

REDCAR & CLEVELAND LOCAL AUTHORITY

**LINGDALE PRIMARY SCHOOL
CHILD
PROTECTION
POLICY**

REPORTING CHILD ABUSE

EVERY CHILD MATTERS

Designated Safeguarding Lead - Miss N Oxtoby

Deputy Designated Safeguarding Lead - Mrs C Gallagher

**Deputy Designated Safeguarding Lead - Miss R Schumm
(Two Year Old Provision)**

Nominated Governor for Safeguarding - Mrs H Kemp

The LA Designated Officer (LADO) - Lorraine Press

The Child Protection Officer for Education - Marianne Dixon

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1.0 Relevant Documentation

When reading this document, please be aware of the following related documents which work alongside this Child Protection Policy:

1. Tees Local Safeguarding Children Procedures accessed at www.teescpp.org.uk
2. HM Government (March 2015) Working together to safeguard children
3. HM Government (2015) what to do if you are worried a child is being abused
4. HM Government (2015) information sharing
5. HM Government (2015) Disqualification under The Childcare Act 2006
6. HM Government (September 2016) Keeping children safe in education- information for all school and college staff-The Counter Terrorism and Security Act
7. Procedure for Managing Allegations against Staff, Carers and Volunteers I- South Tess LSCB
8. Safeguarding Children in Education (DFES 2004)
9. The Sexual Offences Act 2002
10. Data Protection Act 1998
11. LPS Safeguarding Policy
12. LPS Tackling Extremism and Radicalisation Policy
13. LPS Safer Recruitment Policy
14. LPS Staff Conduct Policy
15. LPS Staff Whistle Blowing Policy
16. LPS Staff Raising Concerns Policy
17. LPS Behaviour Change Policy
18. LPS Anti Bullying Policy
19. LPS E-Safety Policy
20. LPS Intimate Care Policy
21. LPS Missing Child Procedures
22. LPS Failure to Collect a Child Procedures
23. LPS Checklist for Supervision of Children Before and After School

2.0 Scope

This document is Lingdale Primary School's Policy on Child Protection and is in line with procedures set out by the South Tees Local Safeguarding Children's Board (LSCB).

This policy applies to **all adults** working on the school site.

3.0 Introduction

Lingdale Primary School fully recognises its responsibilities for child protection.

The school's main aim is to provide a safe, secure and stable base for children and help to protect them from harm. The welfare of the child is of paramount importance to all the adults who work in our school. To achieve this aim Lingdale Primary School will:

- Ensure safer recruitment and vetting practices are followed, therefore checking the suitability of staff and volunteers who wish to work with our children.
- Assign a Designated Safeguarding Lead and a Designated Teacher for looked after children
- Raise awareness of safeguarding / child protection issues to staff, parents and children.
- Provide an environment where children feel safe, are encouraged to talk and are listened to.
- Help equip children with skills needed to keep themselves safe.
- Develop, implement and review policy and procedures in relation to child protection.
- Train and raise awareness of all staff, defining their role and responsibilities in reporting possible cases of abuse. (Reference to Keeping Children Safe in Education)
- Ensure there is effective communication between staff on child protection matters.
- To identify children who may benefit from Early help.
- To identify children who are suffering or likely to suffer significant harm.
- Report cases or suspected cases of abuse to Social Care.
- Working in partnership with parent/carer and other professionals to support and help protect children who have a Protection Plan.
- Establish a safe environment in which children can learn and develop.
- To identify children who are suffering or likely to suffer significant harm
- Provide a curriculum and ethos which aims to prevent children from being drawn into radicalised, extreme behaviour or acts of terrorism. Schools to work in partnership with the Channel panel set up by the LA
- Report cases or suspected cases of abuse to First Contact Team Social Care.
- Work in partnership with parent/carer and other professionals to provide co-ordinated support and help to protect children who are subject to protection plans, work in partnership with Social Care when undertaking section 17 or section 47 assessments.

In our school we respect our children. The atmosphere is one that encourages all children to do their best. We provide opportunities that enable our children to take and make decisions for themselves. The school ethos promotes a positive, supportive and secure environment and gives children a sense of being valued. One in which safeguarding and promoting the welfare of children is **everyone's** responsibility.

Our teaching of personal, social and health education citizenship, as part of the National Curriculum, helps to develop appropriate attitudes in our children,

and makes them aware of the impact of their decisions on others. We also teach them how to recognise different risks in different situations, and how to behave in response to them (e.g. 'stranger danger' and 'internet safety').

We recognise that abuse and neglect can result in underachievement. We strive to ensure that all our children make good educational progress.

Child abuse can take a variety of forms:

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

Physical Abuse: a form of abuse which 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: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a 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 (including cyberbullying), 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, although it may occur alone.

Sexual Abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: 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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

4.0 Staff Responsibilities are:

4.1 Head Teacher to ensure that:

- The Governing Body receives yearly awareness raising in respect of their roles and responsibilities in regard to Child Protection / Safeguarding.
- The Governing Body adopts appropriate policies and procedures to safeguard children in school.
- That policies and procedures are implemented by staff.
- Parents / carers to be made aware each autumn term of the safeguarding policies that are in place and who is the Designated Safeguarding Lead
- Sufficient resources and time are allocated to carry out Safeguarding Children / Child Protection effectively.
- There is a Designated Safeguarding Lead for the school who has received appropriate training for this important role.
- All staff and adults working in school understand their safeguarding children responsibilities and are able to voice their concern if they feel a child is vulnerable or at risk.
- Staff to be aware of the 'whistle blowing' protocol and understand they must voice their concern of any individual working practices that are deemed unsafe and unprofessional.
- Lingdale Primary School develops effective working partnerships with relevant agencies and cooperate as required in regard to safeguarding children matters, including attendance at child protection conferences and other related meetings.
- School to provide appropriate reports for child protection meetings.
- Ensure that all information and records are kept confidentially and securely.
- Recruitment and vetting procedures are followed in all appointments of staff including those working in school in a voluntary / unpaid capacity.
- Any children suspected of being drawn into extremist radical behaviour or beliefs are acted upon with the nominated/deputy Child Protection who will assess and appropriately refer to Social Care/Channel Panel.
- Site security is in place with all visitors required to identify themselves, then sign in and sign out when leaving the school.

- 4.2** Designated Safeguarding Lead has responsibility for coordinating action within the school and liaising with Social Care and other agencies in respect of suspected child abuse.

The Designated Safeguarding Lead for 2016/2017 academic year is Nic Oxtoby.

The main responsibilities for the Designated Safeguarding Lead are:

- To adhere to and follow procedures outlined in the South Tees Local Safeguarding Children Board Procedures.
- To help identify signs and symptoms of abuse.
- Refer suspected cases of abuse to Social Care / Police
- Ensure all staff receives child protection awareness raising training to help them recognise and identify signs of abuse.
- To raise awareness of child safety issues within school.
- Ensure that the school has an up-to-date child protection policy which is consistent with the LSCB procedures. The policy should be reviewed annually.
- To attend and represent the school at child protection meetings.
- Be responsible for securely managing child protection files, compiling reports, recording and sharing information appropriately.
- Ensure that all information and records are kept confidentially and securely.
- To develop good working relationships / links with Social Care, the Child Protection Officer for Education and other relevant professionals.
- To raise awareness of their role with staff, parents and children.
- Be available for staff for consultation purposes.

- 4.3 School Staff** (teaching and non teaching) have a responsibility to report any concerns they have about a child's safety to the Designated Safeguarding Lead.

If a staff member suspects a child may be a victim of abuse they are advised to do the following:

- If a child discloses information that suggests possible abuse has taken place we recommend the following:
 - Listen to the child.
 - Never coach or lead the child.
 - Do not investigate or over question the child.
 - Reassure the child they were right to talk.
 - Inform the Designated Safeguarding Lead ASAP.
 - Record events (e.g. what the child has said, word for word)
 - Date, time and sign report.

