



*Together we succeed; Today we achieve.*

# **New Marske Primary School and Blossom Tree Nursery**

## **Child Protection Policy**

**Approved: Autumn 2017**

**Review: Autumn 2018**

The United Nations Convention on the Rights of the Child (CRC) is at the heart of our school's planning, policies, practice and ethos. As a rights-respecting school we not only teach about children's rights but also model rights and respect in all relationships. The rights specifically supported by this policy include

- *Article 12: The right to be heard and have views taken seriously*
- *Article 19: The right to be protected from all forms of violence*
- *Article 28: The right to an education*
- *Article 36: The right to be protected from exploitation*

## Safeguarding and Child Protection Team at New Marske Primary School

- *Designated Safeguarding Lead: Mr J. Dooris (Level 3 training update September 2017)*
- *Deputy Designated Safeguarding Lead: Miss L. Cuthbert (Level 3 training update September 2017)*
- *Designated Safeguarding Governor: Mrs M. Rafferty (Level 3 training October 2017)*
- *Nominated Child Protection Governor: Mrs Y. Joy (Chair of Governors)*

## Philosophy

At New Marske Primary School and Blossom Tree Nursery we believe that the physical, emotional, social and intellectual well being of every child is paramount. All staff at this school have a duty of care to ensure that pupils prosper in a safe and secure environment in which their individual needs are supported and met. At New Marske Primary School and Blossom Tree Nursery we follow the South Tees area child protection procedures set out in the South Tees Local Safeguarding Children Board (LSCB)

## Aims

- **To ensure that the staff and governors contributes to inter-agency working in line with Section 175 of the Education Act 2002 and Safeguarding Children guidance and Working together to Safeguard Children March 2015. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans**
- **To provide a clear line of accountability for the commissioning and/or provision of services designed to safeguard and promote the welfare of children;**
- **To identify a senior member of staff to take leadership responsibility for the school's safeguarding arrangements;**
- **To develop a culture of listening to children and taking account of their wishes and feelings and ensuring there are systems in place for children to express their views and give feedback;**
- **To ensure that there are procedures in place to handle allegations against other children;**
- **To provide arrangements which set out clearly the processes for sharing information, with other professionals and with the Local Safeguarding Children Board (LSCB);**

- To establish how the Child Protection and On line Management System will be used within school. (CPOMS)
- To provide a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people that might abuse children:
- To ensure that all staff members also receive appropriate child protection training which is regularly updated and designated leads trained every two years;
- To ensure that employers are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role;
- To ensure that staff are given a mandatory induction, which includes familiarisation with child protection responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare. New Marske Primary should ensure that all staff read at least part one of Keeping Children Safe in Education 2016;
- To ensure there is an effective child protection policy in place together with a staff behaviour policy (code of conduct). Both should be provided to all staff – including temporary staff and volunteers – on induction;

### **Child Protection and Online Management System (CPOMS)**

All staff within school use CPOMS to record any incidents of a safeguarding, child protection, pastoral care concern or SEN issue. Each member of staff has their own secure log in, with the opportunity to record incidents and notify the nominated or deputy teacher for child protection, safeguarding governor, or SENDco about issues. Four key holders can access this information

- *John Dooris – Head teacher and Designated Safeguarding Lead*
- *Lyndsey Cuthbert – Deputy designated safeguarding lead*
- *Sarah Hill - SENDco*
- *Peggy Raffery – SBM and designated safeguarding governor.*

CPOMS provides a central, on line record of all incidents within school, with the opportunity to action events or notify staff about incidents.

### **CPOMS Procedures**

When a staff has a concern about a pupil, they log into their secure area and add an incident for that pupil. This will automatically be sent to the nominated teacher for child protection, who will assess the incident, dealing with this in the most appropriate way. The member of staff who logged the concern will then be notified about any actions taken regarding the concern.

## **Supervision**

The school liaises with the Redcar and Cleveland Child Protection and Safeguarding Officer who.

- *works with the DSL and the DDSL carrying our supervision meetings*
- *carries out a two yearly audit on child protection and safeguarding*
- *trains staff, governors and pupils in all areas of safeguarding*

## **Section 1**

### **Child protection categories**

#### **Physical Abuse**

- Physical abuse may involve hitting, shaking, throwing, burning, scalding, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child they are looking after.

*Possible signs and symptoms of physical abuse*

- *Bruises: likely to be frequent and in an unusual position*
- *Burns and scalds: Likely to have a clear outline, be in an unusual position and identifiable shape e.g cigarette burn.*
- *Injuries: Suspicious if: bite marks, fingernail marks, large and deep scratches*
- *Fractures: Likely to be numerous- healed at different times*

- **Emotional Abuse**

Emotional abuse is the persistent emotional mistreatment of a child to cause severe adverse affects on a child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only to meet the needs of another person. Some level of emotional abuse is involved in all types of mistreatment of a child, though it may occur alone.

*Possible signs and symptoms of emotional abuse and neglect*

- *Physical: short stature, poor hygiene, unkempt appearance, unexplained minor injuries.*
- *Development: learning difficulties, lack of self esteem, poor coping skills, socio- emotional immaturity.*
- *Behaviour: disordered or few relationships, overactive, aggressive, impulsive, apathetic, irritable.*

#### **Sexual Abuse**

- Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact. Activities may not

involve physical contact, e.g forcing a child to look at or produce pornographic materials.

*Possible signs and symptoms of sexual abuse*

*The child may:*

- *Hint about secrets they cannot tell.*
- *Have terrifying dreams.*
- *Start wetting themselves*
- *Exhibit sudden and uncharacteristic behaviour, such as becoming aggressive or withdrawn.*
- *Be reluctant to undress for PE.*
- *Act in a sexual way inappropriate to their age.*
- *Draw sexually explicit pictures.*
- *Have urinary infections, bleeding or soreness in the genital or anal regions.*
- *Be wary, watchful.*
- *Repeat obscene words*
- *Talk or write about sexual matters.*

### **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. It may involve failure to provide adequate food, shelter or clothing or failure to protect a child from physical harm or danger.

*Possible signs and symptoms of emotional abuse and neglect*

- *Physical: short stature, poor hygiene, unkempt appearance, unexplained minor injuries.*
- *Development: learning difficulties, lack of self esteem, poor coping skills, socio- emotional immaturity.*
- *Behaviour: disordered or few relationships, overactive, aggressive, impulsive, apathetic, irritable.*

A range of other issues could lead to Child Protection and Safeguarding concerns and these could include:

- Bullying including cyberbullying
- Children missing education
- Child missing from home or care
- Child sexual exploitation (CSE)
- Domestic violence
- Drugs
- 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)

- Hate
- Mental health
- Missing children and adults
- Private fostering
- Preventing radicalisation
- Relationship abuse
- Sexting
- Trafficking

Staff need to be vigilant when considering any Child Protection issues, passing concerns immediately to the designate or deputy designated safeguarding lead. As established in the Keeping Children Safe in Education 2016 document, staff should approach all situations with a view that, '***It could happen here.***' P.7

## **Section 2**

The role of the Governing Body

Governing Bodies are accountable for ensuring that the school has effective policies and procedures in place and monitoring its compliance with them.

**Governing Bodies should ensure that the school has:**

- *A Child Protection Policy and that the policy is made available to parents on request and is placed onto the school's website.*
- *Safe recruitment procedures and makes sure that all appropriate checks are carried out on new staff and volunteers who will work with children.*
- *Procedures for dealing with allegations of abuse against members of staff and volunteers.*
- *A senior member of the school's leadership team who is delegated responsibility for dealing with child protection issues, providing advice and support for other staff, liaising with the LA and working with other agencies.*
- *Made provision for the Head Teacher and all other staff to undertake appropriate training to equip them to carry out their responsibility for child protection effectively.*
- *Nominated a member of the Governing Body, usually the Chair to be responsible for liaising with the LA. The nominated person is Yvonne Joy – Chair of governors*
- *A system of review that ensures policies and procedures are evaluated each year and where necessary refined and improved.*
- *In addition to this Child Protection will be a standing item on full governing body meetings.*

**The role of the Head Teacher**

**The Head Teacher should ensure that:**

- *The policies and procedures adopted by the Governing Body are fully implemented.*
- *Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities.*

- *All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children.*
- *Access regular supervision meetings from the Redcar and Cleveland Child Protection and Safeguarding Officer*

## **The role of the Designated Safeguarding Lead**

### **Referrals**

- *To review CPOMS referrals when required, notifying staff, or other agencies of actions taken.*
- *To refer cases of suspected abuse or allegations to the relevant investigating agencies.*
- *To act as a source of support and advice within school when deciding whether to make a referral by liaising with the relevant agencies.*
- *To provide appropriate reports for child protection meetings.*
- *To attend and represent the school at child protection meetings.*

### **Training**

- *To know how to identify signs of abuse*
- *To ensure that each member of staff has access to, and understands, the school's Child Protection policy.*
- *To ensure that all staff have induction training.*
- *To be able to keep detailed, accurate, secure written referrals/concerns, using CPOMS*
- *To provide training on the correct use of CPOMS.*

### **Raising awareness**

- *To ensure that the Child Protection Policy is updated and reviewed annually.*
- *To ensure that parents are aware that the school has procedures in place for referrals to take place.*
- *When children transfer to other schools ensure that their CP records and information are transferred immediately.*

### **The role of the teacher**

Where a member of staff suspects that some form of abuse has occurred or judges that a child may be at significant risk they must consult the Designated or Deputy Designated safeguarding Lead who will consider the course of action to be taken.

Response to allegation or disclosures

- *Listen carefully take allegations seriously.*
- *Stay calm.*
- *Reassure the person.*
- *Explain what you will do next.*

- *Use CPOMS to report concerns to the Designated Safeguarding Lead.*
- *In an emergency protect the individual.*
- *Record factual detail ASAP.*
- *Don't try to obtain more information than that disclosed.*
- *Don't make comments or judgements.*

### **Section 3**

#### **Child Protection in Schools**

Schools have an important part to play in protecting children. Teachers make a high percentage of referrals of child abuse.

#### **Parental Responsibility**

The concept of responsibility was introduced with the Children's Act 1989. The implications for schools are:

Schools need to be aware of a child's family circumstances to establish who has parental responsibility.

- *All school records must accurately reflect the home situation.*
- *Schools must obtain consent for school trips, medical attention, taking photographic images etc from those with parental responsibility.*
- *If a child is injured or becomes ill at school the person with parental responsibility must be contacted.*

#### **School Records**

Schools must ensure that administrative procedures reflect accurate and up to date records to include:

- *Court orders currently in force.*
- *Who has parental responsibility.*
- *Children on the Child Protection Register.*
- *Each child's name at birth and any name changes.*
- *The child's legal status e.g whether the child is in care/Looked After by the Local Authority.*

**ALL SUCH INFORMATION MUST BE TRANSFERRED IMMEDIATELY WHEN CHILDREN TRANSFER TO NEW SCHOOLS.**

#### **The Curriculum**

Schools can play a part in protecting children through the curriculum. PSHE and PSED can help children to identify the responsibilities of adult life and further parenthood. The 'protective curriculum', integrating key concepts across the national curriculum subject areas, offers children the opportunity to talk about the issues of concern to them to help them to develop an understanding of personal safety.



## **Allegations of abuse against school staff**

The teacher/pupil relationship is unique. Experience has demonstrated that children can be abused by adults within the family, strangers, familiar adults and professionals. Teachers can be vulnerable to accusations of abuse. In the event of an allegation against a member of staff the Head Teacher must inform the Chair of Governors and report to the Governing Body. Care should be taken to follow LA guidelines and procedures. If an allegation is made against the Head Teacher the Chair of Governors is responsible for informing the LA.

A distinction should be made between the process for dealing with concerns about possible abuse of a child outside of the school environment and allegations of a child protection nature against a member of the school community. In cases of allegations against school staff or volunteers the Head teacher (or Chair of Governors in cases of allegations against the Head teacher) should always make contact with the Local Authority designated officer (LADO) before taking further action. In Redcar and Cleveland as of the date of this policy: September 2017 the LADO is Lorraine Press who is based at Seafield House 01642 771515

A safeguarding Leaflet will be shared with all visitors detailing the above.

The Designated Safeguarding Lead receives training on an annual basis including LSCB facilitated courses.

The Head Teacher, Assistant Head teacher, School Business Manager and Chair of Governors have completed the on-line Safer Recruitment Training.

## **References**

- Working together to Safeguard Children 2015 (updated February 2017)
- Keeping Children Safe in Education September 2016
- Safeguarding children: Safe Recruitment and Selection in Educational Settings
- Section 175 of the Education Act 2002
- South Tees Local Safeguarding Children Procedures (LSCB)
- Procedure for Managing Allegations against Staff, Carers and Volunteers – South Tees LSCB
- Safeguarding Children and Safer Recruitment in Education (2006)
- Counter terrorism and Security Act 2015
- The Children Act 2004 (Every Child Matters)
- What to do if you're worried a child is being abused (2003)
- The Prevent Duty 2015
- Staff Code of Conduct
- Staff Disciplinary Policy
- Staff Recruitment Policy

## Review

This policy was written in consultation with staff and Governors. It was reviewed and updated during the Autumn 2017. This policy will be reviewed annually

J. Dooris September 2017