



Cadishead Primary School

Child Protection Policy

Policy Review Sheet

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Policy

For Cadishead Primary School

Aims

To ensure **all** staff are aware of child protection procedures and their roles and responsibilities within the work place.

The recent legislation states coherently that anybody working with children and young people, no matter what their status, has a responsibility towards safeguarding the well being of children and young people.

Objectives

To ensure all staff are aware of school procedures and practice in relation to the protection and safeguarding of all students.

To ensure all staff are aware of reporting and recording mechanisms.

To ensure all staff are confident in managing child protection concerns, recording information and communicating with the Designated Teacher

To ensure all staff have knowledge of key personnel in relation to child protection.

To ensure all staff are familiar with risk factors, which could contribute to child protection.

Induction and temporary staff

Safeguarding and child protection procedures are a key part of induction. Each new member of staff receives a briefing from the Designated Teacher and a copy of this policy and access to all other related policies.

Temporary staff receive a flowchart giving brief guidance and the name and location of the designated teacher in the event of any concerns.

Key Personnel

Designated Person for Child Protection **Joanne Thomas**

Designated person for Allegations against Professionals **Headteacher**

Where the allegation is against the Head teacher the designated person is the Chair of Governors.

LEA Lead Officer for Child Protection **Gail Leach** **principal Officer Education Welfare Service.**

Contact details; - 686 5262

Salford Child Protection Unit Duty and Investigation Team 603 4500

Procedures

Any concerns should be reported to the designated teacher for child protection. There is no requirement that you can justify those concerns. It is better that something is reported and it proves to be unfounded rather than something is not reported and it proves that the student was at risk.

Concerns should not be discussed with colleagues as this could result in hearsay rather than fact. The Designated Teacher can share information on a **need to know** basis bearing in mind that the safety of the student is of paramount importance.

The designated teacher will ask you to record your concern. This should be a factual account relating to what was said or what was observed. The language used by the student should be recorded at all times. All teachers have concern sheets in their **pastoral diary**.

The report should then be given to the Designated Teacher. The Designated teacher must then file the report in a safe place that is completely confidential.

If a student makes a disclosure the designated teacher must be informed immediately.

Individuals should not keep information about child protection concerns.

Details of Child Protection concerns will be stored centrally and safely by the Designated Teacher. **However, the class teacher should make a note in the Pastoral Diary that such a record exists and that further information can be sought from the Designated Teacher.**

Related Policy Information

The following policies are made available to all stakeholders via the school's website and are reviewed on an annual basis by the Governing Body, led by Safeguarding Governor **Chris Hamer**

Safeguarding

Discipline and behaviour

Anti-bullying

Race equality

Equal opportunities and access

Safer Working Practices (contained within this document)

E-safety

Acceptable Use Policy

Monitoring, evaluation and implementation

Child protection is monitored by all staff led by the Headteacher.

Concerns are noted and shared via a pastoral diary system which is monitored formally for every single child by the Deputy Headteacher each term. Confidential records of children protection are kept securely.

The effectiveness of arrangements is monitored in depth by the SLT and Governors each Autumn.

The Role Of Governors

Governors are subject to enhanced disclosure. The safeguarding governor has a key role in challenging and supporting the Headteacher to ensure that all safeguarding requirements are met.

Training

Training will be provided annually at the outset of the school year for all staff working with children. The designated teacher will attend half termly seminars on safeguarding and child protection.

Child Protection On School Premises

All visitors to school will be required to provide their CRB number

Adults without enhanced level of CRB clearance should not be allowed unsupervised access to children. Parent volunteers or other visitors to school should be supervised directly by a suitable employee.

All practitioners should avoid wherever possible being alone with a child.

It is not appropriate to have any physical contact with a child in the context of reprimanding or disciplining that child.

Child protection in the curriculum

Personal safety and appropriate relationships are taught through PSHE and sex education. Please refer to policy documentation for PSHE and E-safety.

Signs and Symptoms

Significant changes in behaviour/attitude.

Persistent lateness.

Over tired.

