomen, arms, buttocks, ears and hands
- Multiple bruises in clusters
- Multiple bruises of uniform shape
- Bruises that carry an imprint of an implement or cord.

Fractures

- Fractures in children less than 18 months of age should be assessed for possible child abuse.
- Multiple fractures are more suspicious of abuse.

Burns

The following features may suggest abuse:

- Uncommon sites and appearances of burns inconsistent with the explanation or with the development/ability of the child

- Round red burns on soft, tender, non protruding parts of the body such as inside of mouth, inside of legs, behind knees, inside of arms or on genitals

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child

This includes Female Genital Mutilation.

2. Sexual Abuse and Exploitation

Sexual abuse is any sexual activity with a child. You should be aware that many children and young people who are victims of sexual abuse do not recognise themselves as such. A child may not understand what is happening and may not even understand that it is wrong. Sexual abuse can have a long-term impact on mental health.

Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch 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 commit acts of sexual abuse, as can other children.

Some of the following signs may be indicators of sexual abuse:

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

Staff have a mandatory duty to report any know cases of **Female Genital Mutilation (FGM)**

3. Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development.

Although the effects of emotional abuse might take a long time to be recognisable, practitioners will be in a position to observe it, for example, in the way that a parent interacts with their child. Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

Emotional abuse may involve serious bullying – including online bullying through social networks, online games or mobile phones – by a child's peers

Some of the following signs may be indicators of emotional abuse:

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

Other Behaviours/symptoms suggestive of emotional abuse

- Continuous withholding of approval and affection by parent/carer
- Discipline severe and inappropriate, or non-existent, with few or no boundaries set
- Exploitation by parents/carer to fulfil their needs
- Continual self-deprecation
- Fear of new situations
- Impaired ability for play and enjoyment
- Lack of curiosity and natural exploration, air of detachment
- Inappropriate emotional responses to painful situations
- Delayed social and language skills
- Persistent head banging or rocking in a younger child
- Enuresis and encopresis (wetting and soiling)
- Compulsive stealing/scrounging
- Drug/solvent misuse
- Behavioural difficulties including aggression, disruptive behaviour
- Attention seeking
- Eating disturbances, poor growth
- Family history of domestic violence, mental illness of a carer or substance misuse
- Depression, withdrawal
- Frozen watchfulness
- Only happy at school or kept away
- Pseudo mature or explicit sexual behaviour
- Open masturbation or aggressive sex play with peers
- Stomach pains without medical explanation
- Self-harm, mutilation, overdose or attempted suicide

4. Neglect

Neglect is a pattern of failing to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter. It is likely to result in the serious impairment of a child's health or development.

Children who are neglected often also suffer from other types of abuse. It is important that practitioners remain alert and do not miss opportunities to take timely action. However, while you may be concerned about a child, neglect is not always straightforward to identify.

Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child. Neglect may occur during pregnancy as a result of maternal drug or alcohol abuse

Some of the following signs may be indicators of neglect:

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;

- Children who fail to receive basic health care ; and
- Parents who fail to seek medical treatment when their children are ill or are injured.

Self-Injury

Staff have a responsibility to report any concerns to the Designated Officer. There are a number of risk factors associated with self-injury including mental health disorders including depression and eating disorders, drug/alcohol abuse, and other risk-taking behaviour, recent trauma e.g. death of relative, parental divorce, negative thought patterns, and low self-esteem, bullying, abuse – sexual, physical and emotional, sudden changes in behaviour and academic performance, complex Special Educational Needs.

Self-injury is any deliberate, non-suicidal behaviour that inflicts physical harm on someone's own body and is aimed at relieving emotional distress. It can include cutting, scratching, burning, banging and bruising, overdosing (without suicidal intent) and deliberate bone-breaking/spraining.

Child Protection Procedures

If a member of staff has ANY concerns relating to a child who they think may be at risk from any form of abuse the procedure is as follows:

- When a Safeguarding/child protection concern is identified, however minor, the member of staff will **immediately** discuss any concerns with the Child Protection Officer (CPO) and record them on the school's Yellow Concern Form (copies of which are in the staffroom).
- It is easier to identify signs of physical abuse than emotional abuse, but when you know a child well and know that behaviour is out of character this may indicate that emotional abuse is taking place.

