St Albert's Catholic Primary School

Child Protection Policy 2015

At St. Albert's, our mission is to educate the children and serve the community in the love of Jesus Christ

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Child Protection Policy and Procedures for St Albert's

July 2015

1. Policy Statement

This document is suggested as a template for an individual school/education setting to use in order to develop its own child protection policy. This policy reflects current legislation and statutory guidance in relation to child protection and safeguarding in schools and educational settings.

The aim of this policy is to promote a safe environment where child safeguarding concerns can be managed in an appropriate way.

> **3.** Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk**.**
>
> **Keeping Children Safe in Education, July 2015.**

The school/education setting acknowledges the duty of care to safeguard and promote the welfare of children and is committed to ensuring safeguarding practice reflects statutory responsibilities, government guidance and complies with best practice and Ofsted requirements.

The policy recognises that the welfare and interests of children are paramount in all circumstances. It aims to ensure that regardless of age, gender, religion or beliefs, ethnicity, disability, sexual orientation or socio-economic background, all children have a positive and enjoyable experience of activities at school in a safe and child centred environment, are protected from abuse whilst participating in education or outside of the activity

The school/education setting understands that some children, including disabled children and young people or those from ethnic minority communities, can be particularly vulnerable to abuse and we accept the responsibility to take reasonable and appropriate steps to ensure their welfare.

As part of this safeguarding child protection policy the school/education setting will;

- Promote and prioritise the safety and wellbeing of children and young people
- Ensure everyone understands their roles and responsibilities in respect of safeguarding and child protection
- Ensure everyone is provided with appropriate learning opportunities to recognise, identify and respond to signs of abuse, neglect and other safeguarding concerns relating to children and young people
- Ensure appropriate action is taken in the event of incidents/concerns of abuse and support provided to the individual/s who raise or disclose the concern

- Ensure that confidential, detailed and accurate records of all safeguarding concerns are maintained and securely stored
- Prevent the employment/deployment of unsuitable individuals
- Help protect children and young people from extremist and violent views
- Ensure robust safeguarding arrangements and procedures are in operation

The policy and procedures will be widely promoted and are mandatory for everyone involved in school. Failure to comply with the policy and procedures will be addressed without delay and may ultimately result in dismissal/exclusion from the organisation.

1.1 Definition of Abuse

Children are considered to be abused or at risk of abuse by parents when the basic needs of the child are not being met through acts of either commission or omission.

Types of abuse and neglect include:

Physical Abuse **Emotional Abuse**

Sexual Abuse **Neglect**

The ability of staff to recognise the signs and symptoms of abuse will depend upon their experience and training, however **all** members of staff should be alert to the possible signs of abuse.

In line with Working Together to Safeguard Children 2015, the definition of safeguarding for this document is as follows:

> - Protecting children from maltreatment;
> - Preventing impairment of children's health or development;
> - Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
> - Taking action to enable all children to have the best outcomes.
>
> **Working Together, March 2015**

For further specific safeguarding issues **See appendix 4.**

2. Safeguarding in Schools

For child protection processes and procedures in schools and education settings to be effective they should be embedded as part of a safer school culture.

To establish an open and safer culture schools and education settings should;

- Establish and maintain an environment where children and young people feel secure, are encouraged to talk and they are feel listened to

- Ensure children and young people know there are adults in school they can talk to if they are worried

- Ensure that within the curriculum children and young people are taught the skills they need to recognise and stay safe from all kind of harm

- Ensure that children and young people who may be particularly vulnerable, such as those with SEN and disabilities are supported.

- Ensure that have English as an additional language have access to support and information that is clear, accessible and in their preferred language.

> **4.** Everyone who comes into contact with children and their families has a role to play in safeguarding children. School and College staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns form escalating. Schools and colleges and their staff form part of a wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children 2015. Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.
>
> **Keeping Children Safe in Education, July 2015.**

2.1 Staff have a particular contribution to make in listening to children and young people who have experienced abuse.

This should be valued and recognised, however it is understood that this work will not be undertaken at a time when it may impact on any legal processes through which the child may be involved.

It is recognised that children who are abused or who witness domestic abuse may find it difficult to develop a sense of self-worth. They may feel helpless, humiliation and some sense of blame. School may be the only stable, secure and predictable element in the lives of children and young people who are at risk.

