

Signed: _____

Date: ___12/2/19___

Review Date: ___Spring 2020_

ST. MICHAEL'S C.E. PRIMARY SCHOOL

CHILD PROTECTION POLICY STATEMENT

St Michael's believes that it is always unacceptable for a child or young person to experience abuse of any kind and recognises its responsibility to safeguard the welfare of all children and young people, by a commitment to practice which protects them.

We recognise that:

- the welfare of the child/young person (anyone under the age of 18) is paramount
- all children, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, have the right to equal protection from all types of harm or abuse
- working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare.

The purpose of the policy:

- to provide protection for the children and young people who receive St Michael's services, including the children of adult members or users.
- to provide staff and volunteers with guidance on procedures they should adopt in the event that they suspect a child or young person may be experiencing, or be at risk of, harm.

This policy applies to all pupils, staff, governors, volunteers, visiting and agency staff, or anyone working on behalf of St Michael's C of E Primary School.

We will seek to safeguard children and young people by:

- valuing them, listening to and respecting them;
- implementing child protection procedures based on national guidance and codes of conduct for staff and volunteers;
- recruiting staff and volunteers safely, ensuring all necessary checks are made;
- sharing with children, parents, staff and volunteers, information about good practice in child protection;
- sharing information about concerns with agencies who need to know, and involving parents and children appropriately;
- providing effective management for staff and volunteers through support and training.

Our procedures for protecting children are set out in our Child Protect Policy. Copies can be obtained via the school office or accessed on the school website.

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ST. MICHAEL'S C.E. PRIMARY SCHOOL

ST. MICHAEL'S C OF E PRIMARY SCHOOL CHILD PROTECTION POLICY AND PROCEDURES

CONTACT DETAILS FOR REFERRAL OR ADVICE

Local authority

Customer Advisor
Cumbria Safeguarding Hub
Skirsgill Depot
Skirsgill Lane
Eamont Bridge
Penrith
Cumbria
CA10 2BQ

Tel: 0333 2401727
Fax: 01228 22157
Email: countytriage.fax@cumbria.gov.uk

The DO (Designated Officer for dealing with allegations against staff):

Contact Multi-Agency Business Support Team who will take your details and ensure a DO returns your call:

- Phone 01768 812267
- Or you can email lado@cumbria.gov.uk

DO working hours are Monday to Thursday 9am to 5pm and Friday 9am to 4.30pm.

Outside these hours the Cumbria Safeguarding Hub should be contacted – see above.

School

The Designated Safeguarding Lead (DSL) is **Mrs Julie Paisley**.

The deputy is **Mrs Janet McArdle**

Our Child Protection Governor is: **Rev Carter**

CHILD PROTECTION POLICY

Introduction

- 1) The aim of this policy is to safeguard and promote our pupils' welfare, by fostering an honest, open, caring and supportive climate. Our pupils' welfare is of paramount importance.
- 2) The school has compiled this document with due regard to the statutory guidance, *Working Together To Safeguard Children* (DfE 2018) and *Keeping Children Safe in Education* (DfE 2018)

School Commitment

- 3) We recognise that high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult help all children, and especially those at risk of, or suffering from, abuse.
- 4) Our school will therefore:
 - a) Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to. We will be alert to our children's needs and learn to recognise when they might be distressed or concerned;
 - b) Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty. We will ensure that every child in our school has at least one member of staff who they might feel able to share concerns with;
 - c) Ensure that all staff are particularly alert to the increased potential for support needs for children who:
 - Are disabled or have additional needs
 - Have SEN
 - Are young carers
 - Show signs of being drawn into anti-social behaviour
 - Are missing from education
 - Are at risk of slavery, trafficking or exploitation
 - Have challenging family circumstances
 - Are misusing drugs or alcohol
 - Have left the care system
 - Are privately fostered
 - d) Include in the curriculum activities and opportunities through PSHE/Citizenship, which equip children with the skills they need to stay safe and develop realistic attitudes to the responsibilities of adult life;
 - e) Follow school policy and seek advice from DSL. After this options include:
 - internal support from school
 - Early Help Assessment
 - Referral for Statutory Services
 - f) Follow Cumbria's published local protocol for assessment to ensure the provision of early help as set out in statutory guidance.
 - g) Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies. We will follow best practise guidance of having more than one contact number for each child.

