



Knowsley
Directorate of Children's Services
Child Protection Policy and Procedures
June 2008

Adapted and Adopted by
St Brigid's Catholic Primary School
Autumn 2011

Adopted by Federated Governing Body - 12th October 2011

Chair of Governors: Mr Chris O'Connor

Headteacher: Mrs Rachael Tyler

To be reviewed annually

Signed _____ Chair of Governors

MISSION STATEMENT

To spread God's love and follow in His footsteps by; helping and encouraging each other to do our best in all we say and do, treating each other with respect and making our school a safe and happy place to be.



Our aim at St Brigid's is to support and extend our learning community by:

- Supporting lifelong learning through adults and children working together
- Aiming for excellence in education
- Encouraging pupils to take responsibility
- Striving to enable all pupils to achieve their full potential
- Working to provide a working environment that is up to date in terms of 21st century learning
- Encouraging pupils to voice suggestions and concerns with confidence
- Leading by example at all levels of our community
- Sharing expertise and good practise with others
- Having high expectations and promoting dreams and ambitions

Section 1 - Policy Statement

Child Protection

1.1

- This policy document replaces the exemplar policy document in the Local Authority Child Protection Guidance 2004, Appendix 9
- This document has been used as an outline for an individual school/ learning centre to develop its own child protection policy

Child Protection Co-ordinator :- Mrs Rachael Tyler (Headteacher)

Shadow Child Protection Co-ordinators: Ms Jenny Barker (SENCo) and Mr Andrew Fleming (Learning Mentor)

Child Protection Governor: Mr Chris O'Connor

In line with Working Together to Safeguard Children 2006, the definition of Safeguarding for this policy document is as follows:-

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- undertaking that role so as to enable those children to have optimum life chances and enter adulthood successfully.

Child protection is a part of safeguarding and promoting welfare, which refers directly to activity that is undertaken to protect specific children who are suffering, or are at risk of suffering significant harm.

1.2 Definition of Abuse

Children are considered to be abused or at risk of abuse by parents when the basic needs of the child are not being met through acts of either commission or omission.

Categories of abuse are:-

- Physical Abuse
- Sexual Abuse
- Emotional Abuse
- Neglect

The ability of staff to recognise the signs and symptoms of abuse will depend upon their experience and training, however **all** members of staff should be alert to the possible signs of abuse.

1.3 Signs and Symptoms of Abuse

- Unusual or deviant behaviour
- Bruises, lacerations or burns which are evident when children change for PE and sports activities.
- Indicators of neglect e.g. inadequate clothing, poor growth, hunger or apparently deficient nutrition.
- Indicators of emotional abuse may include excessive dependence or attention seeking.
- Substantial behavioural change including sexual precocity or withdrawn behaviour.
- A child says they have been abused
- A child with non-accidental injuries and/ or injuries to the genital area
- A third party reporting that a child is being abused
- A child who is excessively sexualised
- A child who attempts suicide/self harm
- A child who sexually abuses another person.

This Child Protection draft policy has been written to comply with:-

- Working Together to Safeguard Children (2006)
- KSCB Safeguarding Procedures Manual (2007)
- www.knowsleysafeguardingchildren.co.uk
- Children Acts (1989) (2004)
- Education Act (2002)
- Every Child Matters (2004) www.everychildmatters.gov.uk/publications
- Framework for the Assessment of Children in Need & their Families (2000)
- What to do if you are worried a child is being abused (2006)
- Safeguarding Children and Safer Recruitment in Education (2006)
- NSF National Service Framework for Children, Young People and Maternity Services (2004)
- Knowsley Model of Children in Need

It upholds the principle of Safeguarding and relates to other school/learning centre policies including:-

- Race, Gender & Disability Equality Schemes
- E Safety Policy
- Sex Education Policy
- Behaviour Policy
- Anti-bullying Policy
- Positive Handling Policy (which may be included as part of the Behaviour Policy)
- Allegations Management Policy
- Drug Prevention Policy
- Safer Recruitment

This is not an exhaustive list.

Section 2

The Aim of the Child Protection Policy

This is a whole school document aimed at all staff in, including support staff, cleaners, grounds maintenance, catering, building maintenance, governors, volunteers and contractors. External groups that use the site must also be aware of the school policy, even though they may have their own organisational policy document.

It aims to promote a safe environment where child safeguarding concerns can be managed in an appropriate way. It supports the Safeguarding agenda, and draws links through, and is reflected in, all relevant school/learning centre policy and documents.

Our school is a place where children and young people of all abilities, cultures and ethnic backgrounds have the opportunity to learn and understand what is, and is not acceptable behaviour towards them.

Section 3

Embedding Safeguarding in Schools

3.1 Promoting a Safer Culture

Child protection is just one aspect of Safeguarding for schools. However for child protection processes and procedures to be effective they should be embedded as part of a safer school culture. In order to establish an open and safer culture schools should;

- Establish and maintain an open environment where children feel secure, are encouraged to talk and feel listened to.
- Ensure children know that there are adults in the school/learning centre they can approach and speak to if they are worried.
- Teach children through the PSHE curriculum the skills they need to recognise and stay safe from all kinds of harm.
- Ensure pupils with SEN in mainstream and special school, who may be especially vulnerable to abuse, are supported. Particular attention should be paid to pupils with communication difficulties enabling them to express themselves to members of staff with appropriate communication skills.
- Ensure that children who have English as an additional language have access to support; and information that is clear and accessible is available in their preferred language.
- 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.
- Under section 175 of the Education Act 2002 and within the Guidance document Safeguarding Children and Safer Recruitment in Education 2006, schools have a **duty** to safeguard and promote the welfare of children. In order to ensure this duty is effectively carried out the school has in place a **named child protection coordinator and a nominated child protection governor**. Both the named child protection coordinator and the nominated governor will undertake specific roles and responsibilities in order to safeguard all children and young people in the school. (See appendix 3)

Child Protection Co-ordinator :- Mrs Rachael Tyler (Headteacher)

Shadow Child Protection Co-ordinators: Ms Jenny Barker (SENCo) and Mr Andrew Fleming (Learning Mentor)

Child Protection Governor:- Mr Chris O'Connor

3.2 Support for Pupils

- 3.2.1 Some staff will have a particular contribution to make in listening to children who have been through the experience of abuse. This work will not be undertaken at a time when it may impact on any legal processes through which the child may be involved.
- 3.2.2 We recognise that children who are abused or witness violence, including domestic abuse, 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.
- 3.2.3 The 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.

3.2.4 We recognise that some children actually adopt abusive behaviours and that these children must be referred to services for appropriate support and intervention.

3.2.5 The school will endeavour to support the pupil through:-

- Ensuring the content of the curriculum encourages self esteem and self motivation.
- Ensuring the school ethos promotes a positive, supportive and secure environment for staff and pupils, and gives pupils a sense of being valued.
- Upholding the school's behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will endeavour to ensure that pupils understand that some behaviour is unacceptable, however they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies which support the pupil such as Children and Families Social Work Teams, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Services and the School Attendance Service.
- Recognition that children living in a home environment where there is domestic abuse, drug or alcohol misuse are vulnerable and in need of support and protection.
- Vigilantly monitoring children's welfare, keeping records and notifying Children and Families Social Work teams as soon as there is a cause for concern in line with the Knowsley Model of Children in Need.
- Initiating and contributing to the CAF process.

3.2.6 The school will:-

- Wherever possible undertake appropriate discussion with parents to obtain consent to share personal information prior to involvement of another agency unless this may put the child at increased risk of abuse.
- 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 brochure.
- Ensure that the parents are aware of any referral that has been made to the local area Children and Families Social Work Team. Unless to do so would put the child at **increased** risk of significant harm.

Section 4 Child Protection Procedures

- 4.1** We will follow the procedures set out in the Knowsley Safeguarding Children Board (KSCB) Safeguarding Children Procedures Manual (2007)
- 4.2** In the event of a member of staff having a child protection concern about a child, they will **immediately** inform the Child Protection Coordinator and record accurately the events giving rise to the concern using the Dialogue of concern form (see appendix 2)
- 4.3** If the Child Protection Coordinator is unavailable, the member of staff having a child protection concern should speak to the Shadow Child Protection Coordinator if they have one, or contact the named person in the Local Authority (LA) for advice. Under no circumstances should the member of staff attempt to resolve the matter themselves.
- 4.4** Taking no action does not safeguard children. You should not assume that someone else will act.
- 4.5** If the child protection concern relates to a member of staff please refer to the school allegations management policy document.
- 4.6** A member of staff with a child protection concern should inform the named Child Protection Coordinator immediately.

Children and Families Social Work Teams

Contact Details

Huyton Team 1	443 – 5032
Huyton Team 2	443 – 5121
South Team Halewood	443 – 4515
Kirkby Team	443 – 4261

- 4.7** As part of extended school provision, should any member of staff become aware of a child protection concern where the child is suffering, or is at risk of suffering significant harm, they should contact the Children and Families Social Care Emergency Duty Team (EDT) on **07659590081**. They should record their concerns and actions, and inform the school/learning centre child protection coordinator as soon as practicable.

4.8 Dealing with a disclosure

Do

- Stay calm
- **Listen carefully** - let the child tell their story and take it seriously.
- Keep the child fully informed about what you are doing / what is happening at every stage.
- Reassure the child that they have done nothing wrong and that what's happened is not their fault

- Make a full record of what has been said, heard or seen as soon as possible.

Do Not

- Promise confidentiality. Be honest about your own position, who you will have to tell and why.
- Ask leading questions (e.g. Did your Mother do this to you?)
- Press the child for more details
- Make promises. (e.g. This will never happen again)

Once a disclosure has been made, or a concern has been shared, the Child Protection Coordinator will consider the information and will make a decision of either,

- No further action
- Targeted support
- A safeguarding referral.

The child protection coordinator may make a contact call to the Local Area Children and Families Social Work Team for further advice.

Having made a decision the child protection coordinator will contact the Local Area Children and Families Social Work Team to make a referral. Where a child is at immediate risk of harm a written referral may be made using a CP1 form (See appendix 2), or updated CAF form if there is already one in place.

In all other cases written referrals **must** be made using a CAF. If the Child Protection coordinator does not receive a written response from the Local Area Children and Families Social Work Team within 3 working days it is their responsibility to follow up the referral with the Team.

4.9 Confidentiality and Information Sharing

Sharing information is essential in working together to safeguard children.

Professionals and agencies are required to share information:-

- About children and their health, development and exposure to possible abuse and neglect
- About parents who may not be able to care adequately and safely for children
- About individuals who may present a risk to children

Often it is only when information from a number of sources is shared and put together, that it becomes clear that a child is at risk of, or is suffering significant harm.

Where there are concerns that a child is, or may be at risk of significant harm, the needs of that child must always come first; the priority must always be to protect the child.

4.9.1 If in any doubt about confidentiality, staff will seek advice from a senior manager or outside agency as required.

4.9.2 The Headteacher or Child Protection Coordinator will only disclose information about a pupil to other members of staff on a need to know basis. The appropriateness of sharing information should have a direct relevance on the ability of the member of staff to carry out their role.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that they cannot make a promise to a child that they will keep secrets.

4.10 Record Keeping

The school/learning centre will:-

- 4.10.1 Keep clear detailed written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Children and Families Social Work Teams immediately
- 4.10.2 In line with Working Together to Safeguard Children 2006 and KSCB Safeguarding Children Procedures Manual, ensure all records kept clearly indicate statements of fact, opinion and second and third hand information.
- 4.10.3 Ensure all records are kept secure and in locked locations.
- 4.10.4 The Records Management Society Of Great Britain, Local Government Group, Retention Guidelines For Schools, Version 5, 10th February 2006, outlines a schedule for record keeping in schools as follows:

Basic File Description	Data Protection Issue	Statutory Provisions	Retention Period (Operational)	Action at the end of the administrative life of the record.	
Child Protection Files	Yes	Education Act 2002, s175, related guidance, 'Safeguarding Children in Education' Sept 2004	DOB + 25 Years	Shred	Child Protection information must be copied and sent under separate cover to new school/college whilst the child is still under 18 (i.e. the information does not need to be sent to a university for example) Where a child is removed from roll to be educated at home, the file should be copied to the Local Education Authority.

4.11 Transfer of Child Protection Records

It is the responsibility of the Headteacher to pass on confidential information to the Pupil's next school. This applies to all transfers including schools on the same site. Checklist for transfer of records:-

- If a child moves to a new Borough, the Headteacher should inform the child's Social Worker immediately
- Arrangements should be made for records to be transferred. (See Appendix 4)
- A copy of the records should be made before the records are transferred
- All original child protection records should be forwarded for the attention of the Headteacher of the receiving school.
- **Only** on confirmation of receipt of the records in the receiving school, should all previous copies be destroyed in line with confidential waste guidelines.
- In the event of not being able to trace a child, the Pupil Mobility Manager should be contacted and asked to make further enquires

If a Headteacher admits a new pupil and is aware that there are child protection concerns, every effort should be made to obtain the confidential information file from the child's previous school

4.12 CAF and Liaison with Other Agencies

4.12.1 In order to effectively contribute to the Common Assessment Framework (CAF) the school/learning centre will actively participate in and contribute to the development of a common assessment of the needs of the child/family. This will include embedding the CAF to facilitate earlier identification and intervention for children with additional needs.

4.12.2 The school/learning centre will work to develop effective links with other DCS services and relevant agencies, and cooperate as required with their enquires regarding child protection matters. This includes attendance and written reports at Initial Child Protection Case Conferences, core groups, strategy meetings and Child Protection Review Conferences.

4.12.3 The school/learning centre will notify the local area Children and Families Social Work Team if:-

- It should have to exclude (whether fixed term, or permanently) a pupil who is the subject of a Child Protection Plan.
- If there is an unexplained absence of a pupil who is the subject of a Child Protection Plan of more than two days duration from school (or one day following a weekend); or as agreed as part of any Child Protection Plan or Child in Need Plan or Child in Need Plan.

Section 5

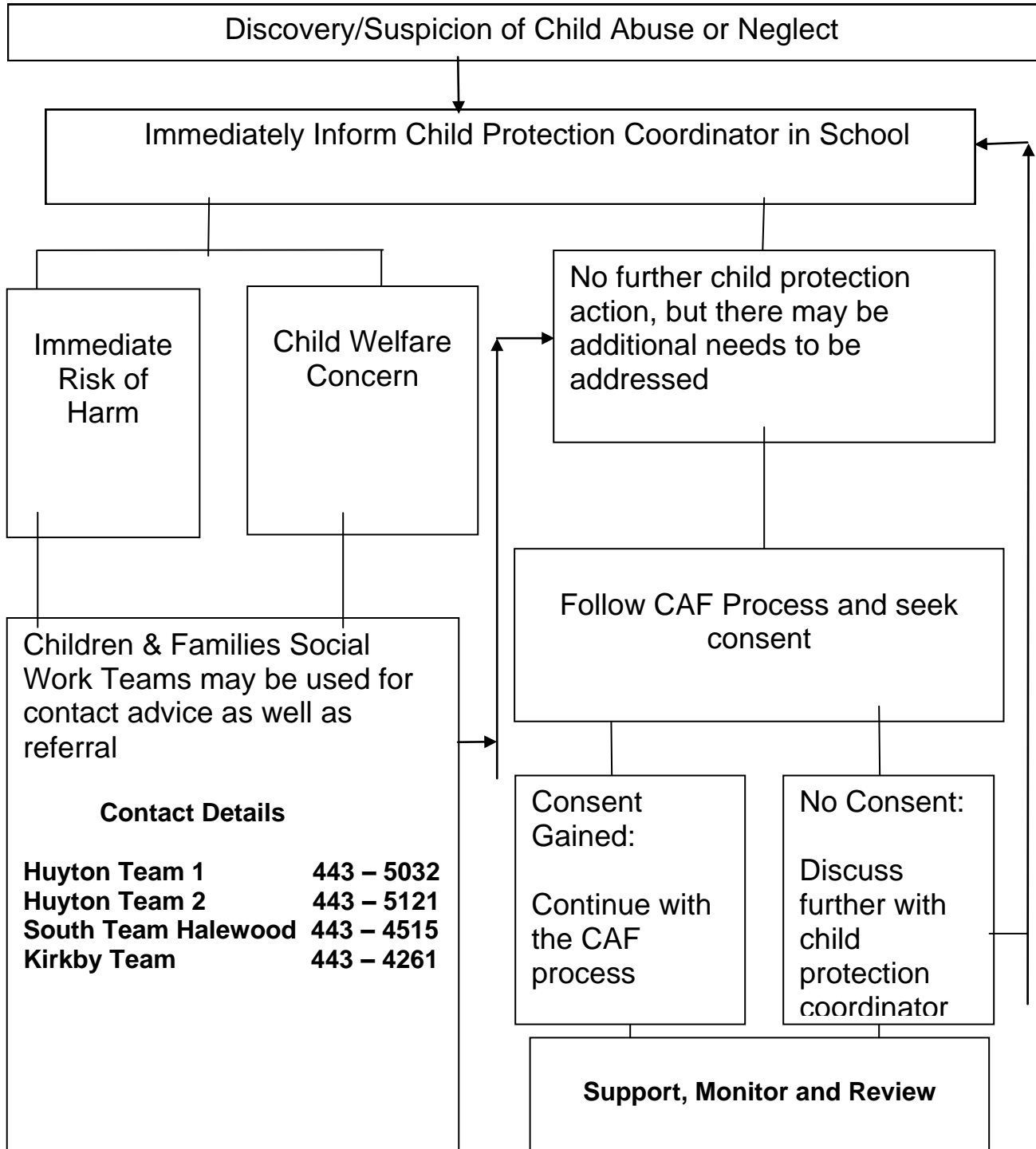
Monitoring and Review

- 5.1 This policy and procedure describes the Child Protection standards for our school/learning centre and will be monitored annually

- 5.2 In the interests of promoting Safeguarding it is advised all staff receive a copy of the school/learning centre Safeguarding Child Protection policy and sign a safeguarding checklist to say they have read and understood its content.

APPENDIX 1

**Child Protection Procedures
Action Flow Chart**



KNOWSLEY MBC – CP1

CONFIDENTIAL

This document must only be used when a child is at risk of immediate harm, and should be forwarded to the Local Area Children and Families Social Work Team within 48 hours of the initial referral/ disclosure.

Dear

I am writing to confirm my telephone conversation with

of Area office regarding.....

whose date of birth is..... and who resides at

.....

and attends school.

Details of parents or those with parental responsibility is as follows:

.....

The nature of my concern is as follows:

[Including whereabouts of Child, action taken and by whom]

Signed: _____ Date: _____ Contact no; _____
[Designated CP teacher/Headteacher]

Copy to:

Vicki Clements, Safeguarding Development Officer, Directorate of Children’s Services, Huyton Hey Road, Huyton, L36 5YH.

Allison Cain, School Attendance Service Manager, 219 Knowsley Lane, Huyton, L36 8HW.

[Please continue on a separate sheet if necessary]

NB: Please acknowledge receipt of this referral in writing

Appendix 3

Roles and responsibilities of Child Protection Coordinators & Nominated Governors.

The school centre named Child Protection Coordinator is:-

Name:- Mrs Rachael Tyler (Headteacher)

The responsibilities of the Child Protection Coordinator include:-

- Ensuring that effective communication and liaison with Children and Families Social Work Teams and other agencies takes place.
- Ensuring that all staff have received Knowsley Safeguarding Children Board quality assured training and have an understanding of child abuse and its main indicators.
- Ensuring that all staff are aware of the school/learning centre policy, the Local Authority education guidelines and KSCB Guidance.
- Support and advise staff in their child protection work.
- Provide specialist input into the planning of the content and delivery of the Personal, Social and Health Education curriculum.
- Maintaining their own knowledge and skills in safeguarding children, and keeping a record of their continuous professional development.
- Update school procedures as necessary and review annually
- Attend Child Protection Coordinator supervision.
- Attend and contribute to strategy meetings, child protection conferences and any other child protection meetings.
-

The school/learning centre Nominated Governor for Child Protection is:-

Name:- Mr Chris O'Connor

The responsibilities of the nominated governor include:-

- Maintaining their own knowledge and skills in safeguarding children, and keep a record of their continuous professional development.
- Liaising with the Headteacher/Child Protection Coordinator over matters regarding child protection.
- Ensuring Child Protection policies and procedures are in place.
- To attend strategy meetings when appropriate.
- Ensuring that an annual item is placed on the governors' agenda, which reports on:
Changes to Child Protection policy and procedures

The annual review of the school/agency's Child Protection policy.

Training undertaken by the Child Protection Coordinator and other school staff.

The number of child protection incidents/cases reported in such a way that no identifying information is provided.

The place of child protection education in the school curriculum

IMPORTANT: *The receiving school must return this section to the issuing school*

Name of receiving school:

Issuing school:

School Name:

School Address:

Child's Name:

DOB:

I confirm receipt of the child protection files on the above named pupil:

Name: Job title:

Signature: _____

Date: _____

St Brigid's Catholic Primary School



Dialogue of Concern

<u>Date</u>	
<u>Name of child</u>	<u>Year Group</u>
<u>Details of Events</u>	



St Brigid's Catholic Primary School
Safeguarding Concern Form



Date _____

Child's Name _____

Year Group _____

Concern raised by _____

Designation _____

Please give details of your concern -

Signed _____

Please pass to Headteacher or Learning Mentor immediately.

Action -

Signed _____

Review -

Signed _____

St Brigid's Catholic Primary School

Vulnerable Pupils Tracker



Date		Signed
	<p><u>Name of child:</u></p> <p><u>Nature of concern:</u></p> <p><u>Reported by:</u></p> <p><u>Social Services contacted: Yes / No</u> <u>If yes, name and contact details of SS link</u></p> <p><u>Next steps:</u></p>	<p>Is this a child-protection issue?</p>