



Heaton St. Barnabas' CE (VA) Primary School

**Policy For**

# **CHILD PROTECTION**

**This policy was approved by Curriculum Committee  
Summer 2017**

**This policy will be reviewed in Summer 2018**

**ST.BARNABAS C.E. (VA.) PRIMARY SCHOOL**  
**SCHOOL POLICY FOR CHILD PROTECTION.**

**Policy Statement.**

The issue of child protection is one of the most important aspects of pupil welfare at St.Barnabas CE (VA) Primary school. The staff aim to safeguard and promote the welfare of all our pupils by showing particular sensitivity and awareness to changes in pupil's physical or emotional behaviour.

This policy is written in line with the recommendations made in the Lauren Wright inquiry report and section 175 of the Education Act to 'safeguard and promote' the welfare of the pupils'. "The Governing body of a maintained school shall make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school." In considering such arrangements, they shall "have regard to any guidance given...by the Secretary of State."

This policy takes into account the new 'Keeping children safe in education Act" which states: "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 from escalating.... schools and colleges should work together with social care, the police, health services and other services to promote the welfare of children and protect them from harm."

Teachers spend more time with children than any other adult, apart from their parents or carers. They are skilled communicators with children and aim to create a climate in their class where each child would feel able to confide any problems to their teacher. All employees of the school undertake annual training on Child Protection and long term volunteers are made aware of the need to report any concerns or matters to the class teacher. New members of staff receive child protection training as part of their induction.

**Confidentiality Statement**

It is imperative that staff **do not** promise confidentiality to any child. If Staff should be given any information by a child, or observe symptoms which give rise to suspicion of abuse, then the Child Protection procedures on the attached 'Action Flow Chart' must be followed.

**CHILD PROTECTION GUIDELINES FOR STAFF.**

**Child Abuse:**

"A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or failing to act to prevent harm. Children may be abused in a family or in an institution or community setting, by those known to them or, more rarely, by a stranger (eg via the internet). They may be abused by an adult or adults, or another child or children." (Working together to Safeguard Children). Staff must be vigilant and aware of the design of child abuse, which can include:

1. **Physical**

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.

2. **Neglect**

Neglect is 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 or 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.

### 3. **Emotional**

Emotional abuse is the persistent emotional maltreatment 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 include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

### 4. **Sexual**

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.

Child abuse is an offence. It must be reported and documented officially (signed and dated). Be observant and report all concerns to the named person(s) for child protection immediately. Don't hesitate if unsure, 'the child's needs are paramount.' In the absence of such persons the SMT should be informed.

### **Procedures.**

Although all staff have a responsibility of care, the named person has specific responsibility for reporting and acting upon all issues of child protection. Set procedures are in place for reporting and dealing with individual concerns. All staff have duty to report his or her concerns as soon as possible to the designated safeguarding lead for child protection, **Alison Wild - DHT or, in her absence, Anne Mason - DHT, Jasmin Arif - Pastoral Care Manager or to the headteacher. The designated Governors are Mohammed Ali and Ian Grant.**

- CP procedures are updated regularly by the pastoral team who meet on a weekly basis
- CP procedures are initially communicated to all staff in September each year
- Each class teacher has a set of child protection concern forms
- A central, locked collection box is in the staff room for staff to deposit concern forms
- A member of the pastoral team checks the box daily for concern forms
- Issues requiring immediate attention are reported directly to the pastoral team
- All three members of the pastoral team are CP trained and collaboratively respond to concerns

The named person(s) should cross check their professional judgement with a Senior Management team member to ensure a referral is the required course of action given the evidence collated and that all in-school actions have been explored - see action flow chart in each class documentation staff file.

If staff have any concerns regarding the protection of a child, they must immediately inform the named person. Accurate written records are vital and these should be made on **A cause for Concern** record sheet. The named person should contact the child protection unit to establish if a child is already on the child protection register and to seek advice. If necessary, a formal referral will be made to the unit and this may result in a formal investigation being taken. In light of the findings of the Laming inquiry, the named person must make a written referral within 48 hours of a telephone referral.

The named person will inform staff of children on the Child Protection Register, on a 'needs-to-know' basis and should consider informing the parents of any formal referral if it is safe to do so. This decision is made jointly with the Children's Social Care at the point of referral.

Where appropriate, the school will make every effort to enable staff to attend meetings relating to individual child protection cases and provide written reports when asked to do so.