Working together with other agencies

- 5) The school will work closely with the LA in ensuring that concerns are recorded and reported, referring formally where appropriate so that support can be provided in a proportionate timely way to the child/young person and the family. Any staff member concerned about a child's welfare should follow the referral process set out in KCSIE 2018 and expect to support Social Care and other agencies following the referral.
- 6) The school recognises that the responsibilities of the LA in protecting children and young people include:
 - a) supporting and advising schools on safeguarding and child protection issues;
 - b) evaluating referrals of concern for children, using the multi-agency 'wedge' threshold guidance on the LSCB website and,
 - c) in partnership with other agencies, providing or ensuring the provision of services to children and their families at the following levels:

- i) early help or early intervention
- ii) targeted intervention for children in need where there are more complex needs and where statutory Children Services assessment and help is provided under section 17 of the Children Act 1989
- iii) Child protection intervention following section 47 statutory Children Services assessment of risks of significant harm.

Roles and Responsibilities

- 7) All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children. There are, however, key people within schools and the LA who have specific responsibilities under child protection procedures. The names of those carrying these responsibilities for the current year are listed on the cover of this document.
- 8) The Designated Safeguarding Lead (DSL) will coordinate child protection activity, ensuring procedures are followed, that information is shared or kept confidential as appropriate, and that the child remains the central focus. In their absence the deputy will undertake this role.
- 9) In the event of both the DSL and the Deputy DSL being unavailable action should not be delayed. Advice can be sought from a member of the Senior Leadership Team (SLT) and the Safeguarding Hub (contact information on the front of this document). All information should then be passed to the DSL at the earliest possible opportunity.
- 10) The DSL also takes responsibility for reporting children missing from education to the local authority's Children's Services.
- 11) The Governing Body ensures that
 - a) procedures are in place that are in accordance with local authority and locally agreed inter-agency guidance;
 - b) their implementation is monitored for their effectiveness and that they are reviewed at least annually.
 - c) The procedures include the management of allegations against people who work with children, safe recruitment practice and reporting children missing from education.

Training and Support

- 12) Our school will ensure that all staff will have access to training, which is relevant and appropriate to their role. This will include training in procedures to follow, signs to note and appropriate record keeping. Refresher training will be available every year for all staff, and full safeguarding training will be updated bi-annually for the DSL.
 - a) All staff in our school will be trained to recognise and respond to situations where a child may be considered to be at risk.
 - b) At any time a member of staff may consult with the DSL or the Head Teacher on any child protection issue.
 - c) We will ensure our staff are kept informed about child protection procedures via our briefings within staff meetings and training sessions.
 - d) We will inform parents of the school's duties and responsibilities for child protection by incorporating a statement into our school prospectus and having a copy of our Child Protection Policy on our website.
- 13) We have access to the Cumbria LSCB Safeguarding Procedures electronically and we retain copies of *What to Do if You're Worried a Child is Being Abused* and have *Keeping Children Safe In Education, 2018*, available on our staff drive. Hard copies are also available from the school office.
- 14) Staff are aware that abuse may take on various forms, including physical abuse, emotional abuse, sexual abuse and neglect. They are also aware that Child Sexual Exploitation (CSE) is a form of abuse and that this may take

place without direct contact with the child eg. Online. They are aware of signs to be aware of and what to do if they have a concern.

15) Our staff are aware of the guidance around Female Genital Mutilation (FGM) and of their statutory duty to report cases of this to the police. Awareness of other forms of Honour Based Violence (HBV) is also promoted amongst staff. This includes Forced Marriage.

16) We have a supporting e-Safety Policy, also available in our school office.

Prevent

17) All staff at St Michael's have a duty to protect children from the risk of radicalisation. They are aware of how specific factors can contribute to a child being vulnerable to radicalisation and how the internet and social media can play a part in this. If a staff member feels that a child may be vulnerable to being drawn into terrorism a referral to the Channel program should be made. This should be done with the support of the DSL, however any member of staff may make the referral and the DSL should be informed of this as soon as possible. Staff in school are fully committed to working in partnership with other agencies to protect children in this way.

18) Our DSL has attended PREVENT training and all staff with direct contact with children have received in house training and where appropriate undertaken the e-learning Channel awareness program.

19) Further information regarding PREVENT can be found on the Cumbria LSCB website and in the government publication "Revised Prevent Duty Guidance – March 2016".

