

Huyton with Roby CE Primary School

Policy For Child Protection

Authors: Knowsley Council

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Review Date: Autumn 2015

Signed.....Chair of Governors

Date of Signature.....

Model Child Protection Policy and Procedures for Knowsley Schools and Education Settings

September 2014

Part 1

Policy Statement

Child Protection

- 1.1 This document replaces the Knowsley Directorate of Children and Family Services Child Protection Policy and Procedures, August 2011.

In line with Working Together to Safeguard Children 2013, the definition of safeguarding for this 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;
- Taking action to enable all children to have the best outcomes.

Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk. **(Keeping Children Safe in Education, 2014.)**

Safeguarding Children Policy Statement

Huyton with Roby CE Primary School acknowledges the duty of care to safeguard and promote the welfare of children and is committed to ensuring safeguarding practice reflects statutory responsibilities, government guidance and complies with best practice and Ofsted requirements.

The policy recognises that the welfare and interests of children are paramount in all circumstances. It aims to ensure that regardless of age, gender, religion or beliefs, ethnicity, disability, sexual orientation or socio-economic background, all children have a positive and enjoyable experience of activities at school in a safe and child centred environment and are protected from abuse whilst participating in education or outside of the activity.

The school acknowledges that some children, including disabled children and young people or those from ethnic minority communities, can be particularly vulnerable to abuse and we accept the responsibility to take reasonable and appropriate steps to ensure their welfare.

As part of our safeguarding child protection policy the school will;

- promote and prioritise the safety and wellbeing of children and young people
- ensure everyone understands their roles and responsibilities in respect of safeguarding and is provided with appropriate learning opportunities to recognise, identify and respond to signs of abuse, neglect and other safeguarding concerns relating to children and young people

- ensure appropriate action is taken in the event of incidents/concerns of abuse and support provided to the individual/s who raise or disclose the concern
- ensure that confidential, detailed and accurate records of all safeguarding concerns are maintained and securely stored
- prevent the employment/deployment of unsuitable individuals
- ensure robust safeguarding arrangements and procedures are in operation

The policy and procedures will be widely promoted and are mandatory for everyone involved in school. Failure to comply with the policy and procedures will be addressed without delay and may ultimately result in dismissal/exclusion from the organisation.

Monitoring

The policy will be reviewed a year after development and then every three years, or in the following circumstances:

- Changes in legislation and/or government guidance
- As required by the Local Safeguarding Children Board, and Ofsted
- As a result of any other significant change or event.

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. This document has been written to comply with:

Children Safe in Education (2014)
Keeping Working Together (2013)
KSCB Safeguarding Procedures Manual
Children Act (1989) (2004)
Education Act (2002)
What to do if you are worried a child is being abused (2006)
Knowsley Model of Children in Need

Aim

- 2.1 This is a whole school document aimed at all staff. External groups that use the site must also be aware of the school policy, even though they may have their own organisational policy.

This document aims to promote a safe environment where child safeguarding concerns can be managed in an appropriate way.

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.

Part 3

Safeguarding in Schools

- 3.1 For child protection processes and procedures to be effective they should be embedded as part of a safer school culture. To establish an open and safer culture schools and education settings should;

- Establish and maintain an environment where children and young people feel secure, are encouraged to talk and feel listened to
- Ensure children and young people know there are adults in school they can talk to if they are worried
- Ensure that within the curriculum children and young people are taught the skills they need to recognise and stay safe from all kind of harm
- Ensure that children and young people who may be particularly vulnerable, such as those with SEN and disabilities are supported.
- Ensure children and young people who have English as an additional language have access to support and information that is clear, accessible and in their preferred language.

Everyone who comes into contact with children and their families has a role to play in safeguarding children. School and College staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of a wider safeguarding system for children. This system is described in statutory guidance *Working Together to Safeguard Children 2013*. Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.
(Keeping Children Safe in Education, 2014.)

- 3.2 The value of staff who have a particular contribution to make in listening to children and young people who have experienced abuse is recognised. However it is understood that this work will not be undertaken at a time when it may impact on any legal processes through which the child may be involved.

It is recognised that children who are abused or who witness domestic abuse may find it difficult to develop a sense of self-worth. They may feel helpless, humiliation and some sense of blame. School may be the only stable, secure and predictable element in the lives of children and young people who are at risk.