Unexplained bruising/injury

Change in appearance

Loss of weight

Irregular attendance

Abusive language

Overt sexual behaviour

Recoiling from contact

Attention seeking.

There are no straightforward 'check lists' or guides into the signs and symptoms of abuse but staff need to be alert to what is said as well as what is observed.

Safeguarding pupils who are vulnerable to extremism and radicalisation

Cadishead Primary School is committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

There is a current threat from terrorism in the UK and this can include the exploitation of vulnerable young people, aiming to involve them in terrorism or to be active in supporting terrorism. Staff in Cadishead Primary school seeks to protect children and young people against the messages of all violent extremism including but not restricted to those linked to Islam ideology, Far Right/Neo Nazi/White Supremacist ideology etc. Concerns should be referred to the Designated Safeguarding Lead **Joanne Thomas** who have local contact details for Prevent and Channel referrals. They will also consider whether circumstances require the police to be contacted.

Information Sharing

Parents/carers should always be informed prior to a referral to Social Services.

The exception is when doing so would increase the level of risk to the child or there is reason to believe that the child is likely to or has suffered significant harm.

Advice can be sought from Social Services by speaking to the duty officer if the designated teacher is unsure. Alternatively, colleagues can go to www.dcsf.gov.uk/ecm/informationsharing.

Referring to Social Services

It is the responsibility of the Designated Teacher to report to Social Services. However, anyone can make a referral.

Where the concern is low level or medium concern parental/carers permission must be sought before making the referral.

When it a case or significant harm there is no need to gain parental permission.

To make a referral call 603 4500 and be ready to provide the child's name, date of birth and address aand the nature of the concern. Within 24 hours an e-copy stating concern must be forwarded to www.salford.gov.uk/child-protection-referral. Within 24 hours the D.I.T. will respond.

When there are concerns it is sometimes wise to have initial discussions with the parent(s)/carers, which could result in the risk being diminished.

The designated teacher needs to be mindful of other agencies and services that could be contacted in order to support students and reduce risk factors-further information available through social services or education welfare.

It is the responsibility of all staff, no matter what the role is within the school, to report all concerns to the designated teacher for child protection.

Section 3: Guidance for Safe Working Practice

Duty of Care

Each adult has a duty of care. This means that adults should always act, and be seen to act, in the child's best interests. Avoid any conduct which would lead any reasonable person to question their motives and intentions. Take responsibility for their own actions and behaviour.

Confidentiality

Adults are expected to treat information they receive about children and young people, in a discreet and confidential manner. They should seek advice from a senior member of staff if they are in any doubt about sharing information they hold, or which has been requested for them. Adults also need to know to whom any concerns or allegations should be reported.

Making a Professional Judgement

This means that where no specific guidance exists, adults should report any actions which could be misinterpreted, to their senior manager. Always record discussions and reasons why actions were taken. Record any area of disagreement about course of action taken and if necessary, referred to a higher authority.

Power and Positions of Trust

This means that adults should not use their position to gain access to information for their own or others' advantage. Use their position to intimidate, bully, humiliate, threaten, coerce or undermine children or young people. Adults should never use their status and standing to form or promote relationships, which are of a sexual nature, or which may become so.

Propriety and Behaviour

All adults working with children should not behave in a manner which would lead any reasonable person to question their suitability to work with children or act as a role model. Never make, or encourage others to make, unprofessional personal comments

which scapegoat, demean or humiliate, or which might be interpreted as such. Adults should be aware that behaviour in their personal lives, may impact upon their work with children and young people. Understand that the behaviour and actions of their partner (or other family members) may raise questions about their suitability to work with children and young people.

Dress and Appearance

This means that adults should wear clothing which is appropriate to their role and is not likely to be viewed as offensive, revealing, or sexually provocative. Appearance should not distract, cause embarrassment or give rise to misunderstanding. No political or otherwise contentious slogans should be displayed, which could be considered to be discriminatory or culturally sensitive. All staff and students working in school should adhere to the staff dress code.

Personal Living Space

No child or young person should be in or invited into, the home¹ of an adult who works with them, unless the reason for this has been firmly established and agreed with parents/ carers and senior managers or the home has been designated by the organisation or regulatory body as a work place e.g. childminders, foster carers.

Gifts, Rewards and Favouritism

The giving of gifts or rewards to children or young people should be part of an agreed policy for supporting positive behaviour or recognising particular achievements. In some situations, the giving of gifts as rewards may be accepted. Ensure that all selection processes, which concern children or young people, are fair and that wherever practicable these are undertaken and agreed by more than one member of staff.

Adults should exercise care when selecting children and/or young people for specific activities or privileges to avoid perceptions of favouritism or unfairness. Methods and criteria for selection should always be transparent and subject to scrutiny.

Infatuations

This means that adults should report and record any incidents or indications (verbal, written or physical) that suggests a child or young person may have developed an infatuation with an adult in the workplace. Always acknowledge and maintain professional boundaries.

¹ This includes any home or domestic settings used or frequented by the adult

Communication with Children and Young People (including the Use of Technology)

Communication between children and adults, by whatever method, should take place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile phones text messaging, e-mails, digital cameras, videos, web-cams, websites and blogs.

An adult working with children or young people should not give out their personal contact details, including their mobile telephone number. They should recognise that text messaging is rarely an appropriate response to a child in a crisis situation or at risk of harm. It should only be used as a last resort, when other forms of communication are not possible. They should not use internet or web-based communication channels to send personal messages to a child/young person.

Social Contact

This means that adults should have no secret social contact with children and young people or their parents. Should consider the appropriateness of their role, and nature of their work. Always approve any planned social contact with children or parents with senior colleagues. Advise senior management of any social contact they have with a child or a parent with whom they work.

Sexual Contact

This means that under no circumstances should an adult have sexual relationships with children or young people, have any form of communication with a child or young person which could be interpreted as sexually suggestive or provocative, i.e. verbal comments, letters, notes, electronic mail, phone calls, texts or physical contact. They should never make sexual remarks to, or about a child/young person, or discuss their own sexual relationships with, or in the presence of children or young people.

Physical Contact

Many jobs within the children's workforce require physical contact with children as part of their role. There are also occasions when it is entirely appropriate for other adults to have some physical contact with the child or young person with whom they are working. However, it is crucial that in all circumstances, adults should only touch children in ways which are appropriate to their professional or agreed role and responsibilities.

When physical contact is made with a child this should be in response to their needs at the time, of limited duration and appropriate to their age, stage of development, gender, ethnicity and background. It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one child in one set of

circumstances may be inappropriate in another, or with a different child. Adults, nevertheless, should use their professional judgement at all times, observe and take note of the child's reaction or feelings and - so far as is possible - use a level of contact and/or form of communication which is acceptable to the child for the minimum time necessary. Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority.

It is recognised that some children who have experienced abuse may seek inappropriate physical contact. Adults should be particularly aware of this when it is known that a child has suffered previous abuse or neglect. In the child's view, physical contact might be associated with such experiences and lead to some actions being misinterpreted. In all circumstances where a child or young person initiates inappropriate physical contact, it is the responsibility of the adult to sensitively deter the child and help them understand the importance of personal boundaries. Such circumstances must always be reported and discussed with a senior manager and the parent/carer.

This means that adults should

Be aware that even well intentioned physical contact may well be misconstrued by the child, an observer or by anyone to whom this action is described.

Never touch a child in a way which may be considered indecent

always be prepared to report and explain actions, and accept that all physical contact is open to scrutiny

Never indulge in horseplay

always encourage children, where possible, to undertake self-care tasks independently

work within Health and Safety regulations

be aware of cultural or religious views about touching and always be sensitive to issues of gender

Understand that physical contact in some circumstances can be easily misinterpreted.

Other Activities that require Physical Contact

Adults who work in certain settings, for example sports drama or outdoor activities will have to initiate some physical contact with children, for example to demonstrate technique in the use of a particular piece of equipment, adjust posture, or perhaps to support a child so they can perform an activity safely or prevent injury. Such activities should be carried out in accordance with existing codes of conduct, regulations and best practice.

This means that adults should:

Treat children with dignity and respect and avoid contact with intimate parts of the body

Always explain to a child the reason why contact is necessary and what form that contact will take

Seek the consent of parents where a child or young person is unable to do so because of a disability

Consider alternatives, where it is anticipated that a child might misinterpret any such contact

Be familiar with and follow recommended guidance and protocols

Conduct activities where they can be seen by others

Be aware of gender, cultural or religious issues that may need to be considered prior to initiating physical contact

Behaviour Management

All children and young people have a right to be treated with respect and dignity even in those circumstances where they display difficult or challenging behaviour.

This means that adults should:

Not use force as a form of punishment

Try to defuse situations before they escalate

Inform parents of any behaviour management techniques used

Adhere to the organisation's behaviour management policy

Be mindful of factors which may impact upon a child or young person's behaviour, e.g. bullying, abuse and where necessary take appropriate action

16. Use of Control and Physical Intervention

Always seek to defuse situations using the minimum force for the shortest period necessary. Record and report as soon as possible after the event, any incident where physical intervention has been used.

17. Children and Young People in Distress

This means the adult should consider the way in which they offer comfort and reassurance to a distressed child and does it in an age appropriate way. Never touch a child in a way that may be considered indecent. Record and report situations which may give rise to concern from either party. Do not assume that all children seek physical comfort if they are distressed.

Intimate Care

Some job responsibilities necessitate intimate physical contact with children on a regular basis, for example assisting young children with toileting, providing intimate care for children with disabilities or in the provision of medical care. This means that adults should:

Make other staff aware of the task being undertaken

Explain to the child what is happening

Consult with senior managers and parents/carers where any variation from agreed procedure/care plan is necessary

Record the justification for any variations to the agreed procedure/care plan and share this information with parents

Ensure that any changes to the agreed care plan are discussed, agreed and recorded

Personal Care

Young people are entitled to respect and privacy at all times and especially when in a state of undress, changing clothes, bathing or undertaking any form of personal care. There are occasions where there will be a need for an appropriate level of supervision in order to safeguard young people and/or satisfy health and safety considerations. This supervision should be appropriate to the needs and age of the young people concerned and sensitive to the potential for embarrassment.

This means that adults should:

Avoid any physical contact when children are in a state of undress

Avoid any visually intrusive behaviour

Where there are changing rooms, announce their intention of entering

First Aid and Administration of Medication

When administering first aid, wherever possible, adults should ensure that another adult is aware of the action being taken. Parents should always be informed when first aid has been administered.

One to One Situations

All organisations working with or on behalf of children and young people should consider one to one situations when drawing up their policies.

This means that adults should:

Avoid meetings with a child or young person in remote, secluded areas

Avoid wherever possible, working alone with a child. Where this is necessary the work should be undertaken in as transparent a way as possible, or preferably in view of other colleagues

Home Visits

There are workers for whom home visits are an integral part of their work. In these circumstances it is essential that appropriate policies and related risk assessments are in place to safeguard children and young people and the adults who work with them.

This means that adults should:

Agree the purpose for any home visit with senior management
Adhere to agreed risk management strategy
Ensure that they have home visit and lone-working policies of which all adults are made aware. These should include arrangements for risk assessment and management
Ensure that all visits are justified and recorded
Ensure that adults are not exposed to unacceptable risk
Ensure that adults have access to a mobile telephone and an emergence contact person

Transporting Children and Young People

There will be occasions when adults are expected or asked to transport children as part of their duties. Adults, who are expected to use their own vehicles for transporting children should ensure that the vehicle is roadworthy, appropriately insured and that the maximum capacity is not exceeded.

It is a legal requirement that all passengers should wear seat belts and it is the responsibility of the staff member to ensure that this requirement is met. Adults should also be aware of current legislation and adhere to the use of car seats for younger children. Where adults transport children in a vehicle which requires a specialist license/insurance e.g. PCV or LGV²- staff should ensure that they have an appropriate licence and insurance to drive such a vehicle.

It is inappropriate for adults to offer lifts to a child or young person outside their normal working duties, unless this has been brought to the attention of the line manager and has been agreed with the parents/carers.

There may be occasions where the child or young person requires transport in an emergency situation or where not to give a lift may place a child at risk. Such circumstances must always be recorded and reported to a senior manager and parents/carers.

Trips and Outings

Please refer to separate policy guidance.

Photography and Videos

Working with children and young people may involve the taking or recording of images. Any such work should take place with due regard to the law and the need to safeguard the privacy, dignity, safety and well being of children and young people. Informed written consent from parents or carers and agreement, where possible, from the child or young person, should always be sought before an image is taken for any purpose.

² For further information see www.dvla.gov.uk

Care should be taken to ensure that all parties understand the implications of the image being taken especially if it is to be used for any publicity purposes or published in the media, or on the Internet. There also needs to be an agreement as to whether the images will be destroyed or retained for further use, where these will be stored and who will have access to them.

It is not appropriate for adults to take photographs of children for their personal use. School or centre equipment should be used for photography and images stored on shared drives only.

Access to Inappropriate Images and Internet Usage

There are no circumstances that will justify adults possessing indecent images of children. Adults who access and possess links to such websites will be viewed as a significant and potential threat to children. Accessing, making and storing indecent images of children on the internet is illegal. This will lead to criminal investigation and the individual being barred from working with children and young people, if proven.

Adults should not use equipment belonging to their organisation to access adult pornography; neither should personal equipment containing these images or links to them be brought into the workplace. This will raise serious concerns about the suitability of the adult to continue to work with children.

Whistle blowing

Whistle blowing is the mechanism by which adults can voice their concerns, made in good faith, without fear of repercussion. Each employer should have a clear and accessible whistle blowing policy that meets the terms of the Public Interest Disclosure Act 1998. Adults who use whistle blowing procedure should be made aware that their employment rights are protected.

Adults should acknowledge their individual responsibilities to bring matters of concern to the attention of senior management and/or relevant external agencies. This is particularly important where the welfare of children may be at risk.

This means that organisations should:

Ensure they have appropriate whistle-blowing policies in place

Ensure that they have clear procedures for dealing with allegations against staff which are in line with their Local Safeguarding Children's Board procedures

Report any behaviour by colleagues that raises concern regardless of source

Sharing Concerns and Recording Incidents

Adults should be familiar with their organisation's system for recording concerns, and should take responsibility for recording any incident and passing on that information,

where they have concerns about any matter pertaining to the welfare of an individual in the workplace. They should also have an effective, transparent and accessible system for recording and managing concerns raised by any individual in the workplace.

E-safety

Adults should be made aware of the school's Acceptable Use Policy and should adhere to it at all times. A copy of the School Rules for Internet Use and a consent form asking for permission for children to be allowed to use the internet should be sent home each time the policy is reviewed and should be returned with signatures from both parent and child. Children need to be made aware of the sanctions that will be enforced if they fail to follow the rules. For younger children the parents must sign to say that they have discussed the rules with their child. Children must not use the internet until consent and agreement to follow the rules has been received. The consent form will also ask for permission for children to have their photographs and/or work published on the website. It is the class teacher's responsibility to check for consent for the three permissions listed above and to enter the data onto the appropriate section within the online assessment spreadsheets. When posting photographs or work onto the internet staff need first to check that the appropriate consent(s) have been given. Where photographs are posted no names must be given and where work is published only the child's first name and year group may be given.

Children need to be made aware of esafety issues and need to be taught about how to protect themselves when using the internet both at home and at school. This will be achieved by esafety being integrated into the curriculum. Parents will also be made aware of safety issues through information and CDROMs being sent home and parents being invited in for an esafety workshop. Staff must also be made aware of how to protect themselves when using the internet. See also the school's Anti-bullying Policy for guidance on Cyberbullying. Awareness of esafety issues including cyberbullying will be raised through assemblies and participation in national events such as Safer Internet Day.

Great care must be taken with regard to the storage and transportation of electronic data, Any personal information (including pupil data, reports, photographs, anything which contains a child's full name) must not be stored on a portable device (such as a USB pen, laptop or mobile phone). See also the paragraph on photographs above and the school's Data Protection Policy.