Schools/education settings will endeavour to support children and young people who are its students through;

- Ensuring the content of the curriculum encourages self-esteem and self motivation

- The identification of a Designated Safeguarding Lead

- Promoting an ethos of positive support and create a safe and secure environment for staff and students

- Upholding the school behaviour policy, ensuring students are aware that some types of behaviour are unacceptable, however, they are valued and not blamed for any abuse that may have occurred

- Recognising that children and young people living in environments where there is domestic abuse, adult drug/ alcohol misuse and /or adult mental health issues are vulnerable and may be in need of support and protection

- Monitoring the welfare of children and young people who are its students, keeping accurate records, and notifying Children's Social Care as soon as there is a child protection concern

- Identifying a key member of staff as an Operation Encompass champion whose role is to receive information from the Police relating to incidents of Domestic Abuse

- Initiating and contributing to assessments relating to the child/ young person and their family, including Early Help Assessments in line with the Knowsley Model of Children in Need.

> **5.** Each school and college should have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely this other services such as children's social care.
>
> **Keeping Children Safe in Education, July 2015**

See appendix 1.

2.2 In order to support students and their families when dealing with safeguarding and potential child protection issues, School/Education setting will;

- Undertake discussions with the parents to gain,(or if appropriate the child/young person) consent to share information prior to the involvement of another agency unless this may put the child at increased risk of significant harm.

- Ensure parents have a clear understanding of the **duty** placed on school staff with regards to safeguarding and child protection

- Ensure that parents are aware of any referral that has been made to Children's Social Care, unless to do so may put the child at increased risk of significant harm

3. Child Protection Procedures

Governing bodies and proprietors should ensure that the school/education settings has the following in place,

- A child protection policy and procedures in place that are in accordance with the local authority guidance and locally agreed inter-agency procedures

- That the child protection policy and procedures are made available on the school website or to pupils, student and parents on request

- Procedures in place for dealing with complaints about safeguarding arrangements which should be accessible to staff, pupils and parents.

The child protection procedures for schools and education settings will ensure;

- The procedures set out in the Knowsley Safeguarding Children Board (KSCB) Safeguarding Children Procedures Manual are followed, together with the KSCB multi agency Child Protection Standards. These multi agency procedures are updated and held on line at www.knowsleysafeguardingchildren.co.uk

- A member of staff who has child protection concerns about a child or young person, will immediately inform the Designated Safeguarding Lead, and record accurately the events giving rise to the concern.

- If the Designated Safeguarding Lead is unavailable the member of staff should speak to the Deputy Designated Lead if they have one, or to the named person in the Local Authority for advice. **Under no circumstances should the member of staff attempt to resolve the matter themselves.**

- Understanding that taking no action does not safeguard children, once a piece of information is received there should not be an assumption that someone else will act. Discussions should be had and the outcome should clearly note what actions will be taken, by who and why.

For Child Protection Procedures flow chart **see appendix 2.**

17. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration, Concerns should always lead to help for the child at some point.

Keeping Children Safe in Education, July 2015.

As part of the extended school provision, should any member of staff become aware of a child protection concern where a child is suffering, or likely to suffer significant harm, they should follow procedure and contact the Children's Social Care Duty Team. They should record their concerns and actions, and inform the setting Designated Safeguarding Lead as soon as practicable.

18. Staff should be aware of the new reporting requirements with regards to known cases of female genital mutilation (FGM).

Female Genital Mutilation (FGM)

Female Genital Mutilation (sometimes referred to as 'Cutting') comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the U.K. and is a form of child abuse with long-lasting and harmful consequences.

If staff have a concern Knowsley safeguarding procedures should be followed. Mandatory reporting in relation to FGM will begin in October 2015, and where a teacher discovers that an act of FGM appears to have been carried out on a girl under the age of 18, there will be a statutory duty upon that individual to report it to the police.

Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should <u>not</u> be examining pupils, but the same definition of what is meant by ' to discover that an act of FGM appears to have been carried out' is used for all professionals to whom this mandatory reporting duty applies.

Page 15, Keeping Children Safe in Education, July 2015.

If the child protection concern relates to a member of staff please refer to the school or education setting allegations management policy.