All staff must read and acknowledge by signature that they have done so during the annual Child Protection training Staff meeting every September: Page 8 (Section 1) of Keeping children safe in education.

**Alison Wild - DHT is also the designated specifically trained teacher, whose role is to promote the educational achievement of children who are looked after.** She works in close liaison with the LA virtual school headteacher.

It is the responsibility of the designated safeguarding lead, together with the headteacher, to notify social services if there is an unexplained absence of more than two days of a pupil who is on the child protection register.

It is the responsibility of the designated safeguarding lead, together with the headteacher to ensure that when a pupil on the child protection register leaves the school, their information is transferred to the new school immediately and the child's social worker is informed.

All records must be kept securely, separate from the main pupil file, and in locked locations.

### **Evidence**

Wherever possible, detailed written evidence of incidents should be attained.

These may include personal accounts or observations from individual pupils, siblings, neighbours or staff and should be written in their own words.

### **Sensitivity & Responsibility**

Although it is important to be sensitive when dealing with child protection issues, Staff should remember that these procedures have been established to protect the individual child, not to keep a comfortable relationship with individual families.

### **Criminal search checks**

Disclosure and Barring Service (DBS) checks are made on all paid employees of the school and they must inform the head teacher of any subsequent convictions. All staff and governors are automatically checked by school or Bradford Metropolitan Council or by their respective agencies. Students are checked by their respective educational institutions. The DBS checks are reviewed every three years. *One off* volunteer helpers are generally organised so that they do not work with individual children or in isolation from other members of staff. Where volunteer staff work in school on a regular basis, or when 1:1 contact with a child is necessary, criminal searches are undertaken. Outcomes of such checks are recorded in the school's Single Central Record.

### **Child Neglect.**

Although there are no set signs of child abuse, staff should be particularly aware of the following signs which can identify an abused child:

- Failure to thrive. If a child suffers an unexplained drop in weight, schools should raise concerns.
- Height and weight are important indicators.
- Quality of skin and hair. Neglected children will often have matted, unwashed and dull looking hair. The skin is mottled, with a pasty face. They may have scabies.
- Eyes look anxious.
- Unattended eye problems are common.
- Problems with literacy and numeracy are often manifested, possibly accompanied by listlessness.
- The neglected child may consume his/her lunch ravenously.
- Inappropriate clothing, such as a light cardigan and sandals in winter, can indicate neglect.

### **Security, child safety & abscondment**

The Head teacher (Deputy Head Teacher in her absence) has overall responsibility for the safety of children both on and off school premises. The school has installed a secure door entry system as well as installing security fencing around certain key parts of the school premises.

Procedures have also been established to ensure that all external doors are locked at the start of each school day. For fire safety reasons, these doors are fitted with push bars or unlock to allow easy exit from within the school building and this does therefore present opportunities for children to leave the school building un-accompanied. If such an incident should occur:

- The disappearance of any child should be brought to the immediate attention of the head teacher.
- Witnesses to the incident should be brought to the head teacher.
- Evidence taken from children should be taken according to set protocol
- Try to ascertain from witnesses whether the child has left the school grounds.
- If unsure, the head teacher will organise a search party of the building, with staff being detailed to check different areas of the building and grounds.
- If the child is not found then the police and parents will be contacted immediately and a search will begin of the local area.
- The incident must be kept confidential by staff; the chair of governors informed immediately and the Local Authority contacted.

## Staff behaviour

The highest possible standards of behaviour are expected from staff, governors and volunteers. In particular, staff should be on their guard against:

- Treating pupils or students as peers by adopting their mannerisms or slang.
- Giving inappropriate details to students of their personal lives.
- Seeming to favour particular students.
- Using physical contact with students that is secretive or of a nature that could be considered indecent.
- Not following school policy on searching students.
- Using emotional abuse against children by ignoring, ridiculing, humiliating, harassing, intimidating, bullying or continually singling out any child for negative attention.
- Dressing inappropriately.
- Failing to report concerns.

## Child abuse allegations made against staff

The school has procedures in place to handle allegations made against members of staff and volunteers.

A child protection allegation made against a member of staff (including the designated safeguarding lead) is the responsibility of the headteacher and not the designated safeguarding lead for child protection. All such concerns should be accurately recorded and reported to the headteacher as soon as possible. As stated earlier, the member of staff should undertake no further investigative action. Such allegations should be referred to the LADO.

