

Our Lady of Fatima School

Child Protection Policy

Introduction

The Department for Education's Working Together to Safeguard Children defines safeguarding and promoting the welfare of children as:

- 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 undertaking that role so as to enable those children to have optimum life chances and enter adulthood successfully.

1.0 Aim

1.1 Whilst the prime focus of Our Lady of Fatima School is to secure the best educational provision for the child, the school recognises that the safety, welfare and care of children is paramount. We are therefore committed to the highest standards in protecting and safeguarding the children entrusted to our care at all times.

We will ensure that arrangements are in place for:

1.1.1 all reasonable measures to be taken to minimise the risks of harm to children's welfare;

1.1.2 all appropriate actions to be taken to address concerns about the welfare of a child, or children, working to agreed local policies and procedures in full partnership with other local agencies;

1.1.3 all persons working at this school to be made aware of this policy.

1.2 We recognise that some children may be the victims of neglect, physical, sexual or emotional abuse. Staff of the school will often, by virtue of their day to day contact and knowledge of the children, be well placed to identify such abuse and offer support to children in need.

1.3 In order to protect our children, we aim to:

1.3.1 Create an atmosphere where all our children can feel secure, valued and listened to

1.3.2 Recognise signs and symptoms of abuse

1.3.3 Respond quickly and effectively to cases of suspected abuse

1.3.4 Monitor and support children at risk

1.3.5 Use the curriculum to raise children's awareness, build confidence and skills

1.3.6 Work closely with parent/carers and support external agencies

1.3.7 Ensure that all adults within our school who have access to children have been checked as to their suitability

1.4 Our Lady of Fatima School will support all children by:

- 1.4.1 Encouraging self-esteem and appropriate self-assertiveness whilst not condoning aggression or bullying
- 1.4.2 Promoting a caring, safe and positive environment within the school.
- 1.4.3 Liaising and working together with all other support services and those agencies involved in the safeguarding of children
- 1.4.4 Notifying Social Care Services via the approved mechanisms as soon as there is a significant concern.
- 1.4.5 Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the child's new school.

2.0 Designated personnel 2014+

2.1 Designated Senior Lead for Child Protection:	Mrs C van Vliet
2.2 Deputy Designated Senior Lead:	Mr D O'Connor, Mrs R Harlow
2.3 Head Teacher	Mrs C van Vliet
2.4 Chair of Academy Committee	Dr L Cemm
2.5 Nominated Academy Representative	Dr L Cemm

3.0 The role of all staff and other persons within the school:

3.1 All staff have a duty to safeguard children. This policy outlines how staff can meet this duty and their need to be:

- 3.1.1 Trained and aware of potential indicators of abuse
- 3.1.2 Open to hearing concerns from children and others, without seeking to investigate these concerns.
- 3.1.3 Informed on how to report any concerns to their Designated Senior Lead(s) for Child Protection.
- 3.1.4 Informed on how to report any concerns relating to staff to their Head Teacher.
- 3.1.5 Informed on how to report any concerns relating to their Head Teacher.

3.2.1 Listening to children

3.2.1 Create the opportunity and environment for children to be able to talk about their concerns

3.2.2 Establish systems to enable cover for the member of staff listening to a child's concerns.

3.2.3 Always:

- Report on as soon as you have a concern.
- Record information verbatim using the actual words of the child and noting any questions the child raises.
- Note dates, times, who was present, positions in the room, anything factual about the child's appearance.
- Pass these notes to the DSL.

Never

- Ask leading questions.
- Ask the child to write down their account.
- Investigate with, or without, others.
- Take photographs of marks.
- Attempt any medical judgement
- Arrange a medical examination
- Tape/video record an interview
- Ask a child to remove any clothing. Staff should always be aware of their own vulnerability at this point and should take steps to minimise risk to themselves whilst supporting the child.

3.3 We recognise that all matters relating to Child Protection are confidential. The Head or DSL will disclose any information about a pupil to other members of staff on a need to know basis only.