3.1 Dealing with a disclosure

Do

- Stay Calm
- Listen carefully, let the child tell their story and take it seriously
- Keep the child informed about what you are doing and what is happening at every stage
- Reassure them they have done nothing wrong and it is not their fault
- Make a full record of what has been said as soon as possible

Don't

- Promise confidentiality. Be honest about your own position, who you will have to tell and why
- Ask leading questions (e.g. Did your mother do this to you)
- Press the child for more details
- Make promises (e.g. this will never happen again)

Once a disclosure has been made or a concern has been shared, the Designated Safeguarding Lead will consider the information, if necessary take advice, and will make a decision to either:

- Keep detailed records of the concern, however no further action at this time
- Initiate a Early Help Assessment
- Make a child protection referral to Children Social Care.

Once the decision is made to make a referral the Designated Safeguarding Lead will contact the Knowsley Assessment Team and make a telephone referral. This must be followed up in writing using the Multi Agency Referral Form within 24 hours.

As part of the KSCB multi agency procedures Children's Social Care will inform the referrer of the outcome/ progress of the referral within 3 working days. If the Designated Safeguarding Lead does not receive this information it is their responsibility to follow up the progress of the referral.

3.2 Confidentiality and Information Sharing

Sharing information is essential in working together to safeguard children. Professionals, agencies and services are required to securely share information,

- About children and their health and development in relation to exposure to possible abuse and neglect
- About parents who may not be able to care adequately and safely for children
- About individuals who may present a risk to children

Where there are concerns that a child is, or may be at risk of significant harm, the needs of the child must always come first; **the priority must always be to protect the child**.

If there is any doubt about confidentiality, staff should seek advice from a senior manager or outside agency as required.

The Headteacher/Designated Safeguarding Lead will only disclose information about a student to other members of the staff team on a need to know basis. In line with the *HM Government Information Sharing: Guidance for practitioners and managers.* Seven Golden Rules for information sharing, the appropriateness of sharing information should have a direct relevance on the ability of the member of staff to carry out their role**.**

For Seven Golden Rules of Information Sharing **see appendix 3.**

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

3.5 Record Keeping

To ensure good safeguarding and child protection practice schools and education settings are required to keep clear and detailed written records of concerns about children, even when there is no need to refer the matter to Children's Social Care immediately.

Records should clearly indicate statements of fact, opinion, first and second hand information. All child welfare concern and child protection records should be kept securely in locked locations with limited access.

The document Information and Data Security: Guidance for Knowsley Schools (Version 4.0) has been shared with schools and sets out the following guidance for the management of child protection files in schools.

Records	Basic File	Retention Period	At end of retention	Notes
All other important and prime documentation	Child Protection files	DOB + 75 years	Confidentially dispose	Child Protection information must be copied and sent under separate cover to new school/college whilst the child is still under 18 (i.e. the information does not need to be sent to a university for example). Where a child is removed from roll to be educated at home, the file should be copied to the Local Education Authority.

3.6 Transfer of Child Protection Records

It is the responsibility of the Head Teacher to pass on confidential information to the Students next school, college or education setting.

Transfer of records checklist:

- The Head Teacher should inform a child's social worker immediately if they are aware that a child moves to a new Borough.
- Arrangements should be made before the records are transferred
- All original child protection records should be forwarded for the attention of the Headteacher of the receiving school
- Only on confirmation of receipt of the records in the receiving school, should all previous copies be destroyed in line with the confidential waste guidelines
- In event of not being able to trace a child, the school should contact School Attendance Improvement Officer (SAIO) and ask them to make further enquiries.

For Receipt of Child Protection File template **see appendix 5**

If a Head Teacher is aware when a new student is admitted there are previous child protection concerns, every effort should be made to obtain the confidential child protection file from their previous school, college or education setting.

3.7 Early Help Assessment

In order to effectively contribute to the Early Help Assessment process staff will actively participate and contribute to the development of a common assessment process that considers the needs of the child and the family.

Early Help Assessments will be conducted in order to facilitate earlier identification and intervention supporting children with additional needs.

In order to ensure the effectiveness of the Early Help Assessments school staff will,

- Participate in Early Help Assessment training
- Develop effective links with other services and agencies
- Work in partnership with children, young people and their families
- Identify and Early Help Lead person within the school

3.8 Preventing Radicalisation

Further information on Preventing Radicalisation

Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Page 15, Keeping Children Safe in Education, July 2015.

Children and young people may become vulnerable and susceptible to radicalisation through a range of social, personal and environmental factors. There is an awareness of the specific need to safeguard children, young people and their families from violent extremism.