A child protection allegation made against the headteacher should be accurately and promptly recorded and referred on to the chair of governors. In maintained schools, the LA, together with social services, will investigate the allegation. In academies, the matter will be referred to the trust who will, if necessary, obtain guidance from the DFE.

There are also procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed due to safeguarding concerns or would have been had they not resigned.

## Safer recruitment

The governing board takes every precaution to prevent people who pose a risk of harm from working with children. This is achieved by:

- Adhering to the statutory responsibilities to check staff who work with children. In the case of a new appointment, the school follows the safer recruitment procedure required by government guidance. DBS checks on all staff, both teaching and non-teaching, temporary, supply or salaried trainees are in place and details are held on a single central record.
- Taking proportionate decisions on whether to ask for any checks beyond what is required.
- Ensuring that volunteers are appropriately supervised.

The school has written recruitment, selection and appointment policies in place. There is always one person on any appointment panel who has undertaken safer recruitment training.

## Radicalisation

Radicalisation is the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism is the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

The Counter-Terrorism and Security Act (June 2015) legally requires schools to have 'due regard to the need to prevent people from being drawn into terrorism' (the Prevent Duty).

School staff should use their professional judgement in identifying children who might be at risk of radicalisation, and general safeguarding principles apply to keeping children safe.

It is the responsibility of the **Prevent lead, Jasmin Arif - Pastoral Care Manager**, together with the headteacher, to make an informed decision as to whether to make a referral to the Channel programme within the LA. **Some common signs are: absence, missing possessions, repeated bruising, distressed, fear, explicit language, damages to work, anger issues.**

**Appendix 1**  
**Heaton St.Barnabas CE Primary School**  
**Statement regarding child protection and the taking and use of photographic images**

**SCHOOL**

St.Barnabas CE Primary School takes and uses photographic images of children to:

- Promote the life of the school for both current and future parents,
- Ensure a positive and effective learning environment,
- Provide evidence of our activities and achievements, supporting both our assessment procedures and our accountability as a public organization.

In some situations this material might be made accessible to the wider community via the school prospectus, school calendar, website or newspaper articles.

In such situations the school will endeavour to:

- Take photographs of groups rather than of individual pupils.
- Take distant, rather than close up images.
- Not include the names, personal details or addresses of pupils
- Meet the wishes of individual parents as far as they are practically possible.
- Regularly update staff with the names of pupils who have photographic restrictions placed on them

**PARENTS**

When taking photos or video images of assemblies, productions, etc parents must:

- Respect any school request to refrain from taking any photographs or video images until the end of the activity.
- Refrain from taking photographs or video images of any *individual* child, other than their own.
- Only take photographs or video images for their own family use.
- Not include images that identify individuals or the school on Social Networking sites.

Parents must also:

- Inform the school if they are unhappy with any images that may have been taken of their child
- Gain written approval from the school before any photographic or video image is shared in the public domain.

.....  
**Parental approval:**

I give permission for my child's picture or video image to be taken and used as identified above.

Signed.....Parent of.....

**or**

I would like the following restrictions to be placed on photographic images of my child

.....  
Signed.....Parent of.....

-----  
I agree to abide by the restrictions for the taking of photographic images.

Signed.....Parent of.....

**Appendix 2**  
**HEATON ST.BARNABAS CE (VA) PRIMARY SCHOOL**  
*Child Protection Procedures Flow Chart*

**On discovery or suspicion of child abuse**  
**If in doubt – ACT**  
**If a child discloses, record the disclosure, date and sign and hand to the Named Person**



**Inform one of the following**  
**Responsible Named Persons for Child Protection**  
**Mrs Alison Wild / Mrs Diane Smith**  
**Or inform one of the following trained**  
**Named Persons for Child Protection**  
**Mrs Anne Mason**  
**Prevent Lead**  
**Mrs Jasmin Arif**  
**(after consultation with Senior Leadership members)**  
**Should then take the following steps**



Where it is clear that a Child Protection Referral is needed contact Children's Initial Contact Point without delay **Tel No 01274 437500**  
Out of hrs Emergency Duty Team **Tel No 01274 431010**  
Where the Named Person is not sure whether it is a child protection issue they may seek advice from the Children's Safeguarding and Reviewing Unit Consultation Service **Tel No 01274 434343**  
Named Persons may also seek advice from the Education Social Work Service  
**Tel 01274 385761**



If Social services are asked to monitor the situation, make sure you have completed the 'Common Referral Form' and are clear what you are expected to monitor, for how long and how and to whom you should feedback information to and that the school Child Protection Named Person is informed.