Consent, confidentiality and information sharing

20) Our policy on maintaining confidentiality and sharing information is as follows:

- a) Only those members of our staff who "need to know" so as to contribute to the protection of a child will be advised of concerns and action taken.
- b) Parents, governors and every adult working in, or associated with, the school will be advised of our approach to confidentiality and information sharing.
- c) Staff (including volunteers) must never guarantee confidentiality to a child: it might be necessary to tell someone else in order to safeguard the child. A child who asks the adult to keep a secret should be advised that the information may need to be shared with others.
- d) Normally, personal information will only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 1998, European Convention on Human Rights, Article 8). Wherever possible, consent will be obtained before sharing personal information with third parties.
- e) In some circumstances, obtaining consent may not be possible or in the best interest of the child. The safety and welfare of that child might necessitate that the information should be shared without informing or obtaining the consent of a parent. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and advice should be sought if in doubt.
- f) If parents and/or the child do not consent to an early help assessment, then the DSL should make a judgement as to whether, without help, the needs of the child will escalate. If so, a referral into local authority children's social care may be necessary.
- g) Advice concerning "Information Sharing" is displayed in our staff room.
- h) Further support for staff around Information sharing can be found in the DFE publication, "Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers – July 2018".

Records and Monitoring

- 1) Well-kept records are essential to good child protection practice. Concerns about welfare or behaviour must be recorded.
- 2) Notes, minutes, referrals, and records are kept separate to the child's main school file in a locked filing cabinet and logs of incidents and concerns are kept in the confidential section of Scholar Pack, which can be accessed by the DSL and the Head Teacher.
- 3) If a child transfers or leaves, the notes should be passed from our DSL direct to the receiving school's DSL. A signed receipt will be obtained. These records will not be copied (originals will be forwarded).

Attendance at Child Protection Conferences

- 4) A Child Protection Conference is a multi-agency meeting called to consider the child's need for a Child Protection Plan.
- 5) The Chair of the Conference extends an invitation to the school. The DSL, after consultation with relevant staff, will normally attend.
- 6) We will include training and support to staff who attend conferences and prepare reports in our regular training events.

Supporting Pupils at Risk

- 7) Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self worth and to view the world in a positive way. This school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant and there may even be moves to consider exclusion from school.
- 8) We are aware that abuse may take various forms; physical abuse, sexual abuse, emotional abuse and neglect.
- 9) As a school we are mindful that in this digital age abuse may take place wholly online.
- 10) It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support. This is termed peer on peer abuse and may involved sexual abuse or harassment.
- 11) Where sexual violence or harassment perpetrated by another child is a factor we will follow advice set out in KCSIE 2018. As a school we will always ensure that we challenge behaviours that are sexual in nature, take any concerns or allegations seriously and not view these types of behaviour as an inevitable part of growing up.
- 12) This school will endeavour to support such pupils through:
 - a) the curriculum, to encourage self-esteem and self-motivation
 - b) the school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued
 - c) the consistent implementation of our behaviour management policies
 - d) regular liaison with other professionals and agencies who support the pupils and their families
 - e) a commitment to develop productive, supportive relationships with parents

- f) the development and support of a responsive and knowledgeable staff team, trained to respond appropriately in child protection situations

In the case of an allegation against another child, the situation will be investigated thoroughly and where necessary both children will be referred to Children's Services. The school will take advice from and follow procedures set out by the LSCB.

13) When considering an incident or concern the DSL must practise Contextualised Safeguarding, whereby the context in which incidents occur and whether other factors in a child's life may be placing them at risk are considered.

14) This policy should be read in conjunction with other related policies in school. These include

- Dealing with allegations of abuse against staff
- Behaviour and Discipline Policy (including Bullying)
- Use of Force and Restraint
- Special Educational Needs
- Health and Safety
- Sex and Relationships Education
- Administration of Medicine
- Attendance
- E-Safety
- Safe Recruitment
- Staff capability, grievance and discipline
- Whistleblowing
- Equalities

Safe Schools, Safe Staff

15) As a school we recognise that organisational, personal or professional difficulties can get in the way of protecting children (for example fear that we might compromise relationships with parents). We know however that children's needs are paramount.