The School will endeavour to support children and young people who are its students through;

- Ensuring the content of the curriculum encourages self-esteem and self motivation
- Promoting an ethos of positive support and create a safe and secure environment for staff and pupils.
- Upholding the school behaviour policy, ensuring that pupils are aware that some types of behaviour are unacceptable, however, they are valued and not blamed for any abuse that may have occurred.
- Recognising that children and young people living in environments where there is domestic abuse, adult drug/ alcohol misuse and /or adult mental health issues are vulnerable and may be in need of support and protection.
- Monitoring the welfare of children and young people who are its pupils, keeping accurate records, and notifying Children's Social Care as soon as there is a child protection concern.
- Identifying a key member of staff as an Operation Encompass champion whose role is to receive information from the Police relating to incidents of Domestic Abuse.
- Initiating and contributing to assessments relating to the child/ young person and their family, including Early Help Assessments in line with the Knowsley Model of Children in Need.

School/education setting will;

- Undertake discussions with the parents/carers, (or if appropriate the child/young person) to gain consent to share information prior to the involvement of another agency unless this may put the child at increased risk of significant harm.
- Ensure parents/carers have a clear understanding of the **duty** placed on school staff with regards to safeguarding and child protection, and these are set out in school local offer.
- Ensure that parents/carers are aware of any referral that has been made to Children's Social Care, unless to do so may put the child at increased risk of significant harm.

In particular, governing bodies and proprietors should ensure that the school and FE college takes the following specific actions:

Has a child protection policy and procedures in place that are in accordance with the local authority guidance and locally agreed inter-agency procedures;

Ensures that the child protection policy and procedures are made available on the school website or to pupils, student and parents on request;

Procedures in place for dealing with complaints about safeguarding arrangements which should be accessible to staff, pupils and parents.

(Keeping Children Safe in Education, 2014.)

4.1 The child protection procedures for the school will ensure;

- The procedures set out in the Knowsley Safeguarding Children Board (KSCB) Safeguarding Children Procedures Manual are followed. These multi agency procedures are updated and held on line at www.knowsleysafeguardingchildren.co.uk
- In the event of a member of staff having child protection concerns about a child or young person, they will immediately inform the Designated Safeguarding Lead, and record accurately the events giving rise to the concern.

- If the Designated Safeguarding Lead is unavailable the member of staff should speak to a member of the Safeguarding Team of Leadership team or to the named person in the Local Authority for advice. Under no circumstances should the member of staff attempt to resolve the matter themselves.
- Understanding that taking no action does not safeguard children. Once a piece of information is received there should not be an assumption that someone else will act. Discussions should be had and the outcome should clearly note what actions will be taken, by who and why.

See appendix 1

If the child protection concern relates to a member of staff please refer to the school or education setting allegations management policy,

Governing bodies and proprietors should ensure that the school and FE college takes the following specific actions:

Designates a senior member of staff to take lead responsibility for dealing with child protection and whose duties include providing advice and support to other staff, liaising with the local authority and working with other organisations as necessary

Arranges for the Headteacher, principal of an FE college or proprietor of an independent school and all other staff and volunteers work with children to undertake appropriate training to equip them to carry out their responsibilities for child protection effectively and are made aware of the school's arrangements for child protection and their responsibilities;

Identifies any instance where there are grounds for concern that a child is suffering or likely to suffer significant harm either at school or at home and immediately refers any concerns to the local authority children's social care services;

(Keeping Children Safe in Education, 2014.)

- 4.2** As part of the extended school provision, should any member of staff become aware of a child protection concern where a child is suffering, or likely to suffer significant harm, they should follow procedure and contact the Children's Social Care Duty Team. They should record their concerns and actions, and inform the setting Designated Safeguarding Lead as soon as practicable.

4.3 Dealing with a disclosure

Do

- Stay Calm
- Listen carefully, let the child tell their story and take it seriously
- Keep the child informed about what you are doing and what is happening at every stage
- Reassure them they have done nothing wrong and it is not their fault
- Make a full record of what has been said as soon as possible

Don't

- 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 Designated Safeguarding Lead will consider the information, if necessary take advice, and will make a decision to either:

- Keep detailed records of the concern, however no further action at this time
- Initiate a Early Help Assessment
- Make a child protection referral to Children Social Care.