**Remember** always make and keep a written record of all events and action taken, date and sign each entry to this record. Keep records confidential and secure and separate from the child's curriculum file.



Ensure immediate completion and dispatch of the Common Child Protection Referral form. Retain a copy in school. Send copies to:

- Children's Social Care to the Area Office you made your referral to
- Lead Officer Child Protection Future House, Bolling Road, Bradford BD4 7EB

**USEFUL TELEPHONE NUMBERS & WEB SITES:**

Children's Safeguarding and Reviewing Unit Consultation Service: 01274 434343

Emergency Duty Team: 01274 431010

Children's Social Care Initial Contact Point: 01274 437500

Education Social Work Service: 01274 385761

Lead Officer Child Protection: 01274 385726

Police: Javelin House, Child Protection Unit: 01274 376061

Bradford safeguarding procedures: [www.bradford-scb.org.uk](http://www.bradford-scb.org.uk)

## Appendix 3 Symptoms of Abuse

### Symptoms of abuse

#### **Signs of physical abuse include:**

- Injuries that are not adequately explained by the pupil.
- Current bruising injury, with a long history of bruises and accidents.
- Injuries getting progressively worse, or occurring in a time pattern (e.g., every Tuesday morning or after visits to relatives).
- 'Grip' marks on arms (may indicate severe shaking) or 'slap' markings (especially cheeks, buttocks, arms or legs).
- Long marks which could be from a belt or cane.
- Stub marks that might be from a cigarette.
- Bruising on both sides of the ear. Any 'symmetrical' bruising is suspicious.
- Teeth marks from a bite.
- Scalding to both soles of the feet.
- Bruised eyes, especially if both at once. (A doctor or the school nurse can usually tell whether the bruised eye is spread-bruising from an accidental bump to the nose or more likely to have been a fist to the eye).
- Constant attention seeking; over-pleasing/compliant behaviour, 'frozen watchfulness'.
- Running away.
- Kept away from school medical inspections and check-ups.
- Reluctant to go home after school.

#### Signs of sexual abuse:

- Sudden changes in behaviour or school performance.
- Displays of affection in a sexual way inappropriate to age.
- Tendency to cling or need constant reassurance.
- Tendency to cry easily.
- Regression to younger behaviour, such as thumb sucking, playing with discarded toys, acting like a baby.
- Complaints of genital itching or pain or publicly playing with themselves.
- Distrust of a familiar adult, or anxiety about being left with a relative, a baby-sitter or lodger.
- Unexplained gifts or money.
- Depression and withdrawal.
- Apparent secrecy.
- Wetting, day or night.
- Sleep disturbances or nightmares.
- Chronic illnesses, especially throat infections and venereal disease.
- Anorexia or bulimia.
- Self-mutilation, attempted suicide, frequently running away.
- Unexplained pregnancy.
- Fear of undressing for gym.
- Phobias or panic attacks.

#### Signs of emotional abuse include:

- Physical, mental and emotional development lags.
- Admission of punishment that appears excessive.
- Over-reaction to mistakes.
- Continual self-depreciation.
- Sudden speech disorders.
- Fear of new situations.
- Inappropriate emotional responses to painful situations.
- Neurotic behaviour (e.g., rocking, hair-twisting, thumb sucking).
- Self-mutilation.
- Fear of parents being contacted.
- Extremes of passivity or aggression.
- Drug/solvent abuse.

- Running away.
- Compulsive stealing, scavenging.
- **Signs of neglect include a child who:**
- Looks extra thin and poorly.
- Is well below average in height and weight; 'failing to thrive'.
- Complains of hunger, lacking energy.
- Has an untreated condition or injury.
- Has repeated accidents, especially burns.
- Is left alone at home inappropriately.
- Is repeatedly unwashed or smelly.
- Is kept away from school check-ups.
- Is reluctant to go home.

This is not an exhaustive list and some symptoms are indicative of all the different forms of abuse

### **Specific safeguarding issues**

Schools and colleges can also access broad government guidance on the following by visiting the GOV.UK website, which contains information and advice about:

- Child sexual exploitation.
- Bullying, including cyber bullying.
- Domestic violence.
- Fabricated or induced illness.
- Faith abuse.
- Female genital mutilation.
- Forced marriage.
- Gangs and youth violence.
- Gender based violence.
- Mental health.
- Private fostering.
- Radicalisation.
- Sexting.
- Teenage relationship abuse.
- Trafficking.