



Lillington Nursery & Primary School

Child Protection Policy



Aim

Whilst the prime focus of Lillington Nursery and Primary School is to secure the best educational provision for the child, we recognise that the safety, welfare and care of children is paramount. We are therefore committed to the highest standards in protecting and safeguarding the children entrusted to our care at all times.

We will ensure that arrangements are in place for:

- all reasonable measures to be taken to minimise the risks of harm to children's welfare;
- all appropriate actions to be taken to address concerns about the welfare of a child, or children, working to agreed local policies and procedures in full partnership with other local agencies;
- all persons working at this school to be made aware of this policy.

We recognise that some children may be the victims of neglect, physical, sexual or emotional abuse. Staff of the school will often, by virtue of their day to day contact and knowledge of the children, be well placed to identify such abuse and offer support to children in need.

In order to protect our children, we aim to:

- Create an atmosphere where all our children can feel secure, valued and listened to
- Recognise signs and symptoms of abuse
- Respond quickly and effectively to cases of suspected abuse
- Monitor and support children at risk
- Use the curriculum to raise children's awareness, build confidence and skills
- Work closely with parent/carers and support external agencies
- Ensure that all adults within our school who have access to children have been checked as to their suitability (refer to safer recruitment and selection policy)

Lillington Nursery and Primary School will support all children by:

- Encouraging self-esteem and appropriate self-assertiveness whilst not condoning aggression or bullying
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children
- Notifying Social Care Services via the approved mechanisms as soon as there is a significant concern.
- Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the child's new school.

Designated personnel

- Designated Senior Person for Child Protection **Derek Fance Head Teacher**
- Deputy Designated Senior Person **Julie Wright Assistant Head Teacher**
- SLT **Jen Collett (Year 2), Matt Holt (Year 4) and David Giles (Year 6)**
- Chair of Governing Body **Jim Randle**.....
- Nominated Governor**Louise Harrison (support staff Governor)**.

The role of all staff and other persons within Lillington Nursery and Primary School

All staff have a duty to safeguard children. This policy outlines how staff can meet this duty and their need to be:-

- Trained and aware of potential indicators of abuse
- Open to hearing concerns from children and others, without seeking to investigate these concerns.
- Informed on how to report any concerns to their Designated Senior Person(s) for Child Protection.
- Informed on how to report any concerns relating to staff to their Head Teacher/Head of Service.
- Informed on how to report any concerns relating to their Head Teacher/Head of Service.

Listening to children. Schools should:

- Create the opportunity and environment for children to be able to talk about their concerns
- Establish systems to enable cover for the member of staff listening to a child's concerns.
- Always:
 - Report on as soon as you have a concern.
 - Record information verbatim using the actual words of the child and noting any questions the child raises.
 - Note dates, times, who was present, positions in the room, anything factual about the child's appearance.
 - Pass these notes to the DSP.
 - If possible use a silent witness.

Never

- Ask leading questions.
- Ask the child to write down their account.
- Investigate (with, or without, others).
- Take photographs of marks.
- Attempt any medical judgement
- Arrange a medical examination
- Tape/video record an interview
- Ask a child to remove any clothing. Staff should always be aware of their own vulnerability at this point and should take steps to minimise risk to themselves whilst supporting the child.

We recognise that all matters relating to Child Protection are confidential. The Head or DSP will disclose any information about a pupil to other members of staff on a need to know basis only.

Supporting Staff

- We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- We will support such staff by providing an opportunity to talk through their anxieties with the Designated Senior Person and to seek further support as appropriate.
- All staff are able to access confidential support and counselling through for example BCC Staff Careline, Teacher Support network

The role of the DSP

The Designated Senior Person is responsible for:

- Adhering to the Warwickshire Safeguarding Children Board (WSCB), Education and school procedures with regard to referring a child if there are concerns about possible abuse
- Keeping written records of all concerns about a child even if there appears to be no need to make an immediate referral
- Ensuring that all such records are kept confidentially and securely and are separate from child records
- Ensuring that an indication of further record-keeping is marked on the child records
- Liaison and joint working with Social Care Services, and other relevant agencies

Reporting Procedures

- All concerns must be passed to the DSP who will seek advice/make a judgement as to whether a referral to Social Care Services or the need for any other action to be taken. Staff raising a concern about a child will be asked to complete a 'Logging a Concern' form (available from the Shared area on the intranet). This form needs to be passed to the DSP who will file it centrally.
- If a disclosure is made or a member of staff has reason to believe abuse has occurred a 'Logging a Concern' form (available from the Shared area on the intranet) should be completed as soon as possible and passed to the DSP. Any original notes should be signed, dated and securely attached to the incident report form. All staff must be aware of the high level of confidentiality of notes and individual staff members should pass all notes and records onto the DSP.
- Upon submitting an incident form the member of staff and the DSP should catalogue the form, sign and date the incident book in order to prove the procedure has been followed.

Staff allegations

- All child protection allegations relating to staff must be reported directly to the Head Teacher without informing the subject of the concern/allegation.
- The full evidence will be made available to the member of staff subject of the allegation as soon as is agreed appropriate within the ongoing needs of any investigation by the Police, Social Care Services, or by any disciplinary process.
- In some cases it may be necessary for the staff member to be suspended whilst an investigation is carried out. It must be recognised that any decision to suspend a member of staff is without prejudice and on full pay, and is not an indication of any proof or of any guilt. Advice should always be taken from the Human Resources team in this respect.
- Any complaint or concern of a child protection nature received by any person and relating to Head Teacher must be passed in confidence to the Education Services Lead Officer who will give advice and support including making contact with the Chair of Governors
- All staff need to be aware of their vulnerability to allegations and must address their practice accordingly. All staff must adhere to the school policy in respect to safe conduct.
- Children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.

Procedure

- The school adheres to the Warwickshire Safeguarding Children Board (WSCB) procedures and the Warwickshire Child Protection Procedures. Copies of these are kept by the Head Teacher and must be the subject of training and be available to all staff and governors.
- The Head Teacher is the Designated Senior Person (DSP) for Child Protection co-ordination in the school. The Head will identify clearly who will deputise in the absence of the DSP and ensure that any such deputy is appropriately trained.
- The DSP will ensure the following reporting and recording procedures are maintained:
 - ✓ Incident report form (catalogued and cross references to the incident book)
 - ✓ Incident book (hard bound, containing consecutive numbers of report forms, name of child, name, signature and date of person submitting the report, name, signature and date of DSP receiving the report.)
 - ✓ Child school record ('Logging a Concern' form – stored centrally)

The Governing Body will receive annually a report on developments in child protection policy and procedures, training undertaken by the DSP, other staff and the Governing Body, the number of cases referred (without details) and the place of child protection in the curriculum.

Parents and carers

- Parents and carers will be made aware of the school policy through published information and in initial meetings with parent and carers of new children. Parents and carers will be informed that in certain circumstances there may be a need to contact other agencies without first notifying them. This decision will be made in partnership between Education Services and Social Care Services. It will be made clear that this is a legal obligation and not a personal decision.
- A copy of this policy is available to all parents, carers and children upon request.

Teaching and Learning

- The curriculum will be used to raise children's awareness and build confidence so that they have a range of strategies to support their own protection and understanding of protecting others.
- The school will promote child support services through assembly and display of contact information, e.g. Children's Centre, ChildLine, Warwickshire Sign Posting Service

Training

- All members of staff will receive training on child protection procedures and will receive updates and refreshers every 3 years. It is also strongly recommended that the Governing Body also receives this training.
- The DSP and Head will be provided with Education Services core training in order to carry out their role and will attend refresher training updates every 2 years.
- Child Protection training will be clearly cross-referenced and supplemented by other areas of staff training including appropriate touch, care & control (including safe restraint), behaviour management and risk assessment.
- The following record of training will be maintained by the DSP:

Group	Date of last training	By whom
Governors/named Governor	Louise Harrison	2.9.13
DSP (Core training)	18 th June & 4 th July 2012	WCC
DSP update/refresher		
SLT Members	3 rd October 2012 & 18 th October 2012 8 th November 2012 & 27 th November 2012	WCC
Support staff	2 nd September 2013	HT
Teaching staff	2 nd September 2013	HT

Visitors and Volunteers

- A summary of the schools procedures and the name of the DSP should be displayed for the information of visitors to the school.

Review

- This policy will be reviewed annually by the Designated Senior Person.
- This policy was adopted by Governing Body of Lillington Nursery and Primary on

Signed by Chair of Governors.....

Summary of Child Protection Information

Lillington Nursery and Primary School is committed to the highest standards in protecting and safeguarding the children entrusted to our care.