Exploitation and radicalisation is a safeguarding concern and as such in order to ensure the ethos and values of the school/ setting are upheld the school/setting will make a commitment to,

- Keep up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.

- Support staff to recognise warning signs and symptoms in relation to children and young people and include such issues in the curriculum in and age appropriate way.

- Support staff to talk to families about sensitive concerns in relation to their children and explore ways to address them

- Ensure the Designated Safeguarding Lead knows where to seek and get advice as necessary

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection.

School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include a referral to the Channel programme.

Page 16, Keeping Children Safe in Education, July 2015

Channel is a programme that focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that and individual might be vulnerable to radicalisation.

In Knowsley a referral made into the Channel Panel is via a Safeguarding alert made to Knowsley Access Team in the MASH. **It falls to the referrer to highlight the concern in relation to the Prevent Duty.**

PREVENT

From 1 July 2015 specified authorities, including all schools defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have 'due regard to the need to prevent people being drawn into terrorism'. This is known as the Prevent duty.

Page 16, Keeping Children Safe in Education, July 2015

Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideals that are part of terrorist ideology. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation.

Further information and guidance can be found on the www.gov.uk website.

3.9 Disqualification under the Childcare Act 2006

DfE issued statutory guidance for schools and colleges in relation to Disqualification under the Childcare Act. For schools this means that they **must make relevant staff aware of what information will be required of them and how it will be used to make decisions about disqualification.**

19. Schools are responsible for ensuring that anyone who falls within the relevant categories of staff described ...is made aware of the legislation, including that they may be disqualified 'by association' under regulation 9 of the 2009 Regulations where they live in the same household as a disqualified person or in a household in which a disqualified person is employed.

Disqualification under the Childcare Act 2006, February 2015.

The guidance suggests that schools may choose to obtain professional advice from their H.R. link officer, LADO, or safeguarding lead officer, to help them establish whether staff with relevant cautions or convictions are disqualified from working in relevant childcare.

> **18.** Schools must ensure that they are not knowingly employing a person who is disqualified under the 2009 Regulations in connection with relevant childcare provision. In gathering information to make these decisions schools must ensure that they act proportionately and minimise wherever possible the intrusion into the private lives of their staff and members of their household.
>
> **Disqualification under the Childcare Act 2006, February 2015.**

Full access to the guidance document can be accessed via the link below.

https://www.gov.uk/.../disqualification-under-the-childcare-act-2006

Monitoring and Review

The template policy document will be reviewed a year after development and then every three years, or in the following circumstances:

- Changes in legislation and/or government guidance
- As required by the Local Safeguarding Children Board, and Ofsted
- As a result of any other significant change or event.

For school and education setting the child protection policy and procedures are required to meet a standard agreed by the Local Children Safeguarding Board, in line with national legislation and guidance. Best practice indicated that the policy and procedural documents in each setting should be monitored and reviewed annually.

In the interests of safeguarding and protecting the welfare of children and young people it is suggested that all staff receive a copy of the settings Safeguarding Child Protection policy, and sign a safeguarding checklist to say they have read and understood it's content

Appendix 1

Annex B: Role of the designated safeguarding lead

Governing bodies and proprietors should ensure that the school or college designates an appropriate senior member of staff to take lead responsibility for child protection. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

The broad areas of responsibility for the designated safeguarding lead are:

Managing referrals

- Refer all cases of suspected abuse to the local authority children's social care and:
    - The designated officer(s) for child protection concerns (all cases which concern a staff member),
    - Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
    - Police (cases where a crime may have been committed).
- Liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Training

- The designated safeguarding lead should receive appropriate training carried out every two years in order to:
    - Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
    - Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
    - Ensure each member of staff has access to and understands the school's or college's child protection policy and procedures, especially new and part time staff.
    - Be alert to the specific needs of children in need, those with special educational needs and young carers.
    - Be able to keep detailed, accurate, secure written records of concern and referrals.

- Obtain access to resources and attend any relevant or refresher training courses.

- Encourage a culture of listening to children and taking into account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raising Awareness

- The designated safeguarding lead should ensure the school or college's policies are known and used appropriately:

  - Ensure the school or college's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.

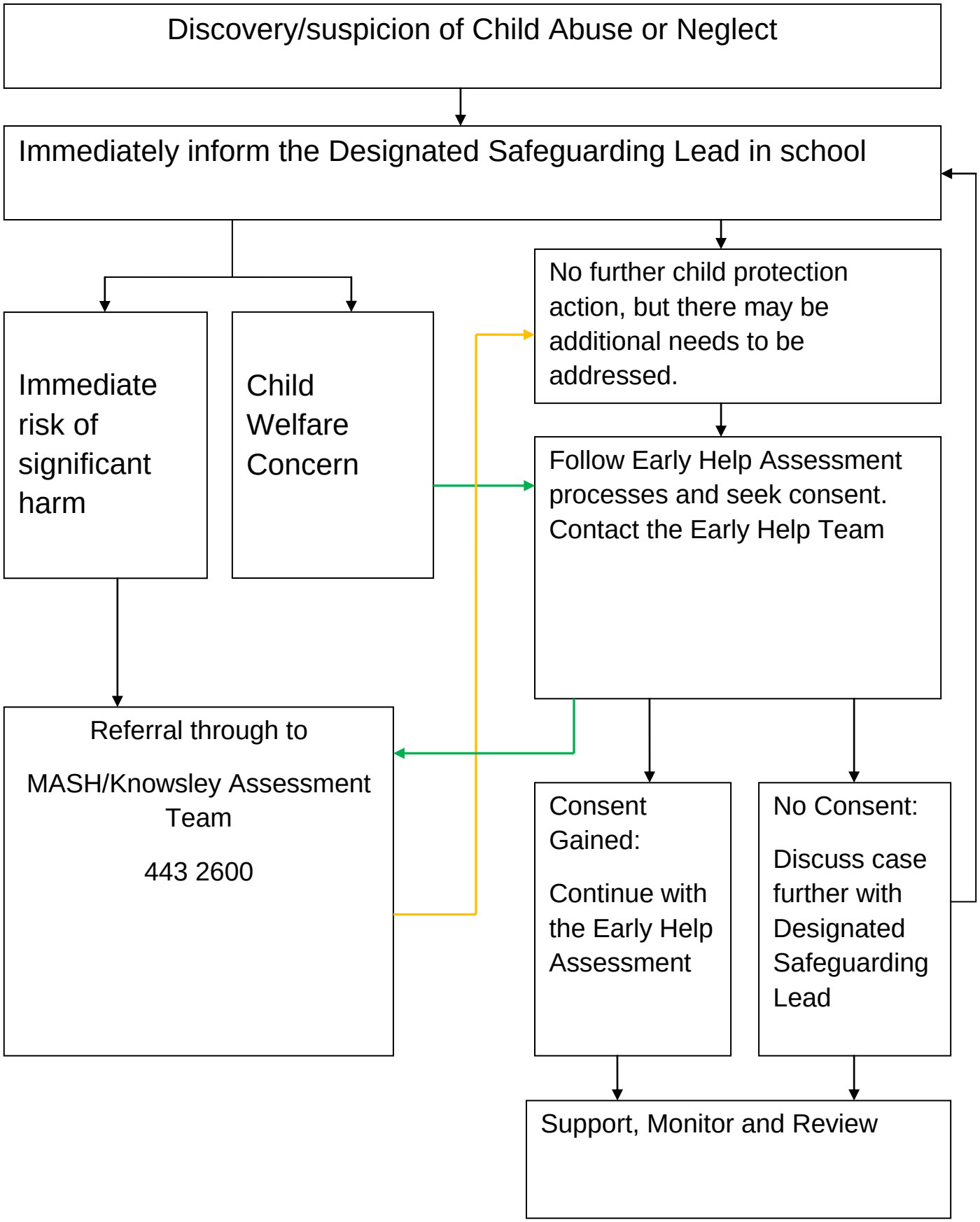
  - Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this.

  - Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

  - Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Child Protection Procedures
Flow Chart

Appendix 2


Discovery/suspicion of Child Abuse or Neglect
Immediately inform the Designated Safeguarding Lead in school
Immediate risk of significant harm
Child Welfare Concern
No further child protection action, but there may be additional needs to be addressed.
Follow Early Help Assessment processes and seek consent. Contact the Early Help Team
Referral through to
MASH/Knowsley Assessment Team
443 2600
Consent Gained:
Continue with the Early Help Assessment
No Consent:
Discuss case further with Designated Safeguarding Lead
Support, Monitor and Review

Appendix 3

HM Government

Seven golden rules for information sharing

1. **Remember that the Data Protection Act is not a barrier to sharing information** but provides a framework to ensure that personal information about living persons is shared appropriately.
2. **Be open and honest** with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. **Seek advice** if you are in any doubt, without disclosing the identity of the person where possible.
4. **Share with consent where appropriate** and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.
5. **Consider safety and well-being:** Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.
6. **Necessary, proportionate, relevant, accurate, timely and secure:** Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
7. **Keep a record** of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

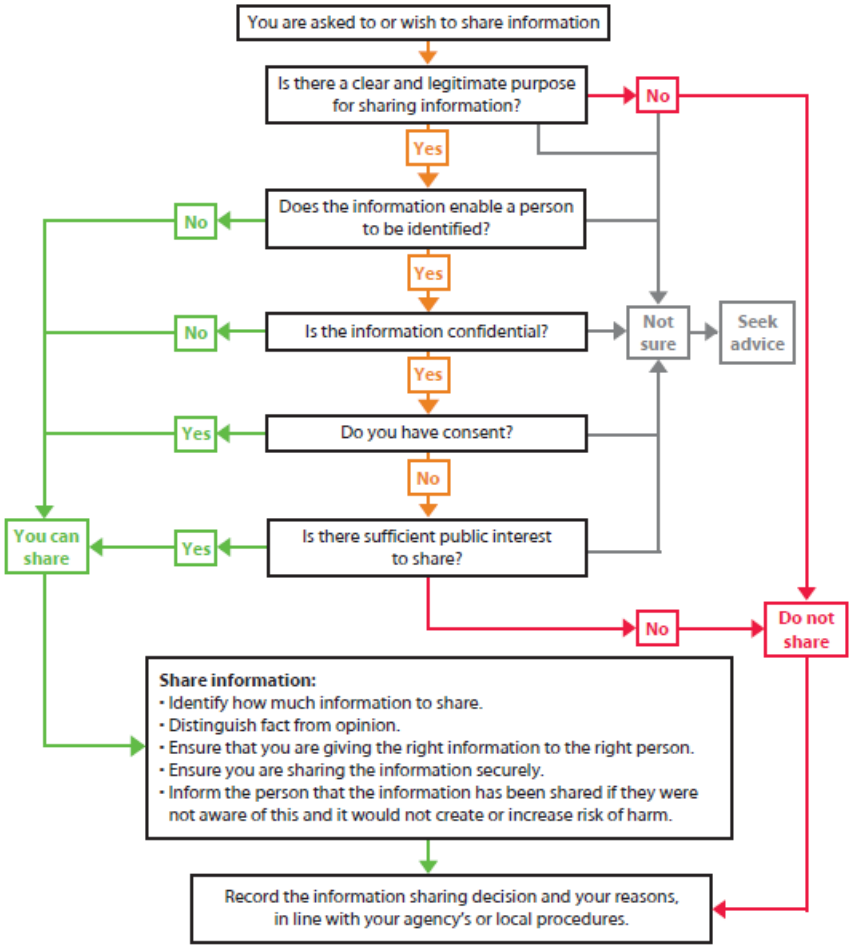
Local contacts

Extract from HM Government *Information Sharing: Guidance for practitioners and managers.*
Copies can be obtained from **www.ecm.gov.uk/informationsharing**

HM Government

Appendix 4

chart of key questions for information sharing



If there are concerns that a child may be at risk of significant harm or an adult may be at risk of serious harm, then follow the relevant procedures without delay.

Seek advice if you are not sure what to do at any stage and ensure that the outcome of the discussion is recorded.

Local contacts

Extract from HM Government *Information Sharing: Guidance for practitioners and managers.*
Copies can be obtained from **www.ecm.gov.uk/informationsharing**

Specific safeguarding issues

29. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the TES website and NSPCC website. Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- child missing from home or care
- child missing from education
- child sexual exploitation (CSE)
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- preventing radicalisation
- sexting
- teenage relationship abuse
- trafficking

https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

Keeping Children Safe in Education, July 2015

Appendix 5

Receipt of Child Protection File

IMPORTANT: **The receiving school must return this section to the issuing school.**

Name of Receiving School:	
Issuing School:	**School Name:** **School Address:**
Child's Name:	
DOB:	

I confirm receipt of the child protection files on the above named pupil:

Name:

Job Title:

Signature:

Date: