



**ST IVO SCHOOL**

**Child Protection**

**Policy and Guidance**

**Issue date**  
**Reviewed by**  
**Review date**

**Sept 2010**  
**Personnel Committee**  
**June 2011**

# **CHILD PROTECTION POLICY FOR ST IVO SCHOOL**

## **INTRODUCTION**

St Ivo School fully recognises the responsibility it has under section 175 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

Through their day-to-day contact with pupils and direct work with families, staff at the school have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to the appropriate agency, normally the appropriate Child and Family Team (Social Care).

This policy sets out how the school's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school.

**There are four main elements to our policy:**

**PREVENTION** through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos.

**PROCEDURES** for identifying and reporting cases, or suspected cases, of abuse.

**SUPPORT TO PUPILS** who may have been abused.

## **PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN**

Our policy applies to all staff and volunteers working in the school including governors. Teaching assistants, mid-day supervisors, secretaries as well as teachers can be the first point of disclosure for a child. Concerned parents may also contact school governors.

### **1 PREVENTION**

- 1.1 We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.

- 1.2 The school will therefore:
  - 1.2.1 establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
  - 1.2.2 ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty;
  - 1.2.3 include in the curriculum activities and opportunities for PSHE which equip children with the skills they need to stay safe from abuse and information about who to turn to for help;
  - 1.2.4 include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills.

## **2 PROCEDURES**

- 2.1 We will follow the procedures set out in the Cambridgeshire Local Safeguarding Children Board“ Safeguarding Inter-Agency Procedures” which should be used in conjunction with the Education Child Protection Procedures.
- 2.2 **The Designated Senior Member of Staff for Child Protection is Simon Crisp.**
- 2.3 The following members of staff have also received the Designated Person training: Howard Gilbert, Martin McGarry and Kim Taylor.

The school will:

- 2.2.1 ensure it has a designated senior member of staff, who has undertaken as a minimum, the 2 day child protection training course, run by the Education C.P. Service;
- 2.2.2 ensure this training is updated every two years in accordance with government guidance;

- 2.2.3 recognise the importance of the role of the designated teacher and ensure he/she has the time and training to undertake her/his duties;
- 2.2.4 ensure there are contingency arrangements should the designated member of staff not be available; in this situation the matter should be referred to Mr McGarry, or, in his absence, Mr Gilbert.
- 2.2.5 ensure that the designated member of staff will take advice from a child protection specialist when managing complex cases.

### **2.3 The Role of Governors and School Staff**

The school will:

- 2.3.1 ensure every member of staff and every governor knows:
  - the name of the designated person and her role;
  - how to pass on and record concerns about a pupil;
  - that they have an individual responsibility for referring child protection concerns using the proper channels and within the timescales set out in the Inter-Agency procedures;
  - where the Inter-Agency Procedures and Education Child Protection Procedures are located;
- 2.3.2 provide training for all staff from the point of their induction, and updated every three years at a minimum, so that they know:
  - their personal responsibility,
  - the local procedures,
  - the need to be vigilant in identifying cases of abuse
  - how to support and to respond to a child who tells of abuse
- 2.3.3 ensure that all staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to

children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.

## **2.4 Liaison with Other Agencies**

The school will:

- 2.4.1 work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance and written reports at initial case conferences, core groups and child protection review conferences;
- 2.4.2 notify the local Social Care team if:
  - it should have to exclude a pupil on the child protection register (whether fixed term or permanently);
  - there is an unexplained absence of a pupil on the child protection register of more than two days duration from school (or one day following a weekend); or as agreed as part of any child protection or core group plan.

## **2.5 Record Keeping**

The school will:

- 2.5.1 keep clear detailed written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately;
- 2.5.2 ensure all records are kept secure and in locked locations;
- 2.5.3 ensure all relevant child protection records are sent to the receiving school or establishment when a pupil moves schools in accordance with the Education Child Protection procedures.

## **2.6 Confidentiality and information sharing**

- 2.6.1 Staff will ensure confidentiality protocols\* are adhered to and information is shared appropriately. If in any doubt about

confidentiality, staff will seek advice from a senior manager or Social Care Team as required\*.

\*The Local Safeguarding Children's Board Guidance on the sharing of information on Children in Need and in Need of Protection can be accessed from the LSCB website at [cambslscb.org.uk](http://cambslscb.org.uk).

- 2.6.2 The Headteacher or Designated Teacher will disclose any information about a pupil to other members of staff on a need to know basis only.
- 2.6.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 2.6.4 All staff must be clear with children that they cannot promise to keep secrets.

## **2.7 Communication with Parents**

The school will:

- 2.7.1 undertake appropriate discussion with parents/carers prior to involvement of another agency unless the circumstances preclude this. (Further guidance on this can be found in the Education Child Protection Procedures section, and in the Safeguarding Inter-agency Procedures of the Local Safeguarding Children Board.)
- 2.7.2 ensure that parents/carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school brochure.

## **3 SUPPORTING VULNERABLE CHILDREN**

- 3.1 We recognise that abuse or witnessing violence may have an adverse impact on those children which may last into adulthood without appropriate intervention and support.
- 3.2 This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at

school their behaviour may be challenging and defiant or they may be withdrawn.

- 3.3 We recognise that some vulnerable children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.
- 3.4 The school will endeavour to support the pupil through:
  - 3.4.1 cross-curricular opportunities to encourage self-esteem and self-motivation;
  - 3.4.2 the school ethos which actively promotes a positive, supportive and secure environment and values people;
  - 3.4.3 the school's behaviour policy is aimed at supporting vulnerable pupils in the school. All staff will agree on a consistent approach, which focuses on the behaviour of the offence committed by the child but does not damage the pupil's sense of self worth. The school will ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred;
  - 3.4.4 liaison with other agencies which support the pupil such as Social Care, Child and Adolescent Mental Health Services, and the Locality Team;
  - 3.4.5 a commitment to develop productive and supportive relationships with parents;
  - 3.4.6 recognition that children living in a home environment where there is domestic violence, drug or alcohol abuse are vulnerable and in need of support and protection;
  - 3.4.7 monitoring and supporting pupil's welfare, keeping records and notifying Social Care in accordance with the Cambridgeshire Local Safeguarding Children Board "Safeguarding Inter-Agency Procedures".
- 3.5 when a pupil who is subject to a child protection plan leaves, information will be transferred to the new school immediately. The Child Protection Review Manager and key worker from Social

Care will also be informed. We will follow the procedures for 'Children Missing from Education'.

## **3.6 Drug Use and Child Protection**

3.6.1 The discovery that a young person is using illegal drugs or reported evidence of their drug use is not necessarily sufficient in itself to initiate child protection proceedings but the school will consider such action in the following situations:

When there is evidence or reasonable cause;

- to believe the young person's drug misuse may cause him or her to be vulnerable to other abuse such as sexual abuse;
- to believe the pupil's drug related behaviour is a result of abusing or endangering pressure or incentives from others, particularly adults;
- where the misuse is suspected of being prompted by serious parent/carer drug misuse.

## **3.6.2 Children of Drug Using Parents/carers**

3.6.3 Further enquiries and or further action will be taken when the school receives reliable information about drug and alcohol abuse by a child's parents/carers in the following circumstances;

- the parental misuse is regarded as problematic (i.e. multiple drug use including injection);
- a chaotic and unpredictable home environment exists which can be attributed to drug or alcohol misuse;
- children are not being provided with acceptable or consistent levels of social and health care;
- children are exposed to criminal behaviour.

### **3.7 Domestic Violence**

- 3.7.1 Where there is Domestic Violence in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships.
- 3.7.2 Head teachers are notified of Domestic Violence incidents involving children and young people on their roll and will take appropriate action to ensure children and young people are kept safe in accordance with the Domestic Violence Protocol for Schools.

## **4 PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN**

- 4.1 The school will operate safer recruitment practices including ensuring appropriate CRB and reference checks are undertaken according to Circular DfES (now DCSF) document 'Safeguarding Children and Safer Recruitment in Education' (2007).
- 4.2 Any allegation of abuse made against a member of staff will be reported straight away to the Head teacher or Principal. In cases where the Head teacher or Principal is the subject of an allegation, it will be reported to the Chair of Governors. (See Allegations flowchart Appendix 2.)
- 4.3 The school will consult with the Named Senior Officer in the event of an allegation being made against a member of staff and adhere to the relevant procedures set out in the Safeguarding Children and Safer Recruitment in Education and the school's Personnel Manual from EPM Ltd.
- 4.4 The Named Senior officer will advise on all further action to be taken. Please note that the Head teacher or Chair of Governors should not seek to interview the child/ren involved until advice has been sought. Doing so may compromise any police interviews that may be necessary.
- 4.5 The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school and

that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

- 4.6 The school will ensure that all staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents as advised by the Local Authority's Code of Conduct. As part of the Induction process all staff will receive guidance about how to create appropriate professional boundaries with all children, especially those with a disability or who are deemed vulnerable. *All staff will have read and signed a copy of the Local Authority's Code of Conduct, Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings (March 2009, DCSF)*
- 4.7 The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of trust). Staff will also be made aware as part of Induction about how to report in appropriate sexualised behaviours to the Head Teacher or Designated Person to follow up with Social Care teams. Staff who work within a school have a duty of care to model appropriate social behaviours and to ensure that the professional role of trust is not abused.

## **5 OTHER RELATED POLICIES**

### **5.1 Physical Intervention**

Our policy on physical intervention by staff is set out in separate document and is reviewed annually by the governing body. We acknowledge that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimum force necessary to prevent injury to themselves, another person or property.\* *You may want to include here reference to what training has been completed by your staff.*

\*DfES Guidance, Use of Force to Control or Restrain Pupils.

## 5.2 **Anti-Bullying**

Our policy on anti-bullying is set out in a separate document and is reviewed annually by the governing body. We expect staff to acknowledge that to allow or condone bullying constitutes a lack of duty of care may lead to consideration under child protection procedures.

## 5.3 **Racist Incidents**

Our policy on racist incidents is set out in a separate document and is reviewed annually by the governing body. The school records racist incidents online as part of LA monitoring. We acknowledge that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

## 5.4 **Health and Safety**

Our Health and Safety policy, set out in a separate document, is reviewed annually by the governing body. It reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

## 5.5 **E-Safety and Acceptable Use**

Our policies on e-safety and acceptable use, set out in a separate document, are reviewed annually by the governing body. They reflect the balance needed between the exciting opportunities offered by the internet and other technologies and the need for pupils and staff to keep themselves safe and deal sensibly with risk.

## 5.5 **Children with Statements of Special Educational Needs**

We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to signs of abuse.

The school has pupils with emotional and behavioural difficulties or challenging behaviours. The school will support staff to decide appropriate strategies that will reduce anxiety for the individual child and raise self-esteem as part of an overall behaviour support plan agreed with parents.

The school has pupils who may have communication difficulties and we are aware that they are vulnerable to abuse because they are unable to express themselves to others. Instead such children will often exhibit changes in behaviours or signs and symptoms of abuse recognised by staff with a good knowledge of the child.

*Where necessary the school will provide additional training to staff to use Makaton, PECS or other communication systems. Supervision by senior managers will be vigilant to create a protective ethos around the child.*

*We promote high standards of practice, including ensuring that disabled children know how to raise concerns, and have access to a range of adults with whom they can communicate.*

## **6 GOVERNING BODY CHILD PROTECTION RESPONSIBILITIES**

6.1 The governing body fully recognises its responsibilities with regard to child protection and to safeguarding and promoting the welfare of children.

It will:

- designate a governor for child protection who will monitor the school's compliance with child protection policy and practice and champion child protection issues;

- ensure an annual report is made to the governing body, and copied to the Education Child Protection Service, on child protection matters to include changes affecting CP policy and procedures, child protection training received, the number of incidents/cases (no names) and child protection in the curriculum;
- ensure that this policy is annually reviewed, updated and copied to the Education Child Protection Service.

## **6.2 Extended Schools and Before and After School Activities**

6.2.1 If the governing body provides extended school facilities or before or after school activities directly under the supervision or management of school staff, the school's arrangements for child protection as written in this policy shall apply.

6.2.2 Where services or activities are provided separately by another body the governing body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

## CHILD PROTECTION GUIDANCE

The protection and welfare of all children with whom we come into contact is of primary importance to all who work within the school environment. Some children are in need of protection from emotional, physical or sexual abuse or from neglect.

We have a **legal** obligation to follow certain procedures if there are any concerns about any student. These involve working closely with other agencies to devise the most appropriate plan of action for each individual case. The designated teacher makes any referrals to the outside agencies or the Police Family Unit.

### Concerns

If you have reason to have any concerns (however minor they may seem to be), about any pupil or a pupil confides in you, these **MUST** be reported as soon as possible to the designated teacher. It is never possible to promise a student that you will keep their secrets/confidences. All relevant information must be passed on. It could be part of a much larger picture.

### Procedures

After passing on the information, it is possible that you will continue to help with the student, if they are comfortable talking to you. However, confidentiality has to be maintained considering the students best interests.

### *Four categories of abuse*

**Physical Abuse** - includes hitting, shaking, throwing, poisoning, burning/scalding, drowning, suffocating and factitious or induced illness (fabricating the symptoms of ill health or deliberately inducing illness in a child).

**Neglect** - 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.

It may occur during pregnancy as a result of maternal substance misuse.

It may involve the neglect or lack of responsiveness to a child's basic emotional needs.

It also includes parents/carers or carers failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect from physical and emotional harm
- Ensure adequate supervision (including use of inadequate caregivers)
- Ensure access to appropriate medical care or treatment

**Emotional Abuse** - Is the persistent emotional ill treatment so as to cause severe and adverse effects on a child's emotional development.

It may involve conveying to a child that they are:

- Worthless
- Unloved
- Inadequate
- Loved only insofar as they meet another persons needs

(Some level of emotional abuse is involved in all types of maltreatment although it may occur alone)

It may also feature:

- Age or developmentally inappropriate expectations (including interactions that are beyond the child's developmental capacity, over-protection and limitation of exploration and learning, or preventing participation in normal social interaction)
- Seeing or hearing the ill-treatment of another (including domestic violence)
- Serious bullying causing children frequently to feel frightened or in danger
- The exploitation or corruption of children

**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.

This may involve:

- Physical contact including penetrative acts
  - rape
  - buggery
  - oral sex
- Non-penetrative acts
  - looking at/or producing pornographic material
  - watching sexual activity
  - encouraging children to behave in sexually inappropriate ways

## **Signs and Symptoms of Abuse**

The attached list shows some of the signs or symptoms of possible abuse. This is not an exclusive list, nor does it mean that if a child exhibits any of these signs, that they are being abused. It is an indication of the type of signs and symptoms which could be the cause for concern.

## **SIGNS AND SYMPTOMS OF ABUSE**

### **Possible signs of Emotional Abuse**

- continual self-depreciation
- fear of new situations
- inappropriate emotional responses to painful situations
- self-harm or mutilation
- compulsive stealing/scrounging
- drug/solvent abuse
- 'neurotic' behaviour - obsessive rocking, thumb-sucking
- air of detachment - 'don't care' attitude
- social isolation - doesn't join in, has few friends
- desperate attention-seeking behaviour
- eating problems, including over-eating or lack of appetite
- depression, withdrawn

## **Possible signs of Sexual Abuse**

- bruises, scratches, burns or bite marks on the body
- scratches, abrasions or persistent infections in the anal or genital regions
- pregnancy - particularly in the case of young adolescents who are evasive concerning the identity of the father
- sexual awareness inappropriate to the child's age - shown for example in drawings, vocabulary, games and so on
- frequent public masturbation
- attempts to teach other children about sexual activity
- refusing to stay with certain people or go certain places
- aggressiveness, anger, anxiety, tearfulness
- withdrawal from friends

## **Possible signs of Neglect**

- constant hunger
- poor personal hygiene
- inappropriate clothing
- frequent lateness or non attendance at school
- untreated medical problems
- low self-esteem
- poor social relationships
- compulsive stealing or scrounging
- constant tiredness

## **Possible signs of Physical Abuse**

- Unexplained injuries or burns, particularly if they are recurrent
- refusal to discuss injuries
- improbable explanations for injuries
- untreated injuries or lingering illness not attended to
- admission of punishment which appears excessive
- shrinking from physical contact
- fear or returning home, or of parents being contacted
- fear of undressing
- fear of medical help
- aggression/bullying
- over-compliant behaviour or a 'watchful attitude'
- running away
- significant changes in behaviour without explanation
- deterioration in work
- unexplained pattern of absences which may serve to hide bruises or other physical injuries

## **What to do if a student tells you about an abuse**

It has been shown through research that very few children lie about abuse. If a student reveals an abuse, listen sympathetically and reassure the student that they have taken the correct action in talking to you. Do not be judgmental in any way and take care not to ask any questions which could be interpreted as putting ideas into the student's mind. Never agree to keep any knowledge of this type secret and tell the student what you will do next and reassure them that nothing will happen without them knowing about it.

If a student makes an allegation about a member of staff, refer the matter immediately to the Head or the designated teacher.

Please do not ask for details or a written statement. This could prejudice any further proceedings.

## **Unsubstantiated concerns**

If you have 'nagging' concerns about any student, try to identify what is the cause of the doubts, pass these on to the designated person either verbally or in written format. After this, monitor the child and record as much factual information as possible.

## **Appendix A**

### **Standards For Effective Child Protection Practice In Schools**

*Child protection matters are receiving an increased priority in Ofsted inspections. The following standards may assist schools in evaluating their practice*

In best practice, schools:

- 1 have an ethos in which children feel secure, their viewpoints are valued, and they are encouraged to talk and are listened to;
- 2 provide suitable support and guidance so that pupils have a range of appropriate adults to whom they can turn if they are worried or in difficulties;
- 3 work with parents to build an understanding of the school's responsibility to ensure the welfare of all children and a recognition that this may occasionally require children to be referred to investigative agencies as a constructive and helpful measure;
- 4 are vigilant in cases of suspected child abuse, recognising the signs and symptoms, have clear procedures whereby teachers report such cases to senior staff and are aware of local procedures so that information is effectively passed on to the relevant professionals;
- 5 monitor children who have been identified as at risk, keeping, *in a secure place*, clear records of pupils' progress, maintaining sound policies on confidentiality, providing information to other professionals, submitting reports to case conferences and attending case conferences;
- 6 provide and support child protection training regularly to school staff every three years and in particular to designated teachers every two years to ensure their skills and expertise are up to date, and ensure that targeted funding for this work is used solely for this purpose;

- 7 contribute to an inter-agency approach to child protection by developing effective and supportive liaison with other agencies;
- 8 use the curriculum to raise pupils' awareness and build confidence so that pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others, taking into account of the guidance for Governors on sex and relationship education (DfES 2000);
- 9 provide clear policy statements for parents, staff and children and young people on this and on both positive behaviour policies and the schools approach to bullying;
- 10 have a clear understanding of the various types of bullying - physical, verbal and indirect, and cyber-bullying - act promptly and firmly to combat it, making sure that pupils are aware of the school's position on this issue and who they can contact for support;
- 11 take particular care that pupils with SEN in mainstream and special schools, who may be especially vulnerable to abuse, are supported effectively. Particular attention should be paid to ensuring that those with communication difficulties are enabled to express themselves to a member of staff with appropriate communicative skills, e.g. Makaton or PECS;
- 12 have a clear policy about the handling of allegations of abuse by members of staff, ensuring that all staff are fully aware of the procedures and that they are followed correctly at all times, using the guidance set out in the DfES (now DCSF) document Safeguarding Children and Safer Recruitment in Education
- 13 have a written whole school policy, produced, owned and regularly reviewed by school staff and which clearly outlines the school's position and positive action in respect of the aforementioned standards;
- 14 the school will ensure that specified information is passed on in a timely manner to the LA for monitoring purposes.





The Designated Lead for Child Protection is Simon Crisp

If the Designated Lead is unavailable I can go to:

Kim Taylor  
Howard Gilbert  
Martin McGarry

Logging Concern Forms are kept in Reprographics, each Staff Room,  
TA/Cover Supervisors Office and the Resource Centre

Child Protection Procedures and Policy is distributed to all staff each year  
and is online. Additional copies are held in the Main School Office and by  
Designated Lead

The Whistle Blowing Policy is online under Learning Zone/School Policies

The Designated Governor for Child Protection is Sue Campbell