Our school will support all children by:

- Promoting a caring, safe and positive environment within the school
- Encouraging self-esteem and self-assertiveness
- Effectively tackling bullying and harassment

We recognise that some children may be the victims of neglect, physical, sexual or emotional abuse. Staff working with children are well placed to identify such abuse.

At Lillington Nursery & Primary School in order to protect our children, we aim to:

- Create an atmosphere where all our children can feel secure, valued and listened to
- Recognise signs and symptoms of abuse
- Respond quickly, appropriately and effectively to cases of suspected abuse

If you have a concern that a child is being harmed, is at risk of harm, or you receive a disclosure (intentionally or unintentionally) you must contact the following staff member as quickly as possible.

DSP name: ...**Derek Fance Head Teacher**

If this person is not available please contact

Deputy DSP name ...**Julie Wright Assistant Head Teacher**

Members of SLT....**Matt Holt, Jenny Collett and David Giles**....

Learning Mentor....**Kevin Palmer**...

Everyone working with our children their parents and carers should be aware that:

- Their role is to listen and note carefully any observations which could indicate abuse.
- They should not attempt to investigate once the initial concern is raised
- They should involve the Designated Senior Person (DSP) immediately
- If the DSP is not available the Head or the Deputy DSP should be contacted.
- Disclosures of abuse or harm from children may be made at any time.

If anything worries you or concerns you, report it straight away.

APPENDIX 1

What is child abuse?

Abuse can be...

- One off
- Ongoing
- Progressive
- Institutional
- Planned
- **Accidental – although caused by lack of parenting skills or understanding**

Categories of abuse

<p>PERSISTENT OR SEVERE NEGLECT</p> <p>Child not provided with the basic care they need to survive. Failure to protect from ...</p> <ul style="list-style-type: none">• Cold• Starvation• Danger (including leaving child unsupervised)	<p>PHYSICAL ABUSE OR INJURY</p> <ul style="list-style-type: none">• Hitting, shaking, biting, scalding, drowning, suffocation.• Giving of poisonous substances, inappropriate drugs and alcohol.
<p>SEXUAL ABUSE</p> <ul style="list-style-type: none">• Actual or likely sexual exploitation of a child by adults, adolescents, or other children able to exercise dominance.	<p>EMOTIONAL ABUSE</p> <ul style="list-style-type: none">• Persistent or severe emotional ill treatment or rejection in which the child(ren) feel unwanted, ugly, worthless, guilty or unloved.• Caused by threats, verbal attacks, taunting, constant lack of love and affection.

ORGANISED ABUSE

Involvement of a number of abusers, a number of children and may encompass a range of abusive behaviours.

APPENDIX 2

Possible Signs and Symptoms

<p>NEGLECT</p> <ul style="list-style-type: none"> • Constant hunger • Poor personal hygiene • Inappropriate/ poor clothing • Frequent lateness or non-attendance • Not collected • Untreated medical problems & health appointments not kept • Low self esteem • Poor social relationships • Compulsive stealing/ scrounging • Constant tiredness • Succession of illness 	<p>PHYSICAL ABUSE</p> <ul style="list-style-type: none"> • Unexplained injuries or burns, particularly if they are recurrent • Finger, belt, buckle, teeth marks • Scarring • Refusal to discuss injuries or improbable explanations • Untreated injuries or lingering illnesses not attended to • Shrinking from physical contact • Fear of returning home or parent contact • Fear of undressing • Fear of medical help • Aggression/bullying • Over compliant • Running away • Significant changes in behaviour without explanation • Unexplained absences
<p>SEXUAL ABUSE</p> <ul style="list-style-type: none"> • bruises, scratches, burns or bite marks to the body • Scratches, abrasions, or persistent infections in the anal or genital regions • Pregnancy-particularly where the identity of the father is concealed • Sexual awareness inappropriate to the child's age • Frequent public masturbation • Attempts to teach other children about sexual activity • Refusal to stay with certain people or go to certain places • Aggressive, anger, anxiety, tearfulness • Withdrawal from friends • Unwillingness to change • Over cling relationship with adults • Desperation to please adults 	<p>EMOTIONAL ABUSE</p> <ul style="list-style-type: none"> • Continual self-depreciation • Fear of new situations • Inappropriate emotional responses to painful situations • Self-harm/mutilation-cutting, biting • Compulsive stealing/scrounging • Drug/solvent abuse • Obsessive rocking/ thumb sucking • Air of detachment • Social isolation • Desperate to please/ seek approval • Developmental delay • Eating problems • Depression, withdrawn

Many symptoms are common to all of the types of abuse. Emotional abuse will always be present with one of those categories.