4.0 Supporting Staff

4.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

4.2 We will support such staff by providing an opportunity to talk through their anxieties with the Designated Senior Lead and to seek further support as appropriate.

4.3 All staff are able to access confidential support and counselling through for example BCC Staff Careline, Teacher Support network.

5.0 The role of the DSL

5.1 The Designated Senior Lead is responsible for:

5.1.1 Adhering to the Birmingham BSCB, Education and school procedures with regard to referring a child if there are concerns about possible abuse.

5.1.2 Keeping written records of all concerns about a child even if there appears to be no need to make an immediate referral

5.1.3 Ensuring that all such records are kept confidentially and securely and are separate from child records

5.1.4 Ensuring that an indication of further record-keeping is marked on the child records

5.1.5 Liaison and joint working with Social Care Services, and other relevant agencies

6.0 Reporting Procedures

6.1 All concerns must be passed to the DSL who will seek advice/make a judgement as to whether a referral to Social Care Services or the need for any other action to be taken.

6.2 If a disclosure is made or a member of staff has reason to believe abuse has occurred an incident report form (available from DSL) should be completed as soon as possible and passed to the DSL. Any original notes should be signed, dated and securely attached to the

incident report form. All staff must be aware of the high level of confidentiality of notes and individual staff members should pass all notes and records onto the DSL.

- 6.3 Upon submitting an incident form the member of staff and the DSL should catalogue the form, sign and date the incident book in order to prove the procedure has been followed.

7.0 Staff allegations

- 7.1 All child protection allegations relating to staff must be reported directly to the Head Teacher (and not the DSL) without informing the subject of the concern/allegation.
- 7.2 The full evidence will be made available to the member of staff subject of the allegation as soon as is agreed appropriate within the ongoing needs of any investigation by the Police, Social Care Services, or by any disciplinary process.
- 7.3 In some cases it may be necessary for the staff member to be suspended whilst an investigation is carried out. It must be recognised that any decision to suspend a member of staff is without prejudice and on full pay, and is not an indication of any proof or of any guilt. Advice should always be taken from the Employee Relations team in this respect.
- 7.4 Any complaint or concern of a child protection nature received by any person and relating to Head Teacher must be passed in confidence to the Chair of the Academy Committee.
- 7.5 All staff need to be aware of their vulnerability to allegations and must address their practice accordingly. All staff must adhere to the school policy/guidance in respect to safe conduct.

Reference:

- Risk Assessment
- Appropriate touch/contact policy
- Care and control policy
- Out of hours contact with children
- Use of letters, mobile phones, texts and emails
- Acceptable Internet Use Policy
- Behaviour policy
- Visibility in any individual contact with children
- Ensuring parental and managerial consent where individual work with children is required
- Confidentiality policy/guidance
- Any other specific guidance provided by school

- 7.6 Children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.
- 7.7 Schools responsible for children in receipt of a managed care placement will also have a duty to inform CSCI, in cases of child protection concerns.

7.8 Heads responsible for children in receipt of a managed care placement will also have a duty to involve CSCI.

8.0 Procedure

8.1 The school adheres to the Birmingham Safeguarding Children Board (BSCB) procedures and the Birmingham Education Services Child Protection Procedures. Copies of these are kept by the Head Teacher and must be the subject of training and be available to all staff and governors.

8.2 The Head Teacher will identify a Designated Senior Lead (DSL) for Child Protection co-ordination in the school. The Head will identify clearly who will deputise in the absence of the DSL and ensure that any such deputy is appropriately trained.

8.3 The DSL will ensure the following reporting and recording procedures are maintained:

8.3.1 Incident report form (catalogued and cross references to the incident book)

8.3.2 Incident book (hard bound, containing consecutive numbers of report forms, name of child, name, signature and date of person submitting the report, name, signature and date of DSL receiving the report.)

8.3.3 Child school record

(See examples in Appendix A)

8.4 The Academy Committee will receive annually a report on developments in child protection policy and procedures, training undertaken by the DSL, other staff and the Academy Committee, the number of cases referred (without details) and the place of child protection in the curriculum.

