

ST. LUKE'S CHURCH OF ENGLAND PRIMARY SCHOOL

WHOLE SCHOOL POLICY ON CHILD PROTECTION

This policy reflects the values and philosophy of St. Luke's Church of England Primary School in relation to the teaching and learning on Child Protection. It sets out a framework within which all members of the school community work. This policy is written in accordance with Government guidance as recommended by the DCSF 'Safeguarding Children and Safer Recruitment in Education 2007', 'Working Together to safeguard Children HM Govt 2006', Children Act 2004 and locally through the Oldham Local Safeguarding Children Board Child Protection Procedures (OLSCB).

MISSION STATEMENT

Living and Learning Together in Faith

We at the St. Luke's School place great value upon development of individual potential.

We hold expectations of excellence for the whole curriculum whilst placing particular emphasis on the spiritual development of our school community.

We believe our school should demonstrate clear Christian characteristics and values whilst at the same time encouraging recognition and respect for other faiths.

We strive to nurture our children in a happy, secure and stimulating environment.

We value greatly our school, home and parish connections and hope to make our schools places where members of the wider community are welcomed and integrated.

STATEMENT OF INTENT

This school believes that the protection of children should be an integral part of the ethos of the school, and this should be a 'listening' school which seeks to create an atmosphere in which children feel secure, that their view points are listened to, and valued..

Safeguarding children is everyone's responsibility.

In this statement, and policy, 'staff' includes both teachers and any other person employed to work in school who has contact with our children.

Every school should have a Senior Designated Person and Deputy Designated Person. Designated persons should undertake refresher training every 2 years to keep knowledge and skills up to date. All other staff should undertake training every 3 years.

Designated Teacher	Mr I Walsh (Headteacher)
Designated Teacher	Mrs E Dickinson (DeputyHead)
Designated Person	Mr S McGonigle
Nominated Governor	Mr S McGonigle

THE ROLES AND RESPONSIBILITIES OF THE DESIGNATED PERSONS

Referrals

- Refer cases of suspected abuse or allegations to the relevant agencies
- Act as a source of support, advice and expertise within educational establishments
- Where appropriate, liaise with the Headteacher to inform of any issues and ongoing investigations

Raising Awareness

- Ensure the school child protection policy is updated and reviewed annually and ratified by Governing Body
- Ensure that the Child Protection Policy is visible to all school staff and available to parents when they visit or on request
- Ensure that, where children leave the school their file is transferred to the new school
- To audit and monitor child protection referrals, safeguarding issues and procedures, to ensure any patterns of concern are not overlooked and that procedures remain efficient and effective.

Training

- Recognise how to identify signs of abuse and when it is appropriate to make a referral
- Have a working knowledge of how the LSCB operates
- Ensure each member of staff has access to, and understands, the schools child protection policy

STAFF TRAINING IN CHILD PROTECTION AND SAFEGUARDING

St. Luke's CE Primary School is committed to the training and development of all staff in child protection in accordance with DCSF guidance. This includes:-

- OLSCB approved child protection training every 2 years for designated persons. This should include training on interagency procedures
- Whole school child protection training every 3 years for all other school staff.
- Staff and governors should receive training when first appointed.
- Safer recruitment Training (NCSL) should also be undertaken in line with government requirements.

SOURCES OF INFORMATION AND TRAINING

- LSCB Website: www.oldham.gov.uk/lscb-home
- E.learning module 'Awareness of Child Abuse and Neglect'
- LSCB Training Calendar
- Network meetings
- Designated Persons Training Programme
- Whole School training
- Safeguarding Adviser for Schools (Tel: 770 8868)
- Every Child Matters website www.dcsf.gov.uk/everychildmatters
- Keeping Children Safe in Education 2016
- What to do if you're worried a child is being abused 2015
- PREVENT duty 2016
- FGM awareness (See Appendix 1)
- Please refer to other relevant school policies and procedures
 - Behaviour
 - Equality
 - Health and Safety



THE ROLE AND RESPONSIBILITIES OF EVERY MEMBER OF STAFF

- Know who the designated Persons is in school.
- Know and follow the in-school procedures.
- Understand the role of the designated persons.
- Attend any in-school meetings when appropriate.
- Monitor any vulnerable child who is in their care, and implement any child protection plan for a child who is on the 'at risk' register.
- Have a general awareness of the possible indicators of abuse.
- Keep confidential any sensitive information that has been shared with them.

CATEGORIES OF ABUSE

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 fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment 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 in so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, 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 maltreatment of a child, though it may occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative {e.g. rape, buggery or oral sex} or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter {including exclusion from home or abandonment}
- protect a child from physical and emotional harm or danger
- ensure adequate supervision {including the use of inadequate care-givers}
- ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Children who abuse

Abuse as defined above may be perpetrated by another child or young person who is a household member or who has been acting in a care giving capacity to the child.



CHILDREN'S BASIC NEEDS:

Basic Physical Care:

Warmth, shelter, food, rest, hygiene and protection from danger.

Affection:

Physical contact, (holding, cuddling), comforting, patience, time, approval.

Security:

Continuity and consistency of care, stable and predictable environment.

Stimulation of innate potential:

Praise, encouragement, responsiveness.

Guidance and control:

To be guided and taught adequate social behaviour.

Responsibility:

Personal care, self respect, organisation skills and ability to undertake responsibility, self motivation, acceptance of, and learning through, mistakes as well as successes.

Independence:

Making decisions about aspects of life within the confines of the family, the community and social codes.

PROCEDURES

If staff suspect that any of the above are happening over a period of time it is important to

- log concerns on the school pro-forma (Child Protection Critical Incident Log attached) and notify the Designated Teacher immediately.
- discuss the issue with the Designated Teacher with a view to formulating a plan of action.

If a staff member has concerns about a child please inform Designated Teacher for Child Protection.

Further information

Making a Child Protection Referral (OLSCB). (Copy on staffroom wall)

Further guidance in Child Protection and Safeguarding Files (Headteachers room)

HOW TO RESPOND IF A CHILD MAKES A DISCLOSURE

- Teacher needs to tell another colleague that immediate cover is required.
- Child can be taken to a part of the school where privacy can be respected and where the member of staff speaking to the child is able to be seen by other colleagues.

When these arrangements have been made the following guidance should be adhered to:

- Listen carefully
- Give time and attention
- Allow the child to give a spontaneous account
- Do not offer false confidentiality
- Empathise
- Reassure the child:
 - that you are glad they told you



- that they have done nothing wrong
- what you are going to do next
- Record:
 - what was said
 - the context in which it was said
 - who was present
- Always tell the Designated Teacher who will inform Social Services
- Do not investigate

REFERRALS TO SOCIAL SERVICES

These will be made by the Designated Teacher/Headteacher when it is judged that there is sufficient evidence to make a proper referral. Unless it is believed that a child is suffering, or is likely to be suffering, significant harm consent should be sought from the parent / carer of the child before sharing concerns with children's social care in the MASH (Multi-Agency Safeguarding Hub). In cases of Sexual Abuse LCSB guidance states that in a suspicion or allegation the matter must be immediately reported to the Children's Assessment Team (MASH) 0161 770 7777 at Social Services through the Designated Teacher.

HOW TO RESPOND IF A CHILD MAKES A DISCLOSURE ABOUT A MEMBER OF STAFF.

Details must be reported to the Headteacher / Designated Teacher or Designated Governor immediately. If the disclosure concerns the Headteacher then it should be reported to the designated Governor

It is not appropriate to disclose any details of the allegation to the member of staff concerned.

The Child Protection Critical Incident Log will be completed with the school's Senior Designated Person for Child Protection.

The Headteacher / Designated Teacher or Designated Governor will carry out an initial assessment to establish whether or not the allegation is demonstrably false (e.g. the member of staff was not in school at the supposed time of the allegation).

Within one working day and initial referral will be sent to the Local Authority Designated Officer for Allegations (LADO)

Issues of concern can be discussed with, or requested to the LADO (0161 770 8870 – Colette.morris@oldham.gov.uk). See also DCSF Guidance for "Safe Working Practice for Adults who work with children and young people"

Staff are requested to avoid putting themselves in a position where a false allegation is difficult to disprove. Avoid situations where you are left alone with a child and out of view of other adults.

Never use force to reprimand a child.

CHILDREN IN NEED PROCEDURE

A child is defined as being 'in need' by the Children Act 1989 if:

- the child is unlikely to achieve or maintain, or have the opportunity of achieving or maintaining a reasonable standard of health or development without the provision of services by the local authority
- the child's health or development is likely to be significantly impaired, or further impaired, without the provision of such services or
- the child is disabled. (Note: disabled children are considered to be in need without reference to the level of services offered)

The act further states that 'development' means physical, intellectual, emotional social or behavioural development and 'health' means physical and mental health.



UNDERLYING PRINCIPLES OF THE CHILD IN NEED PROCEDURE

These reflect the key principles underpinning the safeguarding process, relating particularly to Child in Need.

- The child's needs must come first
- The family should always be present at a Child in Need meeting
- Consistency in practice is important
- Proformas are provided so plans are clear, understandable and provide consistency
- It is an equitable service
- The child's welfare is everyone's responsibility
- All organisations must work together in partnership

INFORMATION SHARING AND CONFIDENTIALITY

Each child has the right to complete confidentiality and consideration at all times. School staff and Governors do not have a right to be in possession of all information about a child at St. Luke's CE Primary School). Information will be held and passed on a "need to know basis" only. In a small school most staff will need to know some information, but this will be limited to essential information only.

As the staff room may have visitors to the school it is not a suitable place to discuss children and pass on information unless in an agreed formal meeting. Any person doing so could be breaching the child's rights and subject to prosecution.

The designated teacher is the Headteacher. All staff (teaching and non-teaching) must inform the Head immediately as soon as a possible Child Protection issue arises. Staff are asked to rigidly adhere to the guidelines given in this Child Protection Policy.

Issues of concern are held in the Child Protection File in the Headteachers room. Only the Designated Person (Headteacher) has access to this information. This is separate to the child's academic data. All Child Protection information is on a "need to know" basis.

On transferring to another school, the Child Protection information should be passed to the Designated Person at the receiving school. Where a child has a Child Protection Plan the child's Social Worker should be informed. (N.B. Where a child who has a CPP is absent for more than two days, contact should be made with the child's Social Worker).

Contact Point is being developed to find out who else is linking with the same child and allow services to contact one another more efficiently.

Staff should be aware that a child has the same right as an adult in relation to confidential, sensitive details about his/her personal life and circumstances.

Threats to a child's safety and welfare can set aside normal principles of confidentiality. A child's welfare is always the paramount concern.

The staff at St.Luke's CE Primary School are committed to developing effective links with relevant agencies, and taking an active role in multi-agency meetings by attendance at meetings and providing written reports to child protection case conferences.

PARENTS AND CHILD PROTECTION

Section 576 of the Education Act 1996 defines "parent" to include:

- all natural parents, whether they are married or not; and



- any person who, although not a natural parent, has *parental responsibility* for a child or young person; and
- any person who, although not a natural parent, has *care* of a child or young person.

Having *parental responsibility* means assuming all the rights, duties, powers, responsibilities and authority that a parent of a child has by law. People other than a child's natural parents can acquire parental responsibility through:

- being given a residence order
- being appointed a guardian
- being named in an emergency protection order (although parental responsibility in such a case is limited to taking reasonable steps to safeguard or promote the child's welfare)
- adopting a child

We have a duty to protect the children in our care. Where there is a suspicion of any form of abuse of a child we will inform the appropriate authority. Please contact the Headteacher if you have any concerns.

It is vital that school is notified of anyone who must **NOT** collect your child. Where there are issues regarding parental responsibility and access to your child, school needs to be kept informed and updated. School may require photocopies of any relevant legal documents.

LOOKED AFTER CHILDREN (LAC)

Safeguarding children is everyone's responsibility. All people working in schools should contribute to the safeguarding and promoting of children's welfare.

Under the Children Act 1989 a child is looked after by a local authority if he / she is in the care or is provided with accommodation for more than 24 hours by the authority. They include the following:

- children who are accommodated under a voluntary agreement with their parents (section 20)
- children who are the subject of a care order (section 31) or an interim care order (section 38)
- children who are the subject of emergency orders for the protection of the child (section 44)

The Designated Teacher for LAC is Mr I Walsh
The Designated Governor for LAC is Mr S McGonigle.

Next review date January 2018

Signed Chair of Governors	Margaret Hughes	Date	Jan 2017
Headteacher	Ian Walsh		



Appendix 1

POLICY FOR PROTECTING PUPILS FROM FGM (Safeguarding and Child Protection)

OVERVIEW

In October 2015 schools and teachers were given a new statutory duty in safeguarding and child protection concerning pupils who might be at risk of female genital mutilation or who have been victims of FGM. Female Genital Mutilation is illegal in the UK and in Law it is treated as a form of child abuse.

OBJECTIVE

1. To keep all pupils safe and to protect them from harm, in line with the school's existing policies and procedures for child protection and safeguarding.
2. To meet the Mandatory Reporting Duty Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) which places a statutory duty upon schools and teachers, to report to the police and other appropriate authorities where they discover that FGM appears to have been carried out on a girl under 18 or that a pupil is at risk of being a victim of this illegal act.
3. To ensure that all staff are aware of this new duty and to ensure that they are familiar with the guidance and duties set out by the DfE in 'Keeping Children Safe In Education' 2015.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447596/KCSIE_Part_1_July_2015.pdf

STRATEGIES

1. Teachers and other staff must make themselves aware of the guidance on indicators and warning signs which can be found on pages 16-17 of the Multi-Agency Practice Guidelines, and Chapter 9 of those Guidelines (pp42-44) focuses on the role of schools and colleges ('Keeping Children Safe In Education' 2015).
2. Teachers and other staff must report any such concern immediately to the school's designated safeguarding lead or a member of the senior leadership team.
3. The school will follow its procedures as set out in its statutory safeguarding and child protection policies and immediately liaise with the relevant agencies including social services and police.
4. In line with our strategies for teaching children about personal safety, we will ensure that they have appropriate knowledge about the dangers of child abuse and of the importance of reporting their concerns to their teachers and other appropriate staff.

OUTCOMES

Everyone in school will keep children safe from any form of child abuse including FGM. Any concerns will be reported to the child protection lead immediately and the school will take swift and appropriate action to protect them

Adopted by the governing body 08/09/15

Review date September 2017

