



# Child Protection Policy

Approved By	<i>A. Higgins</i>
Date	February 2016
Review Date	February 2017

# LAKESIDE PRIMARY SCHOOL

## CHILD PROTECTION POLICY

### 1. Introduction

- All staff have been trained in Child Protection through City of York Council E-learning and Local Authority Safeguarding Training.
- Designated safeguarding lead Debbie Cousins and deputy safeguarding lead Karen Reynolds have been trained through the multi agency work together courses. They are both responsible for child protection.
- They can be contacted at [head.lakesideprimary@york.gov.uk](mailto:head.lakesideprimary@york.gov.uk) and [k.reynolds@lakesideprimary.co.uk](mailto:k.reynolds@lakesideprimary.co.uk).

**Lakeside School fully recognises its responsibilities for child protection.**

#### PURPOSE OF THE POLICY

- Our policy applies to all staff, governors and volunteers working in the school. The five main elements to our policy are to:
  - ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with children
  - raise awareness of child protection issues and equip children with the skills needed to keep them safe
  - develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse
  - support pupils who have been abused in accordance with the agreed child protection plan
  - establish a safe environment in which children can learn and develop.

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 whom they can approach if they are worried
- include opportunities in the personal, social health and education (PSHE) curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We will follow the procedures set out by the [City of York Safeguarding Children Board](#) and take account of guidance issued by the DFE to:

- 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
- ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role
- ensure all staff and volunteers 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 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 more than two days of a pupil who is on the child protection register
- develop effective links with relevant agencies and co-operate 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, separate from the main pupil file, and in locked locations
- develop and then follow procedures where an allegation is made against a member of staff or volunteer
- ensure safe recruitment practices are always followed.

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 (CAHMS), education welfare service and educational psychology service
- 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.

## **Definitions**

**Definition of child protection:** **Child protection** is the process of **protecting** individual children identified as either suffering, or likely to suffer, significant harm as a result of **abuse** or neglect. It involves measures and structures designed to prevent and respond to **abuse** and neglect. 11 Jan 2016

*Definition of safeguarding:* 'The process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully.'<sup>171</sup>

### ***Neglect***

Neglect is the persistent failure to meet a child's physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### ***Physical Abuse***

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, 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 whom they are looking after. This situation is commonly described using terms such as factitious illness by proxy or Munchausen syndrome by proxy.

### ***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, including penetrative (e.g. rape or buggery) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production or, pornographic material watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

### *Emotional Abuse*

Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur along.

It should be noted that these categories may overlap.

## 2. School Procedure for Staff

### 2.1 Any member of staff who:

- a. has suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play, or when the explanation given appears inconsistent with the injury;
- b. notes behaviours or actions, which give rise to suspicions that a child may have suffered abuse (may include worrying drawings or play);
- c. is concerned that a child may be suffering from lack of care, ill treatment, or emotional maltreatment;
- d. has concerns that a child is presenting any signs or symptoms consistent with suspicion of child abuse or neglect;
- e. notes significant changes in a child's presentation otherwise unexplained;
- f. receives hints or a disclosure of abuse from the child, another pupil, parent or member of the public;
- g. becomes aware that a Schedule 1 offender has moved into a household with children present or otherwise in a situation where that person may be posing a risk to children;

**must immediately report this to one of the designated safeguarding leads by completing an incident/concern report form (which is signed and dated by a member of staff) and handed to the safeguarding lead or the deputy.**

Completed forms should not be left unattended.

### [Incident/Concern Report Form](#)

#### 2.2 Remember

- a. All staff have a responsibility to share information about the protection of children with the designated safeguarding leads and other professionals (with parental consent).
- b. All staff are made aware that any information sharing about children and families should only be within a professional context.
- c. It is not the responsibility of teachers/care/support staff to investigate abuse or decide if abuse has taken place. The school does, however, have a duty to act on any concerns and refer to the investigating agencies (Social Services and the Police).
- d. Always listen to and take seriously any disclosure of abuse. Keep questions to a minimum, only asking these to clarify information or to assist the child who is finding it difficult to talk. Any questions should be 'open' i.e. not have the answer embedded in the question e.g. 'Can you tell me what happened' rather than 'Did x hit you?'
- e. Do not interrogate the child. Do not make the child repeat it all to another person. The information needed from the child is only that which is sufficient to make a referral for further



investigation, not for staff to decide the validity of the disclosure.