9.0 Parents and carers

9.1 Parents and carers will be made aware of the school policy through published information and in initial meetings with parent and carers of new children. Parents and carers will be informed that in certain circumstances there may be a need to contact other agencies without first notifying them. This decision will be made in partnership between Education Services and Social Care Services. It will be made clear that this is a legal obligation and not a personal decision.

9.2 A copy of this policy is available to all parents, carers and children upon request.

10.0 Teaching and Learning

10.1 The curriculum will be used to raise children's awareness and build confidence so that they have a range of strategies to support their own protection and understanding of protecting others.

10.2 The school will promote child support services through display of contact information, e.g. Childline, Birmingham Sign Posting Service

11.0 Training

11.1 All members of staff will receive training on child protection procedures and will receive updates and refreshers at least every **3** years. It is also strongly recommended that the Academy Committee also receives this training.

11.2 The DSL, deputy DSL and Headteacher will be provided with Education Services core training in order to carry out their role and will attend refresher training updates every **2** years.

11.3 Child Protection training will be clearly cross referenced and supplemented by other areas of staff training including safety, appropriate touch, care & control (including safe restraint), behaviour management and risk assessment.

11.4 The following record of Child Protection training will be maintained in the school office:

Group	Date of last training	By whom
Academy Committee (ceased 30.09.14)	27.02.2013	School Based Inset
Academy Committee (newly formed 1.10.14)	Spring 2015	School Based Inset
Named Academy Representative	04.12.2014 and 05.12.2014	HES
HT/DSL (Core training)	26.04.2007 and 27.04.2007	HES
HT/DSL (update/refresher)	19.04.2016	HES
Deputy DSL 1 (Core training)	15.07.2014 and 16.07.2014	Service for Education
Deputy DSL 1 (update/refresher)	10.06.2016	
Deputy DSL 2 (Core training)	23.04.2013 and 24.04.2013	Service for Education
Deputy DSL 2 (update/refresher)	April 2015	
Support staff (by individual name)	See individual member list in school office (03.02.2016)	HES
Teaching staff (by individual name)	See individual member list in school office (03.02.2016)	HES
New members of staff induction	See individual member list in school office (25.05.2016 and 26.05.2016)	School Based Inset

12. Visitors and Volunteers

12.1 A summary of the schools procedures and the name of the DSL is displayed for the information of visitors to the school.

13. Definitions of abuse

Abuse and neglect are forms of maltreatment of a child. An individual may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Neglect or abuse, physically, emotionally or sexually, can have major long-term effects on all aspects of a child's health, development and wellbeing. Sustained abuse is likely to have a deep impact on the child's self-image and self-

esteem, and on his or her future life.

Harm may occur intentionally or unintentionally. The definitions of harm outlined in Working Together 2010 are used to determine whether a child needs a child protection plan.

Physical abuse

Physical abuse 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 caregiver fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child so as to cause severe and persistent adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Parents/caregivers of children with multiple needs may find it difficult to ensure that the full range of their needs, including their emotional needs, is met. It may be hard to include such children in everyday activities alongside other family members, but not to include them may be harmful.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person into sexual activities, whether or not the child is aware of what is happening. They may include non-contact activities, such as involving children in looking at, or in the production of sexual online or printed images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

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 involve a parent or caregiver failing to:

- provide adequate food, clothing or 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;
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

14. Abuse and Children with a Disability

Evidence available in the UK on the extent of abuse among children with a disability suggests that they are at increased risk of abuse, and that the presence of multiple disabilities appears to increase the risk of both abuse and neglect.

Disability may be defined as:

Children with a disability may be especially vulnerable to abuse for a number of reasons. Some may:

Where there are concerns about the welfare of a disabled child, they should be acted upon in accordance with these procedures in the same way as with any other child. The same thresholds for action and the same timescales apply.

15. Confidentiality

In any work with children it is important to be clear about confidentiality. While personal information held by professionals and agencies is subject to a legal duty of confidence, and should not normally be disclosed without the subject's consent, when there are concerns that a child is or may be at risk of significant harm, then the over-riding objective must be to safeguard that child and disclosure of information is imperative.