The discussion will allow one of the following decisions to be reached:

1. Immediate referral to the Assess and Response Team (ART).
2. Further discussion with other members of staff for example, the class teacher and learning support assistant
3. Close monitoring for a specified period based on written action
4. An informal discussion with ART if necessary for advice/support about the circumstances of pupil concerned about.

All actions, or the decision to take no further action, as a result of Yellow Concern Forms, will always be recorded by the CP Lead who will also inform the referrer verbally.

Procedures for referral of concerns:

If immediate action is to be taken, the staff member will record what they have seen, or heard and the action taken, along with dates and times. This will be done on a Yellow Concern Form which can be found on staffroom noticeboards.

In the case of physical injury the injury should be described and recorded on a body map form. The words used by the child should be quoted as accurately as possible, especially in the case of suspected sexual abuse.

The Child Protection Officer (CPO) will investigate the concerns and may then telephone the parents or carers and/or telephone ART for advice. If further action is required involving external agencies the CPO will fill in a referral form and email it to ART as soon as possible and definitely within 48 hours. The school should keep a copy and file it in the pupil's child protection record in the Headteacher's Office.

Where a child presents clear and immediate evidence of abuse, any allocated social worker should be contacted or an immediate referral to ART should be made.

If a case conference is to be held the school is responsible for sending a representative. If this is not possible, the school should always send a report.

All cases of abuse should be handled with sensitivity, and the role of the school is to observe, record and report - **investigation is not our function.**

It should be noted that the content of reports may be required to be made known to the families concerned so only the facts should be written down. Parents or carers may also be present at an initial case conference.

RESPONSIBILITIES OF THE DESIGNATED PERSON

The main role of the designated person is to refer cases where abuse is suspected or allegations to the relevant investigating agencies according to the procedures established by South Gloucestershire Safeguarding Children Board.

To be effective they must:

- Ensure each member of staff has access to and understands the school's Safeguarding and Child Protection Policies. These must be updated and reviewed annually and work should be undertaken with the Governing Body regarding this.
- Act as a source of advice, support and expertise within the school and be responsible for co-ordinating action regarding referrals by liaising with ART, Children's Social Care and other relevant agencies over cases of abuse and allegations of abuse, regarding both children and members of staff.
- Make sure that all staff are aware of the role of the Designated Person and inform them of any issues and ongoing investigations
- Ensure there is always cover for their teaching duties in the event of an emergency arising, as action needs to be taken immediately a concern is raised.
- Have received training in how to identify abuse and know when it is appropriate to refer a case, together with having a working knowledge of how local Safeguarding Children Boards operate, the conduct of a child protection conference and which relevant staff should attend or send a written report in order to contribute to these effectively as required.
- Be able to keep detailed accurate secure written records of referrals/concerns
- Obtain access to resources and attend any relevant or refresher training courses and be allowed the necessary time to fulfil this role.
- Identifying training and development needs for themselves and those staff involved in child protection issues and are able to identify and report any concerns they have to the designated person immediately they arise.
- Where children leave school ensure that their child protection file is transferred to the new school as soon as possible and is kept separate in a confidential file as opposed to main school file.

RESPONSIBILITIES OF SCHOOL GOVERNORS

The Governing Body of Courtney Primary School shall make arrangements for ensuring that their responsibilities relating to the conduct of the school are exercised concerning safeguarding and the welfare of pupils at the school.

The FGB have nominated a Safeguarding Link Governor. Their role is to ensure that the school has effective policies and procedures and that staff are adequately trained and there are adequate resources in school to meet the responsibilities. The Link Governor will champion the cause but Safeguarding will remain the responsibility of the Full Governing Body.

The Link Governor will meet regularly check on Safeguarding and Child Protection procedures and report back to the Full Governing Body.

At all FGB meetings, Safeguarding will always be on the agenda.

RECORD KEEPING PROCEDURE

All staff need to understand what records they are expected to complete and all designated officers should be aware of the procedure for the safekeeping of records and confidentiality. All records should be kept in a locked cabinet in a room that is not used by the students. The Headteacher, Deputy Headteacher and the lead for Child Protection Officer should be the only people who regularly access these records.

Access to records should be limited to appropriate staff in order to maintain:-

- confidentiality
- the passing on of information on a strictly 'need to know' basis. This should be done and in line with local authority policies.

Good practice must promote the pupil's privacy in so far as this is consistent with supporting and promoting their welfare.

All staff should understand what information they can share, with whom and what can remain confidential to the individual pupil.

Information must be passed onto the right people and ACTION taken on the information with immediate effect.

Guidance on making notes:

- Notes should be made immediately, carefully, accurately and factually.
- Signs of physical injury should be described in detail and recorded on a body map
- Any relevant comment by the child, or by an adult, should be recorded, preferably quoting the words actually used, as soon as possible after the comment has been made.
- Opinion should be restricted to the demeanour of the informant and any other information relevant to his/her state of mind.
- The personal opinion of a member of staff should not be included. Professional opinion should be clearly identified as such.

ADVICE ON RESPONDING TO THE CHILD

- **React** calmly, don't panic
- **Listen** carefully to the child. Take what he or she says seriously
- **Reassure** the child that he or she is not to blame and was right to tell
- **Tell** the child what action you are going to take including the fact that you have to speak to others in order to get support for them, but reassuring them that only these people will be told at this stage
- **Record** what was said, in writing, as soon as possible after talking with the child
(Note down how the child was behaving and the way in which he or she told you what happened)
- **Acknowledge** how difficult it must have been for a child to confide.

Remember that you too may need support. Listening to a child disclosing abuse can be very upsetting.

ADVICE FOR SUPPORTING THE CHILD

If a child has to be interviewed by the social worker/safeguarding/police personnel, within the school premises, then the following procedures should be considered:

- The CPO should ascertain from the social worker the purpose of the interview and that it is held before the end of school.
- The child should be informed prior to the interview by the CPO or designated staff member that the social worker wishes to speak to them and should be personally collected by that person.
- The school should provide a supportive role before and after the process.
- The CPO or designated person may need to be present throughout the interview process (this will be decided in consultation with the police/social worker and child).
- The child should be informed, by the person(s) interviewing them, of any action that will be undertaken.

Members of staff and volunteers are not required to investigate suspicions; if somebody believes that a child may be suffering, or may be at risk of suffering significant harm, they must always refer such concerns to Sue Matthews or Deborah Wood who will refer the matter to the relevant Children's Services.

If you are not happy with the decision made as a result of your reporting, you have a responsibility to take the matter further.

Where any member of staff fails to report their concerns, this may be dealt with as a disciplinary matter.



Child Protection 'What to do' Child Cause for Concern Flowchart

Designated Safeguarding Lead is **Deborah Wood**, Headteacher.
Day-to-day responsibilities lie with **Sue Matthews**, Family Liaison Officer.

Something a child says or does gives cause for concern
or
Someone observes injuries that appear to be non-accidental
or
A child or young person makes a direct allegation or implies that they have been abused
or
A child or young person makes an allegation against a member of staff



Ensure medical attention is received if necessary.



Remain calm, reassure, listen and use TED:

Tell me, **E**xplain, **D**escribe

Followed by:

Who, What, When and How.

Do not promise confidentiality



Complete **yellow concern sheet** and pass to Sue Matthews.

If Sue is not available, pass to Deborah Wood.



NB: If you are not happy with the response to your concern you have a duty to follow it up.

Assess and Response Team ART 01454 866000



Child Protection 'What to do' Allegations against Staff Flowchart

Designated Safeguarding Lead is **Deborah Wood**, Headteacher.
In her absence, **Sue Matthews**, Family Liaison Officer, will adopt the role.

It is important that we have a culture of 'it could happen here'. Do not let relationships blind you to warning signs from colleagues.

Report immediately to Deborah Wood, Headteacher, including time, date and name/s of those involved.

Deborah Wood will advise Janet Hinchliffe, Chair of Governors.

If the allegation involves Deb it should be reported immediately to the Local Authority Designated Officer (LADO)

Tina Wilson 01454 868508



Maintain confidentiality and guard against publicity while an allegation is being considered or investigated.

Follow local information sharing protocols.



If, at any time, you feel that an allegation is not dealt with properly you **MUST** contact the LADO yourself.