



Queen Elizabeth II Silver Jubilee School

Child Protection Policy

Designated Teacher: The Headteacher

Designated Governor: Lynn Kempshall

Introduction

The care and well being of all pupils is at the heart of QEII School. Pupils, staff and parents will work in partnership to ensure that the school is a safe place in which pupils may grow and develop. Any concerns about pupil well being are taken seriously and child protection is fundamental to this.

This policy has been developed in accordance with the principles established by the Children Act 2004; and Education Act 2002 and in line with government publications:

- 👑 "Working Together to Safeguard Children" 2015,
- 👑 "Working Together to Safeguard Disabled Children" 2010,
- 👑 "Framework for the Assessment of Children in Need and their Families" 2000,
- 👑 "What to do if You are Worried a Child is Being Abused" 2003, Summary 2006
- 👑 Guidance for Safer Working Practice for Adults who work with Children & Young People in Education Settings 2009
- 👑 DfES guidance "Safeguarding Children & Safer Recruiting in Education 2006" and the
- 👑 Keeping Children Safe in Education, Statutory Guidance for Schools & FE Colleges 2015
- 👑 Sussex Child Protection & Safeguarding Procedures (Produced by West Sussex, East Sussex, and Brighton & Hove Local Safeguarding Children Boards).

The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of pupils; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

All staff believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.

The aims of this policy are:

- 👑 To support the child's development in ways that will foster security, confidence and independence.
- 👑 To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to, approach adults if they are in difficulties believing they will be effectively listened to.
- 👑 To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- 👑 To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
- 👑 To emphasise the need for good levels of communication between all members of staff.
- 👑 To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- 👑 To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
- 👑 To ensure that all adults within our school who have substantial access to children have been checked as to their suitability.

Procedures

Our school procedures for safeguarding children will be in line with the West Sussex LSCB Procedures. We will ensure that:

- 👑 All members of the governing body understand and fulfil their responsibilities.
- 👑 We have a nominated designated member of staff.
- 👑 Our designated member of staff, has undertaken the initial designated member of staff training and subsequent refresher courses every two years delivered through the Safeguarding Unit.
- 👑 We have a member of staff who will act in the designated member of staff's absence.
- 👑 All members of staff are provided with Child Protection Training every three years.
- 👑 Child protection/safeguarding is a standing item on every staff meeting agenda.
- 👑 All members of staff, volunteers, and governors know:
 - The signs and symptoms of concern
 - How to respond to a pupil who discloses abuse
 - What to do if they are concerned about a child
- 👑 All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the schools' Child Protection Policy, and reference to it in our introductory school pack.
- 👑 Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.
- 👑 Community users organising activities for children are aware of the school's child protection guidelines and procedures.
- 👑 We will ensure that our selection and recruitment of staff met the requirements as set down in Safer Recruitment guidance.

- 👑 We will ensure that there is at least one member of each interview panel has completed the safer recruitment course

Our procedures will be regularly reviewed and up-dated.

The name of the designated member of staff for Child Protection will be clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

All new members of staff will be given a copy of our child protection policy.

Responsibilities

The designated teacher, Designated Member of Staff is responsible for:

- 👑 Referring a child if there are concerns about possible abuse, to the Social Care Assessment team, and acting as a focal point for staff to discuss concerns. A written record of the referral will be sent to the Assessment Team by the end of the working day the referral is made.
- 👑 Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- 👑 Ensuring that all such records are kept confidentially and securely and are separate from pupil records.
- 👑 Ensuring that an indication of further record-keeping is marked on the pupil records.
- 👑 Liaising with other agencies and professionals.
- 👑 Ensuring that either they or the class teacher attends Child Protection Conferences, core groups, or other multi-agency planning meetings, contributes to assessments, and provides a report which has been shared with the parents.
- 👑 Ensuring that any pupil that is subject to a child protection plan who is absent without explanation for two days is referred to their key worker's Social Care Team.
- 👑 Organising child protection training for all school staff.
- 👑 Providing, with the Headteacher, an annual report for the governing body, detailing any changes and reviews of relevant policy and procedures; training undertaken by the DMS, and by all staff and governors; number and type of incidents/cases, and number of children subject to a child protection plan (anonymised).

Supporting Children

We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self worth.

We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our school will support all pupils by:

- 👑 Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, 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 the Assessment Team as soon as there is a significant concern.
- 👑 Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school and ensuring the school medical records are forwarded as a matter of priority.

Dealing with Concerns

It must be noted that children with special needs may be particularly vulnerable to abuse. Staff need to be sensitive to this and take into account the difficulties pupils may have in communicating with adults. All staff are aware of the signs and symptoms of abuse and clarification can be found in the child protection file which is located in the staffroom.

If a pupil volunteers information the adult should listen carefully, not ask leading questions, make notes and pass the information to the designated teacher (Headteacher) without delay. The same process should apply if there is any concern about a pupil's well being. If any concerns or injuries are spotted they should be recorded in the child protection recording package, found in the child protection file in the staffroom. This should be handed to the headteacher immediately.

If staff note that a pupil has arrived with a minor injury that has not been satisfactorily explained this should be recorded in the accident book and the headteacher notified immediately. Notes about this including a log of any telephone calls to the parents or a copy of anything written in the home / school diary should be kept in the pupil's file in the school office.

If a pupil sustains a more serious injury in school, which requires the completion of a West Sussex accident / incident form, such as an injury to the head or a fracture, a copy of the form will be sent to parents who will be asked to complete a slip to say they have received the information regarding the injury.

If the designated teacher is not in school staff should report any concerns to the deputy headteacher or the senior teacher **and not delay**.

Adults should not:

make assumptions

ask leading questions

put pressure on the child

give an understanding of confidentiality – staff have a duty to report child protection issues and this should be made clear to the person making the disclosure. Our school encourages an

open culture where the keeping of 'secrets' is discouraged but a regard for privacy maintained as appropriate.

The designated teacher must:

- 👑 decide whether to refer a case of alleged or suspected child abuse to the investigating agencies, seeking advice as necessary
- 👑 be prepared to contribute to the discussion between statutory agencies
- 👑 seek to promote good working relationships with colleagues in the principal investigating agencies
- 👑 receive appropriate training.

Handling Information

Child protection records are confidential and will be kept in a separate file, these will be discussed on a need to know basis. When a pupil leaves they will be transferred to the new school immediately and the social worker informed.

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

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

We will always undertake to share our intention to refer a child to Children's Services with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Duty Manager at the Assessment Team on this point.

Records kept will be clear and based on observation and evidence. All notes including rough notes, must be dated and will be kept as they may be required by the court.

Any records kept on the computer are exempt from the disclosure provisions of the Data Protection Act 1984.

The school will monitor pupils who are on the child protection register and will liaise closely with other agencies. This will include any concerns about unexplained absences. Any pupil that has an agreed child protection plan will be supported by staff in a sensitive manner.

Parents

Child protection is a central part of the school and the school will work closely with parents to build an understanding of the school's responsibility to ensure the welfare of all pupils. This will also be addressed through the relevant school policies indicated on the front page of this policy.

It is important to be open and honest with parents and they should be informed as soon as possible about any concerns.

However, in cases of alleged or suspected child abuse, to inform the parents immediately may prejudice the investigation. The school has a duty to ensure the welfare of pupils and will therefore follow Authority guidelines and inform the investigating authorities without contacting parents. This might jeopardise the schools relationship with parents but it is our belief that parents will appreciate our need to put children first as they would themselves. It is therefore vital that we follow agreed guidelines. The designated teacher will agree with Social Services when and where parents are to be informed. The school regrets any distress that may result from following procedures, particularly if the referral is subsequently dismissed, but such referrals are made in good faith in the hope of obtaining a constructive and helpful outcome in the best interests of the child.

Confidentiality

We recognise that all matters relating to child protection are confidential.

The Headteacher or CPLO will disclose any information about a pupil to other members of staff on a need to know basis only.

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

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

We will always undertake to share our intention to refer a child to Children's Services with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Duty Manager at the Assessment Team on this point.

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 DMS and to seek further support as appropriate.

Allegations against staff

All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

All Staff should be aware of West Sussex Guidance on Behaviour Issues, and the school's own Behaviour Management policy.

We understand that a pupil may make an allegation against a member of staff.

If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher.

The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO)

If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in 7.5 above, without notifying the Headteacher first.

Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the LADO and the Human Resources Adviser.

In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors with advice as in 7.7 above.

We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.

At Queen Elizabeth II Silver Jubilee School staff often have to physically manage pupils' personal needs. This is always treated with privacy and dignity. Staff are aware of their own vulnerability and every effort is made to maintain a balance between this and maintaining the rights of the pupil to privacy. This aspect of school life is explored in detail in the intimate care guidelines.

It is unnecessary and unrealistic to suggest that teachers should not touch pupils except in an emergency. Physical contact in an age appropriate and sensitive manner is an important aspect of pupils' development and cannot be ignored. However, staff should bear in mind that perfectly innocent actions may be misconstrued. It is important not to touch pupils, however casually, in ways or on parts of the body that might be misunderstood or considered indecent.

Whistleblowing

We recognise that 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 management of child protection, which may include the attitude or actions of colleagues. If necessary, they should speak in the first instance, to the AEO (Children's Safeguarding)

Physical Intervention

Our policy on physical intervention by staff is set out separately, and acknowledges that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.

Such events should be recorded and signed by a witness.

Staff who are likely to need to use physical intervention will be appropriately trained in the Team Teach technique.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

Bullying

Our policy on bullying is set out in our behaviour policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes homophobic and gender related bullying.

Racist Incidents

Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

Prevention

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.

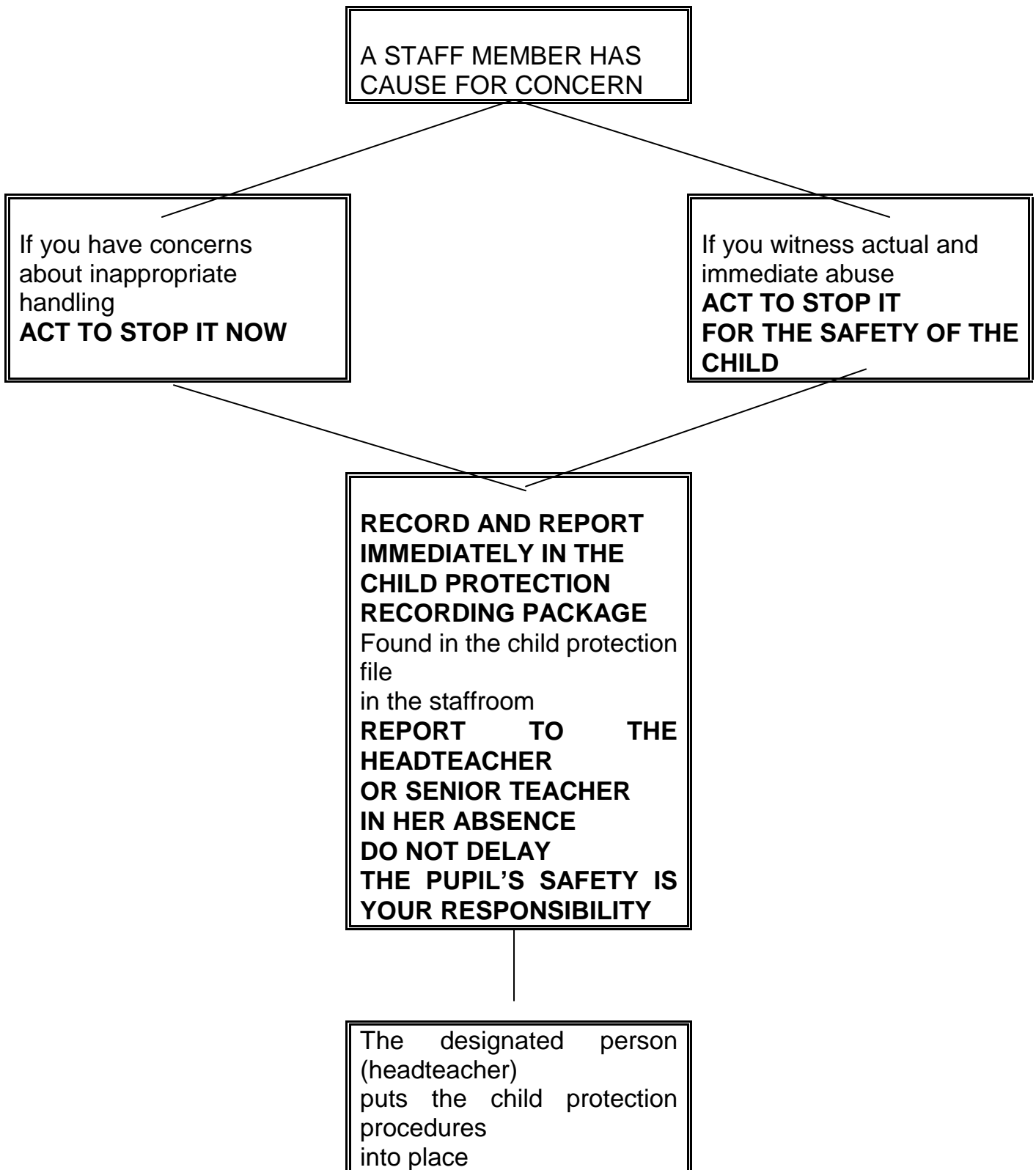
The school community will therefore

- 👑 Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- 👑 Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- 👑 Include across the curriculum, including PSHCE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

Health and Safety

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and for example in relation to internet use, and when away from the school when undertaking school trips and visit

Child Protection - What Action to take



Guidelines for Staff

There is a range of further information available to staff and this can be found in the child protection folder located on the staffroom bookcase. The information will include the following guidelines for staff.

Identifying Abuse

Circular 10/95 Recommendations

Guiding Principles - West Sussex Area Protection Committee

Guidelines for designated teacher for child protection

What action to take

Dealing with disclosures

Guidance for school staff on relationships with children and young people

Allegations against staff - what action to take

Body Chart and child protection recording package

Common sites of non-accidental injury

Additional risk factors for children with a disability

What to do if you're worried a child is being abused

Safeguarding Children in Education

Sussex Child Protection and Safeguarding Procedures

Working together to safeguard children 2015

Keeping Children Safe in Education 2015

Identifying Abuse

Child abuse can be defined as:

“A boy or girl, 17 years or under, who has suffered from, or is believed to be at significant risk of physical injury, neglect, emotional abuse or sexual abuse.”

For students aged 18 and above the same definition will apply and staff will seek guidance from the adult safeguarding service.

All staff need to be alert to the signs of abuse and should report any concerns to the designated child protection teacher (the Headteacher).

Teachers may observe outward signs of:

Physical Abuse

May involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm to a child.

Munchausen Syndrome by Proxy or Fabricated or Induced Illness, may also constitute a physical abuse whereby a parent or carer feigns the symptoms of or deliberately causes ill health in a child.

Signs and symptoms may include:

- 👑 Injuries to any part of the body
- 👑 Children who find it painful to walk, sit down, to move their jaws or are in some other kind of pain
- 👑 Injuries which are not typical of the bumps and scrapes associated with children's activities
- 👑 The regular occurrence of unexplained injuries
- 👑 The child who is frequently injured, where even apparently reasonable explanations are given
- 👑 Confused or conflicting explanations of how the injuries were sustained.

Emotional Abuse

Is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only in so far as they meet the needs of another person. It may involve causing children to frequently feel frightened or in danger, or

the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

Signs and symptoms may include:

- 👑 Poor attachment relationship with the child
- 👑 Unresponsive or neglectful behaviour towards the child's emotional or psychological needs
- 👑 Persistent negative comments about the child
- 👑 Inappropriate or inconsistent developmental expectations of the child
- 👑 Parental problems that supersede the needs of the child
- 👑 Dysfunctional family relationships including domestic violence.

Neglect

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

Signs and symptoms may include:

- 👑 Abnormal growth including failure to thrive
- 👑 Underweight or obesity
- 👑 Recurrent infection
- 👑 Unkempt dirty appearance
- 👑 Smelly
- 👑 Inadequate/unwashed clothes
- 👑 Hunger
- 👑 Listlessness
- 👑 Attachment disorders
- 👑 Indiscriminate friendliness
- 👑 Poor social relationships
- 👑 Poor concentration
- 👑 Developmental delays
- 👑 Low self esteem.

Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities such as

involving children in looking at pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Signs and symptoms may include:

- 👑 Signs of blood or other discharge on the child's underclothes
- 👑 Awkwardness in walking or sitting down
- 👑 Tummy pains
- 👑 Regression into enuresis
- 👑 Tiredness
- 👑 Extreme variations in behaviour eg. anxiety, aggression or withdrawal
- 👑 Sexually provocative behaviour or knowledge that is incompatible with the child's age and understanding
- 👑 Drawings and or written work which are sexually explicit (indirect disclosure)
- 👑 Direct disclosure; It is important to recognise that children have neither the experience nor the understanding to be able to make up stories about sexual assault.

These signs are not proof in themselves that abuse has taken place. Staff should indirectly, tactfully and sympathetically seek information from the child but should never investigate the suspected abuse.

The Concept of Significant Harm

The Children Act 1989 introduced the concept of Significant Harm that justifies compulsory intervention in family life in the best interests of the child. Significant harm is measured against the severity, extent, duration, frequency, extent of premeditation and the degree of threat and coercion involved. It also takes account of the effect on the child and degree of difficulty in helping the child overcome the adverse impact of ill treatment.