Some symptoms will be part of children's behaviour-you know your children look for the changes and patterns of change. Talk to other members of staff-gather information and monitor.

APPENDIX 3

Dealing with disclosures

- It is vital to offer time for the child to talk
- Systems should be in place to alert another member of staff for lesson cover while a disclosure is made
- Don't be judgemental, or express horror or anger
- Use only open ended questions
- Never promise confidentiality
- Recording should be verbatim using the actual words of the child and noting any questions the child raises. Make notes as soon as possible.
- Note dates, time, who was present, position in room, anything factual about the child's appearance
- These notes must be kept secure as they may be needed later
- If possible use a silent witness to record clearly and verify
- Check notes with the child
- Always sign and date notes
- Never
 - Take photographs
 - Arrange medical examination
 - Attempt a medical judgement
 - Remove clothing
 - Tape record an interview

Examples of open questions

- Has something happened to you?
- Can you tell me what happened?
- Where did it happen?
- When did it happen?
- Was anyone else there?
- Tell me about it in your own words

Examples of leading questions

- ❖ Was it your dad that hit you?
- ❖ Does your brother bully you?
- ❖ Did it happen at home?
- ❖ So that must have upset you.

5 stages in dealing with disclosure

Receive

Listen, remain impassive, accept what the child says

Reassure

Stay calm, assure the child they have done the right thing, don't make promises (including confidentiality), alleviate feelings of guilt and shame, empathise with the child.

React

Use only open questions, don't criticise the perpetrator, explain what happens next, inform DST, try to see the matter through.

Record

Make notes as accurate as possible, write up as soon as possible, keep notes safe, be objective.

Support

Create space and time for children throughout the process and afterwards, get support for yourself.

FUNDAMENTAL PRINCIPLES FOR PROTECTING YOURSELF

- Always offer support rather than assume it is needed
- Treat the students with dignity and respect
- Look after the students in the same way you expect to be looked after
- Use the same rules you would in any situation – basic common sense
- If something does go wrong then tell someone
- Be as public as you can
- Can you look another adult in the eye and justify what you did?

More ways in which staff can protect themselves against allegations...

- Avoid being alone with a child-where ever possible get colleagues to 'sit in'
- Be visible
- Keep door open
- Avoid unnecessary physical contact
- Open viewing through doors
- Help when changing children (foundation & KS1)
- Ensure a safe environment.

Physical contact.

- Always avoid unnecessary physical contact
- Redirect attention away from any personal matters which may arise
- Contact during class activities should be restricted to what is appropriate and should as visible as possible to others.
- If a child is distressed physical contact can be given but discretion should be used over the level and justification. Avoid this in a one to one isolated area
- Apparently sexualised behaviour should be discouraged. Discuss with DST

Use of force

Physical restraint should only be exercised on rare occasions when there is no alternative. The minimum amount of force should be used for the minimum period of time. All other attempts to resolve the situation should have been used. A record should be made afterwards of what happened and your response to the incident. See Warwickshire LEA " Policy and Guidance for the use of reasonable force to control or restrain pupils" for more detail.

Physical restraint will normally only be necessary to prevent the pupil;

- Causing harm to himself/herself or others
- Causing serious damage to property
- Committing an act which risks harm to other people

Detailed records of any incident involving force should be kept. It is always advisable to inform parents of any incident and to allow opportunity to discuss it.

Records should contain the following information

- **Name(s) of pupil(s) involved**
- **When and where the accident took place**
- **Why the use of force was deemed necessarily**
- **Details of the incident, including all steps taken to diffuse the situation and resolve it without force and the nature of force used.**
- **The pupil's response**
- **The outcome of the incident**
- **A description of any injuries suffered by the pupil or others and/or property damaged during the incident**

There is no legal definition of reasonable force. There are two considerations:

- **It is only reasonable if the circumstances warrant it.**
- **The degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent.**

ALLEGATIONS AGAINST STAFF

- **Initial criminal check**
- **Don't leave yourself open to allegations!**

Staff disciplinary issues will always be dealt with by the headteacher, except when the allegations are against the HT. Such actions will be in accordance with staff disciplinary procedures directed by the LA.