- If a staff member receives information (e.g. third party) or sees something (e.g. suspicious bruise or mark) which gives them a cause for concern, they must inform the Designated Safeguarding Lead ASAP.
- Staff should always consult with the Designated Safeguarding Lead when they first begin to have concerns about a child. This process will help clarify what action if any, needs to be taken to meet the needs of the child.
- Where staff feel a child is expressing or demonstrating extreme, radical view or behaviours they should make the Head Teacher/ Designated Safeguarding Lead aware of their concerns.
- In exceptional circumstances such as an emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to Children's Social Care
- If staff has concerns regarding the conduct of another staff member they should inform the Head Teacher directly. If the concern is regarding the Head Teacher conduct the staff member must contact the Chair of Governors
- Where staff has concerns regarding safeguarding practices within school, the Head Teacher should be aware of these concerns. If after raising concerns the staff member is not satisfied with the response/resultant action staff members should refer to the whistleblowing policy.

5.0 Allegations against Staff

Allegations against staff could be initiated in school by children, parents or staff.

If an allegation or cause for concern is made against a member of staff the following action should be taken:

- The Head Teacher should be informed immediately.
- If the allegation is against the Head Teacher then the Chair of Governors should be informed immediately.
- The Head Teacher/Chair of Governors school should seek support and guidance from the local authority and follow the '**Procedure for Managing Allegations against Staff, Carers and Volunteers**' provided by South Tees Local Safeguarding Board.
- Immediate support and guidance should be sought from:
 - The LA Designated Officer (LADO) - Lorraine Press
 - The Child Protection Officer for Education - Marianne Dixon
 - Where an individual staff member in regulated activity is dismissed or removed due to safeguarding concerns, or would have been had they not resigned, the Head Teacher must make a referral to the Disclosure and Barring Service

(DBS). This is a legal duty and failure to do so is a criminal act.

6.0 Staff Training

All staff and governors at Lingdale Primary School receive Child Protection training (maximum period is two years) which raises their awareness of processes and procedures agreed by the Local Safeguarding Children Board (LSCB). Training also covers areas such as 'signs and symptoms' and 'internet safety'.

Newly appointed staff receive training through Redcar and Cleveland's induction programme and attended specific courses ran by the Child Protection Officer for Education (e.g. NQT's).

Staff at Lingdale Primary School have also undertaken E-Learning courses promoted by the LSCB.

The Designated Safeguarding Lead for Child Protection receives training on an annual basis including LSCB facilitated courses.

The Head Teacher and Chair of Governors have completed Safer Recruitment Training.

7.0 Confidentiality

Confidentiality and trust should be maintained as far as possible, but Lingdale Primary School will act on the basis that the welfare of the child is paramount. The degree of confidentiality will be governed by the need to protect the child and personal information will be shared where this is necessary to protect the child (1998 Data Protection Act).

Minimising Risks to Children

ALL STAFF MUST READ THE KEEPING CHILDREN SAFE IN EDUCATION. For School and College (September 2015) Document

(All staff refers to teachers, non-teaching staff, students, staff from other agencies and volunteers)

Safe Practice/codes of conduct in school

Staff/pupil relationships/communications that includes the use of social media

Staff will not initiate affectionate physical contact except in circumstances where a child is showing immediate signs of being upset e.g. following an accident. Here the staff member where possible will seek to ensure any physical contact is witnessed by a third party and is not prolonged in nature.

Staff in school will not discuss with children in any depth details about their personal life or relationships they hold outside of school.

Staff will not seek social relationships with children outside of school, including relationships developed through means of social media.

No staff member will communicate via telephone, through email or social media directly with any child on role except through the schools official email accounts where all communication can be tracked.

8.0 Monitoring and Review

The Governing Body will ensure that Lingdale Primary School undertakes the following:

- Annually review its Child Protection Policy
- Has a senior member of staff as Designated Safeguarding Lead.
- Review annually the workload of the Nominated Person Child Protection by requesting a report detailing related child protection work undertaken. Governing body to support as felt appropriate
- Monitor and evaluate child protection training that staff receive
- Review all aspects of safeguarding children / working practices and develop as required