- f. Try not to show signs of shock, horror or surprise.
- g. Do not express your feelings or any judgements regarding the alleged abuser.
- h. If a child confides in you and requests that the information is kept secret, it is important that you tell the child sensitively that you have a responsibility to refer the information to the designated teacher in order to protect the child from further abuse. ON NO ACCOUNT SHOULD THE CHILD BE PROMISED ABSOLUTE CONFIDENTIALITY.
- i. Reassure and support the child, as far as possible, that only those who 'need to know' in order to protect them will be told. Explain what will happen next and try to ensure that the child is involved as far as possible and appropriate.
- j. Do not approach parents at this stage - the designated teacher will decide, based on the information, if and when parents will be spoken to, or the Head Teacher.
- k. Child protection information is CONFIDENTIAL and will be shared only on a 'need to know' basis as determined by the designated safeguarding lead Debbie Cousins or the deputy safeguarding lead Karen Reynolds.
- l. Staff can seek further support from 'The Front Door' on 551900.

## 2.3 Action by the Designated Teacher

- a. Staff will immediately inform the designated teacher of their concerns. In the absence of the designated teacher, staff will inform the Headteacher or other senior member of school staff.
- b. The designated teacher will decide what needs to happen next. The first consideration will be the need to address any urgent medical needs of the child.
- c. The designated teacher to contact City of York (CYC) Council Safeguarding Board for further guidance- 01904 551900 or alternatively refer to the City of York Safeguarding Children Board Route map in Appendix which is in the Head Teacher's office/on the notice boards in the Admin office.
- d. The designated teacher will decide after consultation with Local Authority Designated Officer (LADO) whether to talk to parents. Good child protection practice rests within a climate of openness and honesty. Parents will in general and where possible be spoken to unless to do so may place the child at risk of significant harm, impede any police investigation or place the member of staff or others at risk. An inability to contact parents will not cause undue delay in making a referral. The designated teacher will not fail to make any necessary child protection referral if the parents disagree with this decision. The designated teacher will make it clear that they are following CYC Guidelines and Procedures and acting on their statutory duty.
- e. The designated teacher will decide whether to make a formal referral to Children's Services

following advice from LADO, follow this up in writing using the standard referral form.

- f. In cases where the child is at immediate risk, there is clear physical evidence or the child has made a clear disclosure, referral to CYC Safeguarding Board should be made immediately. If the above consultation process is not possible or cannot be completed with a very short timescale (because for example the designated teacher is not available) then it is the responsibility of the teacher who gleaned the information to ensure that a speedy referral is made to Children's Services. Any member of school staff is entitled to liaise/consult and to make a referral. Absence of key personnel should never prevent a referral when there is immediate risk, evidence or direct disclosure.
  
- g. If it is decided not to make a referral at this stage, the action taken should be fully documented, together with the reasons for the decisions not to proceed further. The designated teacher may advise that further monitoring is necessary. Parents will be informed.
  
- h. The designated teacher may consider that whilst a child protection referral may not be appropriate, it would be appropriate to make a referral for family support from Children's Services (Child in Need route) or other services such as, for example, School Health Service; Primary Mental Health Worker for Child and Adolescent Mental Health; Education (Education Social Work, Behaviour Support, Learning Support, Educational Psychologist). Put into place a F.E.H.A. This should only ever be done with the agreement of parents. However, failure to agree may, in some circumstances, itself be a child protection concern.

## **2.4 Action Following Child Protection Referral**

- a. The designated teacher will make regular contact with City of York Council Safeguarding Board to provide any necessary information and ensure that they are up-to-date, clear about any action being taken by them, and clear of any action for school to take.
- b. The designated teacher or other appropriate member of staff will, wherever possible, contribute to the strategy discussion.
- c. The designated teacher or other appropriate member of staff will attend, contribute to and provide a report for, any subsequent Child Protection Conference. This will include expressing a professional view, based on the information shared as to whether the child or children subject of the Conference should be placed on the Child Protection Register on the grounds that they appear to be at risk of continuing significant harm.
- d. If the child or children are placed on the Child Protection Register the school will contribute to the Child Protection Plan, attend Core Group Meetings and Review Child Protection Case Conferences.
- e. All reports written will, wherever possible, be shared with parents prior to meetings. If we are in doubt regarding sharing certain information we will discuss with a senior member of the ESW staff.
- f. Where the designated teacher disagrees with a decision made by City of York Council Safeguarding Board e.g. not to apply Child

Protection Procedures or not to convene a Child Protection Case Conference, he/she will discuss this with a senior member of the Education Social Work staff and they will together agree how to proceed.

### **3. Recording and Monitoring**

3.1 Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given be recorded verbatim where possible and note made of location and description of injuries seen. The designated teacher has agreed the following system of monitoring and review with staff.

3.2 All child protection documents will be retained in a 'Child Protection' file, separate from the child's main file. This will be locked away and only accessible to the Headteacher and designated teacher. The Data Protection Act 1998 provides that child protection records be exempt from disclosure where this would not be in the interests of the child. These records will be transferred to any future school the child moves to, clearly marked: *Confidential – Child Protection – for the attention of Designated Child Protection Teacher.*

### **4. Partnership with Parents**

4.1 Lakeside School recognises that the protection of children should always be of paramount importance and consideration and that the primary focus in child protection should always be the child's safety and welfare. However, good child protection practice and outcome relies on a positive, open, honest working partnership with parents. We will ensure that all parents are treated with respect, dignity and courtesy.

We will respect parents' right to privacy and confidentiality unless they give permission for information to be shared or it is necessary to infringe this in order to protect the child or children.

4.2 When a referral has been made without informing parents we will clearly explain that we have acted:

- a. following consultation, and
- b. in line with our statutory responsibilities, this policy and LEA and City of York Council Safeguarding Board Guidelines and Procedures.

4.3 We will make parents aware of this policy and guidance on the school website and state that we may, on occasion, need to make referrals without consultation with them. However, we will make every effort to maintain a positive working relationship with them whilst fulfilling out duties to protect the child or children. Parents will be made aware that they can view this policy on request.

## **5. Supporting the Child**

5.1 The school will continue to support the child and work together with other agencies involved with the family.

5.2 Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why. We will provide a secure, caring supportive and protective relationship for the child.

5.3 The Headteacher/designated teacher will decide which members of staff "need to know" and how much they "need to know" in order to support and protect the child. This will take into account the acute difficulty and embarrassment many children have

knowing that staff are aware of their situation. Central to the decision will be the need to protect the child whilst maintaining, wherever possible, their privacy and dignity and right to confidentiality.

## **6. Child Protection in the Curriculum**

- 6.1 Lakeside School is committed to raising pupils' awareness that they have a right to not be treated or touched in a way that makes them unhappy or hurt, that sometimes they may not feel able to stop an adult doing something that they do not like, and that there are people in and out of school who will listen to them and take steps to protect them from harm. Age appropriate materials are utilised in PSHE in order to help children to understand child protection issues.

## **7. Safeguards for Pupils and Staff**

- 7.1 The school will follow CYC guidance regarding the safe recruitment, selection and employment of staff in order to ensure that every effort is made to deter and prevent any person who may pose a risk to children working with them. This will include ensuring that all relevant personnel are Criminal Records Bureau checked and checked against list 99. Staff volunteers who have not been checked in this manner will not be allowed unsupervised access to children.
- 7.2 School staff will always act professionally and conduct any relationships with children in a professional manner.
- 7.3 Staff will not be put in a position which renders them particularly vulnerable to false allegations of abuse. Any concerns that, for whatever reason, a member of staff may be vulnerable will be shared with the designated teacher and Headteacher who will make

appropriate arrangements to reduce/eradicate this risk. The decisions made will be recorded and include the reasons for them. If the risk relates to a particular child a copy will be retained on that child's file (CP file where appropriate). Parents, where appropriate, will be informed.

7.4 Any member of staff who has concerns that the behaviour of another member of the school staff is or may be abusive to children will immediately inform the Headteacher. If these concerns relate to the Headteacher, the designated teacher and/or designated governor will be informed.

7.5 The school's policy on physical restraint relates to this policy, where a 'restraint' appears to have been conducted in a manner which could constitute abuse these procedures will be followed.

7.6 Where abuse by children is either suspected or becomes known, the designated teacher will consult with the Headteacher and Principal ESW in order to secure appropriate arrangements for the safety and protection of all and make child protection referrals where appropriate.

7.7 School have made appropriate arrangements for ensuring the safe use of the internet by writing a policy which parents have read and signed giving permission for children to use the internet under supervision. The ICT suite is managed by Vital who take every step to ensure safe use.

## **8 Allegations of abuse made against a member of staff**

8.1 All children will be listened to and taken seriously whenever making an allegation of a child protection nature, irrespective of the person they are making the allegation about. We acknowledge that this is



particularly difficult when the subject of the allegation is a colleague and/or friend. On no account, however, should the person listening to the allegation offer an alternative explanation or blame the child.

- 8.2 The CYC Safeguarding Board Guidelines and Procedures and the relevant section of the HR Manual must always be followed. It is acknowledged that such allegations may be malicious, misplaced or false. We also acknowledge that education staff may on occasion be abusive to children. It is essential for both the child and members of staff that allegations are investigated properly in order that children are protected and that any member of staff who has been falsely accused can be proven innocent.
  
- 8.3 In the event that an allegation is made against the Headteacher the matter should be reported to the Designated Teacher or the Designated Child Protection Governor with responsibility for child protection, whose role it is to ensure that the agreed procedure is followed. They will proceed as the Headteacher would normally, as below.
  
- 8.4 The person who has received an allegation or witnessed an event will immediately inform the Headteacher who will take steps to secure the immediate safety needs of the child or children and seek any urgent medical attention required. The member of staff will not be approached at this stage unless necessary to address the immediate safety of the children.
  
- 8.5 The Headteacher will consult the lead LEA officer for Child Protection in order to decide how to proceed. This decision will be made with regard to DfES guidance and LEA/ACPC Guidelines and Procedures designed to secure the rights and well-being of children and staff.

- 8.6 Consideration will be given throughout to the support and information needs of pupils, parents and staff. The Headteacher will inform the nominated governor for child protection of any allegation against a member of staff.

## **9 Children who go missing**

- 9.1 When a child who is on the child protection register 'goes missing' or is significantly absent the designated teacher will immediately inform Children's Services. When other children go missing or change school and information is not available regarding the receiving school, the school will immediately inform the Education Social Work Service, who will take appropriate action to trace the child.

## **10 Support for Staff**

- 10.1 Child protection work can be difficult, distressing and extremely stressful. School staff who become involved in this area of work will therefore often need support and a 'listening ear'. Staff will be supported by The Headteacher. The designated teacher will be supported by the Governors. Please note that additional support is always available from the ESW Service.

## **11 Role of Governors**

The nominated Governor responsible for safeguarding and child protection is Hugh Richards.

The Governing Body of Lakeside Primary School is responsible for safeguarding and there will be an item on each Governors Meeting agenda to address the following:

- to be informed of the number of children in school on the Child Protection Register (not to include names or details);
- consider any training needs;
- be informed of any training undertaken;
- review this policy.

Additionally, governors will undertake their responsibilities in relation to allegations against the headteacher and any disciplinary procedures.

#### OTHER Policy pertaining to Child Protection

The school has policies around

E-Safety

Anti Bullying

Physical Intervention

Taking Images and Video of Children

Positive Behaviour Policy

Confidentiality

Safer Recruitment

#### 12. Statutory Guidance

[Working Together to Safeguard Children.](#)

Keeping Children safe in Education (July 2015)

Last Reviewed – February 2016

Review date – February 2017