It is absolutely essential to be clear about the limits of confidentiality with a child who makes a disclosure.

16. What to do if you are worried a child is being abused (summary)

Staff have no powers to investigate child abuse. Nonetheless, staff and volunteers have a duty to safeguard and promote the welfare of children and a responsibility to work closely and co-operatively with other agencies in order to achieve this.

If a child discloses to you that they are being abused you will need to tell them that **you must report it**.

It is important to remember that an allegation of child abuse or neglect may lead to a criminal investigation, so any concerns must be properly recorded and shared with the school's DSL or deputy DSL immediately. If the concern relates to a member of staff you must report the matter to the Headteacher (who may or may not be a DSL). If your concern relates to the Headteacher you must report the matter to the Chair of the Academy Committee.

In the event of a situation in which you consider a child is at risk you should speak to the DSL / deputy DSL immediately.

If you witness something that is of severe concern, inform the DSL but if the concern relates to a member of staff you must report the matter to the Headteacher (who may or may not be a DSL). If your concern relates to the Headteacher you must report the matter to the Chair of the Academy Committee.

As you will be aware, every individual has the right to make a referral to Children's Social Care (particularly if they feel their concerns are not being taken seriously) but always consult with the named people first.

The staff handbook (issued to all staff at the start of the Autumn Term) contains specific information regarding how to make a direct referral to children's social care.

17. Review

This policy will be reviewed annually by the Academy Committee and the Headteacher.

18. This policy was reviewed by the Academy Committee: **October 2016**

Other guidance, school policies and documents related to this Child Protection Policy:

- **DfE: Keeping children Safe in Education May 2016 (September 2016)**
- Birmingham Safeguarding Children Board (BSCB) guidance, especially introduction, section 3 (Referral to Children’s Social Care) & section 22 (Concerns about a person in a position of trust).
- Statutory Framework for the Early Years Foundation Stage (section 3)
- Care & Control Policy
- Intimate Care and Personal Contact Policy
- Safer Recruitment
- E-Safety Policy
- Staff Safe working practices including
 - Staff conduct and behaviour outside school
 - Social Media Guidelines (added to E-Safety section)
 - Staff Use of Mobile Phones (added to E-Safety section)

I have read and understood my responsibilities with regard to safeguarding children and Child Protection at Our Lady of Fatima School:

Name: _____

Role / designation: _____ Date: _____

Summary of Child Protection Information for Visitors and Volunteers

Our Lady of Fatima School is committed to the highest standards in protecting and safeguarding the children entrusted to our care.

Our school will support all children by:

- Promoting a caring, safe and positive environment within the school
- Encouraging self-esteem and self-assertiveness
- Effectively tackling bullying and harassment

We recognise that some children may be the victims of neglect, physical, sexual or emotional abuse. Staff working with children are well placed to identify such abuse.

At Our Lady of Fatima School, in order to protect our children, we aim to:

- Create an atmosphere where all our children can feel secure, valued and listened to
- Recognise signs and symptoms of abuse
- Respond quickly, appropriately and effectively to cases of suspected abuse

If you have a concern that a child is being harmed, is at risk of harm, or you receive a disclosure (intentionally or unintentionally) you must contact the following staff member as quickly as possible.

DSL: Mrs C van Vliet

If this person is not available please contact Deputy DSL:

**Mr D O'Connor (Deputy Headteacher) or
Mrs R Harlow (Inclusion Leader Wednesday – Friday)**

Head Teacher: **Mrs C van Vliet**

Everyone working with our children their parents and carers should be aware that:

- Their role is to listen and note carefully any observations which could indicate abuse.
- They should not attempt to investigate once the initial concern is raised
- They should involve the Designated Senior Lead (DSL) immediately
- If the DSL is not available the Head or the Deputy DSL should be contacted.
- Disclosures of abuse or harm from children may be made at any time.

If anything worries you or concerns you, report it straight away