Once the decision is made to make a referral the Designated Safeguarding Lead will contact the Knowsley Assessment Team and make a telephone referral. This must be followed up in writing (via e-mail) within 24 hours. A copy of the e –mail must also be sent to the Local Authority Safeguarding/ Child Protection Advisor. **(See appendix 2)**

As part of the KSCB multi agency procedures Children's Social Care will inform the referrer of the outcome/ progress of the referral within 3 working days. If the Designated Safeguarding Lead does not receive this information it is their responsibility to follow up the progress of the referral.



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4.4 Confidentiality and Information Sharing

Sharing information is essential in working together to safeguard children. Professionals, agencies and services are required to securely share information,

- About children and their health and development in relation to 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

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

If there is any doubt about confidentiality, staff should seek advice from a senior manager or outside agency as required.

The Headteacher/Designated safeguarding lead will only disclose information about a pupil to other members of the staff team on a need to know basis. In line with the *HM Government Information Sharing :Guidance for practitioners and managers*. Seven Golden Rules for information sharing, the appropriateness of sharing information should have a direct relevance on the ability of the member of staff to carry out their role. **Seven golden rules for information sharing (see Appendix 3)**

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

4.5 Record Keeping

To ensure good safeguarding and child protection practice the school is required to keep clear and detailed written records of concerns about children, even when there is no need to refer the matter to Children’s Social Care immediately.

Records should clearly indicate statements of fact, opinion, first and second hand information. All child welfare concern and child protection records should be kept securely in locked locations with limited access.

The document Information and Data Security: Guidance for Knowsley Schools (Version 4.0) has been shared with schools and sets out the following guidance for the management of child protection files in schools.

Records	Basic File	Retention Period	At end of retention	Notes
All other important and prime documentation	Child Protection files	DOB + 25 years	Confidentially dispose	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.

4.6 Transfer of Child Protection Records

It is the responsibility of the Headteacher to pass on confidential information to the Students next school, college or education setting.

Transfer of records checklist:

- The Headteacher should inform a child's social worker immediately if they are aware that a child moves to a new Borough.
- Arrangements 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 the confidential waste guidelines.
- In event of not being able to trace a child, the school should contact School Attendance Improvement Officer (SAIO) and ask them to make further enquiries.
(See appendix 4)

If a Headteacher is aware when a new pupil is admitted there are previous child protection concerns, every effort should be made to obtain the confidential child protection file from their previous school or education setting.

4.7 Early Help Assessment

In order to effectively contribute to the Early Help Assessment process staff will actively participate and contribute to the development of a common assessment process that considers the needs of the child and the family.

Early Help Assessments will be conducted in order to facilitate earlier identification and intervention supporting children with additional needs.

In order to ensure the effectiveness of the Early Help Assessments school staff will,

Participate in Early Help Assessment training
Develop effective links with other services and agencies
Work in partnership with children, young people and their families

Part 5

Monitoring and Review

- 5.1** The school's child protection policy and procedures are required to meet a standard agreed by the Local Children Safeguarding Board, in line with national legislation and guidance. Best practice indicates that the policy and procedural documents should be monitored and reviewed annually.

In the interests of safeguarding and protecting the welfare of children and young people all staff receive a copy of the Safeguarding Child Protection policy, and sign a safeguarding checklist to say they have read and understood it's content.

Appendix 1

Broad areas of responsibility proposed for the Designated Senior Person for Child Protection. (Keeping Children Safe in Education, 2014)

The designated person must have the status and authority within the school management structure to carry out the duties of the post including committing resources and where appropriate directing other staff. In many schools a single designated person will be sufficient but a deputy should be nominated to act in the designated person's absence.

At Huyton with Roby there is a Safeguarding Team consisting of:

Designated Person – Mrs Linda Wade (Pastoral Care Manager)

Deputy Safeguarding Lead – Mrs Jill Stratford (Head Teacher)

Mrs Katherine Whitehouse – (Deputy Head Teacher)

Mrs Sylvia Wills – (SENCO)

Referrals

Refer cases of suspected abuse or allegations to the relevant statutory agencies (children's social care or the police)

Act as a source of support, advice and expertise to staff within the educational establishment when deciding whether and when to make a referral to relevant statutory agencies.

Seek advice from and share information with relevant statutory agencies before seeking consent or informing parents of a referral unless to do so would place a child at increased risk of harm, for example in cases of suspected forced marriage.*

Liaise with the headteacher or principal (where the role is not carried out by the headteacher or principal) to inform him or her of any issues and ongoing enquiries under section 47 of the Children Act 1989 and police investigations and ensure there is always cover for this role.

*** KSCB safeguarding procedures and good practice recommends that parents/carers must be informed of the duty school staff have to make a child protection referral, before the referral to children's social care, unless to do so would put the child at increased risk of harm.**

Training

Recognise how to identify signs of abuse and neglect and when it is appropriate to make a referral to other agencies.

Understand the assessment process for providing early help and intervention, for example through locally agreed and common share assessment processes, such as the Common Assessment Framework (CAF)

Have a working knowledge how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.

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Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new or part-time staff who may work with different educational establishments.

Ensure all staff have induction training covering child protection and are able to recognise and report any concerns about children's safety and welfare immediately they arise.

Be able to keep detailed, accurate, secure written records of referrals and/or concerns.

Obtain access to resources and attend any relevant or refresher training courses.

Raising Awareness

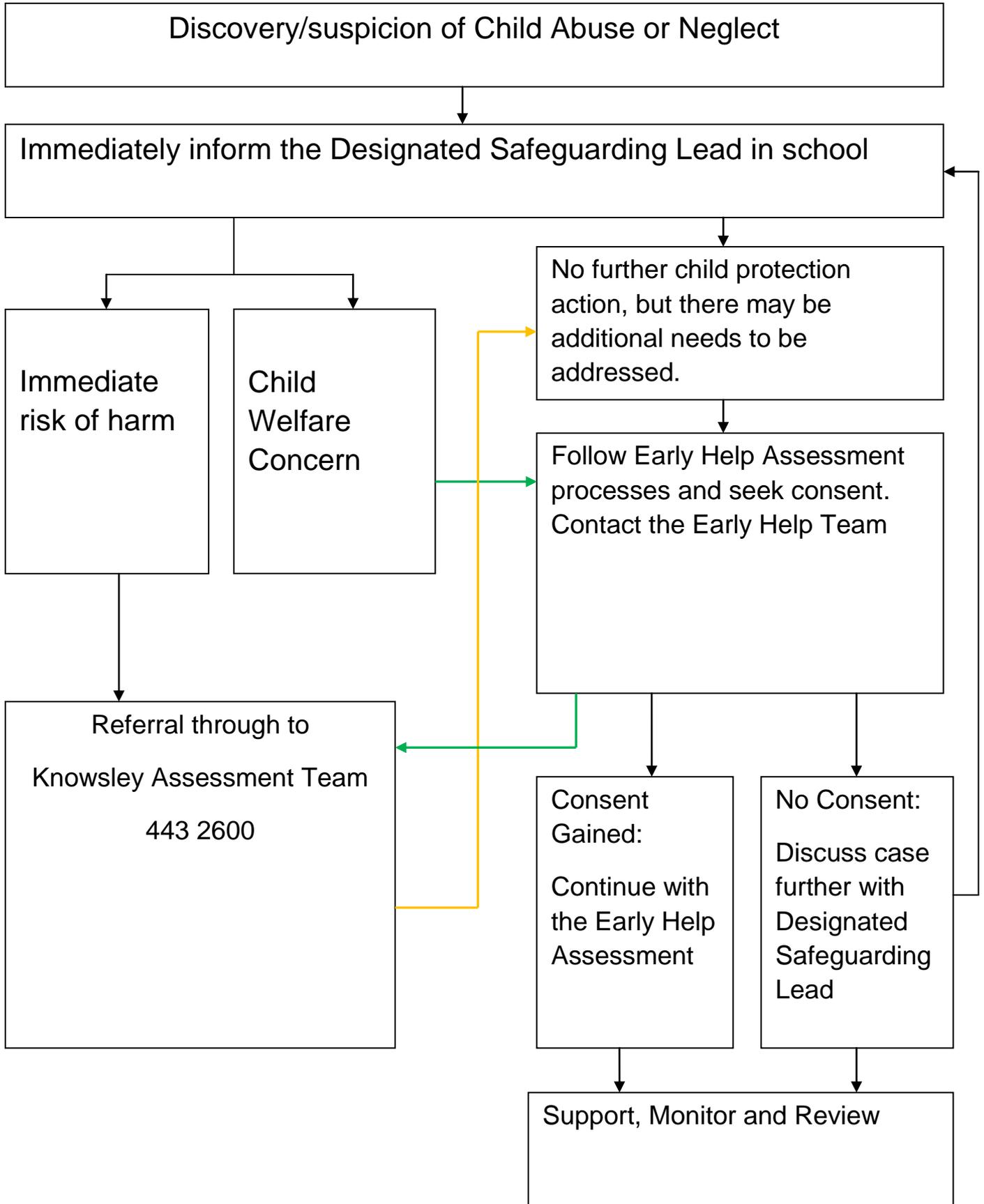
Ensure the establishment's child protection policy and procedures are updated and reviewed annually and work with the governing body, managements committee or proprietor regarding this.

Ensure parents see copies of the child protection policy and procedure which alerts them to the fact that referrals about suspected abuse or neglect may be made and the role of the establishment in this.

Where children leave the establishment ensure their child protection file is copied for any new establishment as soon as possible but transferred separately from the main pupil file.

Appendix 2

**Child Protection Procedures
Flow Chart**



Appendix 3

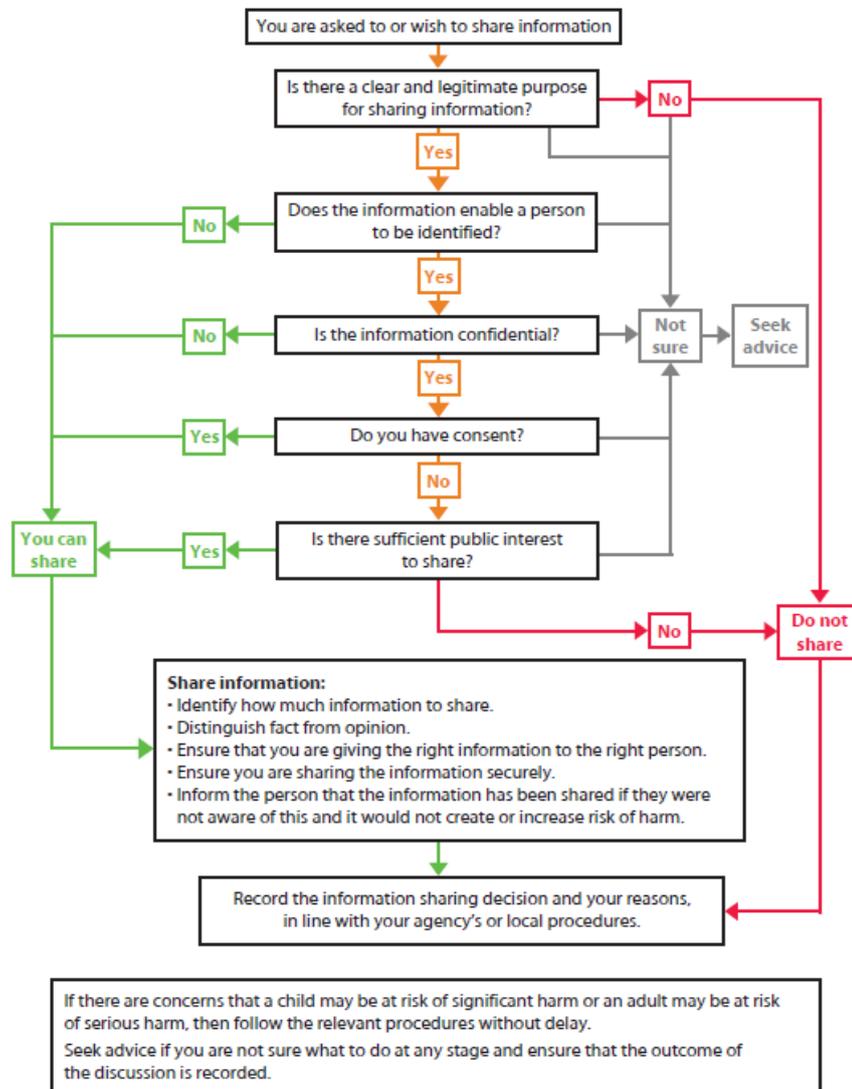


Seven golden rules for information sharing

- 1. Remember that the Data Protection Act is not a barrier to sharing information** but provides a framework to ensure that personal information about living persons is shared appropriately.
- 2. Be open and honest** with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
- 3. Seek advice** if you are in any doubt, without disclosing the identity of the person where possible.
- 4. Share with consent where appropriate** and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.
- 5. Consider safety and well-being:** Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.
- 6. Necessary, proportionate, relevant, accurate, timely and secure:** Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
- 7. Keep a record** of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Local contacts

Flowchart of key questions for information sharing



Local contacts

Appendix 4

Receipt of Child Protection File

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: