



Child Protection Policy



Designated Safeguarding Lead: Mrs Louise Lovegrove

Head teacher 2017


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Chair of Governors – Oct 2017 This policy has been based on the policy of another school and reviewed and adapted by full governing body.

1. Guiding Principles

At Trinity St Stephen Church of England First School (TSS) we have adopted the following guiding principles which underpin all of the work of the school.

These are that:

- The welfare of the children in our care is our paramount consideration.
- Children and young people have the right to protection from neglect and abuse.
- The School has a duty to safeguard and to promote the welfare of the children who attend the school.
- Everyone has a responsibility for the protection of children and young people and for reporting concerns.
- Everyone has a duty to ensure that The Royal Borough of Windsor and Maidenhead's Local Safeguarding Children Board (LSCB) Procedures are followed. <http://www.rbwm.gov.uk/safeguardingchildren/> (Please note the website version of these documents is the controlled version - copies printed for reference should not be retained).
- The School also takes into account guidance from the Department for Education (DfE) and members of staff should familiarise themselves with the guidance - Keeping Children Safe in Education September 2016, Working Together to Safeguard Children 2015, The Prevent Duty 2015 (available in the school staff room in the Safeguarding File).
- In any conflict between the needs of the child and those of parents/carers or professionals, the needs of the young person must come first.

This policy will act as a minimum standard for TSS staff to follow while dealing with any incident of threat, abuse or neglect of children. Our policy applies to all staff, governors and volunteers working in the school.

2. Introduction

Trinity St Stephen School fully recognises its responsibilities for child protection. Child protection means protecting children from physical, emotional, sexual abuse or neglect. It also means helping children to grow up into confident, healthy and happy adults.

Definitions of Child Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

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, including penetrative (e.g. rape or buggery) or non-penetrative acts. They may include involving children in looking at, or in the production of, pornographic material, or encouraging children to behave in sexually inappropriate ways.

Emotional abuse is the persistent emotional ill-treatment of a child causing severe and persistent adverse effects on the child's emotional development, often by making them feel they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person, age or developmentally inappropriate expectations being imposed on children, causing children frequently to feel frightened, or the exploitation or corruption of children.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of the child's health or development, such as failing to provide adequate food, shelter and clothing, or neglect of, or unresponsiveness to, a child's basic emotional needs.

There are five main elements to our policy:

- Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop, including E Safety.

3. Designated Safeguarding Lead for Child Protection

We have a designated senior person for child protection who has received training and support for this role within the last two years and regularly receives yearly updates.

The designated person safeguarding lead is the Headteacher – **Mrs Louise Lovegrove**

The responsibilities of the Designated Safeguarding Lead within the school are:

- To provide the point of contact for staff who have concerns or information that a child may be suffering abuse now, or has done in the past or is likely to in the future;
- To make any necessary referrals to social services and police; and
- To ensure that TSS contributes fully to the child protection process and follows statutory guidelines.

A further member of senior staff (**Miss Kirsty Pugh**) has been trained to undertake the role of Designated Safeguarding Lead who will act in the role when the Senior Designated Safeguarding Lead is unavailable or unable to act.



The Governing body of TSS recognise that the role of Designated Safeguarding Lead can sometimes involve dealing with issues that are very sensitive and undertakes, on the Designated Safeguarding Lead's request to provide supervision for them where necessary. In the first instance this would usually involve arranging access for them to the local authority's staff counselling service.

4. Action to be taken by School Staff

All staff, governors and volunteers at TSS have a duty to be vigilant to the indicators of abuse and to refer concerns immediately to the designated member of staff for Child Protection. The abuse of children and young people is a crime. Please see Appendix 2 for Actions where there are concerns about a child taken from Keeping Children Safe in Education Sept 2016

It is not the role of staff, governors or volunteers to investigate, but staff should be clear about their role and the procedure for the prompt reporting of concerns to the Designated Safeguarding Lead:

- any concerns that a child or young person is suffering or is likely to be suffering some form of abuse or harm; and
- any disclosures of abuse.

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Implementation of Policy

Signs to Monitor

All staff and volunteers should be concerned about a child if:

1. The child has any injury which is not typical of those normally associated with children's injuries.
2. The child's behaviour has changed significantly.
3. The child regularly has unexplained injuries, bruising, marks or signs of possible abuse.
4. There has been deterioration in the child's general well-being.
5. The child regularly has injuries with explanations given but more than is considered normal.
6. Gives confused or conflicting explanations about how injuries were sustained.
7. Exhibits significant changes in behaviour, performance or attitude.
8. Shows signs of neglect.
9. Demonstrates sexual behaviour which is inappropriate to the age of the child.
10. Discloses an incident which resulted in the child being significantly harmed.
11. Any other cause to believe that a child may be suffering harm.
12. The child makes comments which may give cause for concern.

Rules to Follow When a Child is Disclosing Abuse

- a. Listen carefully to the child and do not to make judgments or discuss your own opinion about what the child is telling you.
- b. Try to ask open questions that enable the child to describe the incident using their own vocabulary and terminology.
- c. Ensure the child feels secure, safe and comfortable in the room and with the supervising adult.
- d. Staff members must not make promises of confidentiality to the child.

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Allegations against members of staff should always be referred to the Headteacher in the school as set out in the School Whistle Blowing Policy and RBWM Whistle Blowing Policy.

Allegations against a headteacher should always be referred to the Chair of governors as set out in the School Whistle Blowing Policy and RBWM Whistle Blowing Policy.

If staff have concerns about the suitability of a professional or a volunteer to work with children they should contact the Local Authority Designated Officer (LADO) for advice on 01628 796693

Although rare, professionals are sometimes abusers. At TSS we will follow the RBWM Procedures on managing allegations against staff. It should be stated that:

- TSS will not tolerate inappropriate behaviours.
- TSS will protect staff who discloses information regarding abuse by colleagues towards pupils.

Any allegation against a member of staff will be referred to the Headteacher, who will seek advice from the LA Designated Officer in accordance with DfE guidance.

5. Safe Recruitment

We follow the safe recruitment practices outlined by RBWM Children's Services based on DfE guidance (Keeping Children Safe In Education 2016).

All job descriptions make clear the degree of responsibility the post-holder has for safeguarding and promoting the welfare of children.

All staff will have some degree of responsibility.

All job adverts and information packs for vacancies contain clear reference to the requirements for DBS checks when offers of employment have been made.

DBS and pre-employment checks are carried out on all prospective employees before their employment starts. This provides an opportunity to verify information provided by the prospective employee, confirm his/her suitability for the job and ensure the relevant legislative requirements are met to safeguard children.

A DBS disclosure form is given to prospective employees immediately after their successful interview. The new employee will not be able to start work until the school has received confirmation from the DBS disclosure service and the prospective member of staff has presented their paper copy so that a record can be kept on file.

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Other pre-employment checks are made in accordance with the RBWM Children's Services Guidance, including identity, references, qualifications and health statement.

The information on a DBS check is only valid on the day that it is issued. All DBS checks will be renewed every three years. The school has a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm to a child, if there is reason to believe that the member of staff has committed one of a number of listed offences

DBS disclosures are to be obtained for all volunteers whose normal duties include caring for, training, supervising or being in sole charge of children, including on residential trips. Volunteers will be required to sign and date a copy of the school Child Protection and Safeguarding notice to indicate that they have read and understood it.

Volunteers who help with one-off activities or day trips, that do not involve unsupervised access to children, are not required to complete a DBS check. Under no circumstances should a volunteer who has not been checked be left unsupervised with children.

Third party providers such as sports clubs and supply teachers are responsible for their own staff DBS checks and a record is kept on our Single Central Record of the issue date and number.

The governing body wishes to exemplify good practice for volunteers in the school and therefore requires that all governors have an enhanced DBS check. DBS checks provided by the Oxford Diocese will be acceptable and a record is kept on our Single Central Record of the issue date and number.

6. Awareness

In order to ensure that all staff, governors and volunteers are aware of the child protection procedures we:

- i. Ensure everyone knows the name of the designated person responsible for child protection and their role.
- ii. Have a nominated governor responsible for overseeing the child protection procedures.
- iii. Provide regular training to ensure all staff understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated Child Protection Teacher. As a minimum all staff receive basic awareness training each 3 years.

Parents are made aware of the responsibility placed on the school and staff for child protection. Our obligations are set out on the school website.

7. Visitors/Volunteers Form

All visitors/volunteers are required to sign the visitors log and are made aware of the schools child protection and safeguarding guidelines.

8. Supporting Abused Children

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;
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable, but they are valued and not to be blamed for any abuse which has occurred;
- 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, Family Link Worker supplied by the charity East to West.
- Ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

9. Establishing a Safe Learning Environment

We recognise that because of the 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 whom they can approach if they are worried.
- Monitor absence very carefully and will follow up persistent or regular absenteeism rigorously. It is not uncommon for children being abused to have poor attendance at school. See Attendance Policy. Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- School has an established Anti Bullying Policy.

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- School requires parental consent before using childrens' images internally or externally.
- School uses the RBWM Request for MASH/Early Help.

10. Reporting

The Designated Safeguarding Lead for child protection should be informed immediately of specific concerns regarding an individual pupil. Verbal conversations should be followed up with a signed and dated written report as outlined above.

The designated child protection teacher will:

- Notify social services for advice or to make a referral.
- Ensure written records of concerns about children are kept, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely, separate from the main pupil file, and in locked locations.
- Co-operate as required with social services regarding child protection matters including attendance at case conferences.

The Designated Safeguarding Lead will notify social services if there is an unexplained absence of more than two days of a pupil who is on the child protection register.

11. Radicalisation and Extremism

Extremism is defined in the 2011 Prevent strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

British Values

British values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Signs of vulnerability

There are no known definitive indicators that a child is vulnerable to radicalisation, but there are a number of signs that together increase the risk. Signs of vulnerability include:

- Underachievement;
- being in possession of extremist literature ;
- poverty;
- social exclusion;
- traumatic events;
- global or national events;
- religious conversion;
- change in behaviour;
- extremist influences;
- conflict with family over lifestyle;
- confused identify;
- victim or witness to race or hate crimes; and
- rejection by peers, family, social groups or faith.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes;
- glorifying violence, especially to other faiths or cultures;
- making remarks or comments about being at extremist events or rallies outside school;
- evidence of possessing illegal or extremist literature;
- advocating messages similar to illegal organisations or other extremist groups;
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent);
- secretive behaviour;
- online searches or sharing extremist messages or social profiles;
- intolerance of difference, including faith, culture, gender, race or sexuality;
- graffiti, art work or writing that displays extremist themes;
- attempts to impose extremist views or practices on others;
- verbalising anti-Western or anti-British views; and
- advocating violence towards others.

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The Prevent Duty June 2015 sets out the legal requirement for schools and child care providers to a duty under section 26 of the Counter Terrorism and Security Act 2015, in the exercise of their functions to have 'due regard to the need to prevent people from being drawn into terrorism'.

The designated member of staff (Mrs Louise Lovegrove) must be informed immediately of specific concerns regarding radicalisation and extremism. Please see Appendix 1 for contacts for concerns of this nature, including how to make a referral to the Channel programme Mrs Lovegrove has undertaken Home Office training (WRAP).

12. Record Keeping

Record keeping is an important element of the child protection process. The key requirements of any record keeping are:

- The reason for the concern;
- What was said or witnessed;
- The language used by children to describe acts or body parts should be used in notes rather than be transliterated into the adult's preferred terminology;
- Dates and times of incidents; and
- Date and time when notes were made.

The police advise that handwritten notes written at the time or immediately after conversations with children are preferred as evidence to typewritten notes.

Notes should be passed to the designated Child Protection Teacher who will keep all child protection records in a locked cabinet. Such records form evidence and may be used in the child protection investigation and any subsequent legal proceedings.

13. Confidentiality

Staff cannot keep confidential a disclosure of abuse and must refer the matter immediately on to the designated teacher for child protection.

The police require that allegations likely to involve a crime are reported to them as soon as possible after a disclosure so immediate action is vital.

All referrals should be made with the knowledge that during any subsequent investigation the source (i.e. the school) will be made known to the family. Other staff may need to be alerted to concerns about a child or young person, possibly in order to monitor the concern or to gather further evidence prior to a referral being made, or to assist in providing appropriate support to a child or young person once after a referral has been made. Information should only be shared on a strict need to know basis.

14. Working with Outside Agencies

TSS will work in partnership with Social Services, Police and other Area Child Protection Committee member agencies, sharing appropriate information to assist the investigative process. TSS will contribute to any subsequent care plan.

Protecting and working with children is complex, challenging and demanding work. It is important to stress no single organisation or profession has the sole responsibility for child protection, therefore working in partnership is essential.

15. Other Policies

TSS will have regard to child protection guidance when developing other policies, in particular:

- Discipline and behaviour
- E-Safety
- Intimate Care
- Volunteer and Visitor
- Curriculum; PSHE, Sex Education
- Allegations against staff members
- Anti Bullying
- Attendance

16. Equality and Diversity

We will ensure that this policy is applied fairly and consistently to all our pupils.

We will not directly or indirectly discriminate against any person or group of people because of their race, religion/faith, gender, disability, age, sexual orientation or any other grounds set out in our Equalities and Diversity Policy. When applying this policy we will:

- Act in accordance with TSS's values, with respect and in consideration of the diverse needs of individual and communities; and
- Take positive action to reduce the discrimination and harassment in local communities.

17. Review

This policy is reviewed by the relevant committee every year.

19. Definition

Statutory Guidance under the Children Acts 1989 and 2004 defines the terms safeguarding and promoting the welfare of children as:

- 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 to enter adulthood successfully.
- There are five main categories of abuse, all of which can cause long term damage to a child:
- Physical Abuse: non accidental injuries, bruising, wounding burns, fractures;
- Emotional Abuse: persistent emotional ill-treatment such as the extreme denial of love, affection or approval;
- Neglect: the chronic inattention to basic needs;
- Sexual Abuse: the involvement of children or young people in sexual activity. This includes the abuse of a position of trust;
- Bullying and domestic violence.
- Harm: Significant harm is defined in Section 31 of the Children Act 1989 (amended) as: Harm means ill treatment or the impairment of health or development; including, for example, impairment suffered from seeing or hearing the ill-treatment of another;
- Development means physical, intellectual, emotional, social or behavioural development;
- Health means physical or mental health; and
- Ill-treatment includes sexual abuse and forms of ill-treatment which are not physical.

Useful Links

Expert and up to date information can be found on the NSPCC website at www.nspcc.org.uk

It is also possible to access broad government guidance on the issues below via the GOV.UK website

Child sex exploitation

Bullying, including cyberbullying

Domestic violence

Drugs

Fabricated or induced illness

Faith abuse

Female Genital Mutilation

Forced marriage

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Gangs and youth violence
Gender based violence/violence against women and girls
Mental health
Private fostering
Radicalisation
Sexting
Teenage relationship abuse
trafficking

Author: Louise Lovegrove (Headteacher)

Date: September 2015

Ratified: September 2015

Review date: September 2016

Ratified October 2016

Review September 2017

Ratified: September 2017

Review: September 2018

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Appendix 1

Contacts for PREVENT concerns:

In the event of a safeguarding concern regarding extremism and radicalisation your first contact is:

The School Designated Officer: Louise Lovegrove

Deputy Officer: Kirsty Pugh

RBWM contact: Craig Miller

Regional CHANNEL Coordinator: Shaun Greenough
shaun.greenough@thamesvalley.pnn.police.uk

Telephone: 07900 709126

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Appendix 2

Taken from Keeping Children Safe in Education 2016

Actions where there are concerns about a child