16) We recognise that physical contact with pupils is sometimes part of our role "in loco parentis" but will avoid contact that might be misinterpreted.

17) If our staff are working in a one-to-one situation with a pupil, they should be careful to ensure another adult is close by.

18) Teachers are not counsellors. School staff should not be counselling and/or giving advice to children/young people about sexual matters, except where this is part of the school's agreed Sex and Relationships Education policy.

19) We follow the LA's recommended best practice in order to recruit and select safe staff.

20) We follow current procedures when staff are faced with allegations of abuse.

CHILD PROTECTION PROCEDURES

We will follow the procedures set out below where it is believed that a child is either:

- a) suffering from, or is at risk of, significant harm or
- b) has needs that cannot be met and we believe co-ordinated intervention is required

The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interests between the child and parent, or the child and other adults, the interests of the child must be paramount.

These procedures should be read in conjunction with the flow chart (Annex 2).

Dealing with emerging concerns

- 1) If any member of staff is concerned about a child, he or she must inform the Designated Safeguarding Lead.
- 2) All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm. Generally, in an abusive relationship the child may:
 - Appear frightened of the parent/s or other household members e.g. siblings or others outside of the home
 - Act in a way that is inappropriate to her/his age and development (full account needs to be taken of different patterns of development and different ethnic groups)
 - Display insufficient sense of 'boundaries', lack stranger awareness
 - Appear wary of adults and display 'frozen watchfulness'

Dealing with a disclosure

- 3) If a child discloses any kind of abuse, the teacher/member of staff, should only seek initial clarification from the child – tact and sympathy is vital. Under no circumstances should any member of staff attempt to obtain further information or to investigate what the child is saying. (see Annex 3 for further guidance).
- 4) The member of staff must refer the concerns, together with copies of any notes or records made, to the DSL. It is the duty of the DSL to inform the local Children's Services of concerns about a child.
- 5) If the senior designated person does not do this and the teacher who had made the initial referral remains concerned, then they need to exercise their own judgement and make the referral themselves.
- 6) When making a referral the DSL will complete an Early Help Assessment. Copies of this form should be obtained directly from LSCB website to ensure they are up to date. The member of staff who first referred the concerns to the DSL must keep a log of the incident, to include:-
 - Child's full name
 - Address
 - Sex and date of birth
 - Parent(s) and guardian(s) name(s)
 - Known aliases
 - Contact addresses and telephone numbers during school hours
 - Name of teacher making the referral/making the comment
 - Nature of injury (if any)
 - Grounds for suspicion
 - Action taken, including dates and times
- 7) The request for co-ordinated support services for a family should always be discussed with parents unless to do so would place the child or others at risk of harm.
- 8) Where, following an early help assessment by the school staff or other involved agencies of a situation, it is considered immediate protective action is required, the DSL will make a referral. This referral will be by telephone to Children's Services, Safeguarding Hub, followed up in writing for confirmation. The DSL should then forward the Early Help form to Cumbria Safeguarding Hub and ensure the referral is registered.

- 9) Blank forms for recording concerns, logging incidents and making formal referrals can be found in the staff room or with the DSL and completed records must be passed to the DSL. A record of concerns should be logged in the confidential area of our school data system by the DSL or Head Teacher.

Dealing with a disagreement over referral outcomes

- 10) Where the school believes that insufficient action has been taken with regard to a concern raised about a child, the DSL will follow the Local Safeguarding Children Board (LSCB) conflict resolution protocol.
- 11) Briefly, this means that there should initially be a discussion between the DSL and the relevant social worker.
- 12) If the point of disagreement cannot be resolved at the practitioner level, then the issue is to be discussed and resolved between the Head Teacher and the relevant Children's Social Care Team Manager.
- 13) Should the issue remain unresolved, the Head Teacher should refer the matter to the relevant Service Manager, Social Care whose role is to ensure county wide standards are being applied.
- 14) The formal stage of the conflict resolution protocol can only occur after the early stages have been exhausted. The full procedures can be accessed via at www.cumbrialscb.com

Procedures to follow if an allegation is made against a member of staff.

- 15) An allegation against a member of staff is potentially extremely serious – for the child, staff member and school. The school has adopted a separate procedure for dealing with such allegations. Briefly, the Head Teacher (or Chair of Governors if the allegation is against the Head Teacher) will immediately contact the LA Designated Officer (DO) who will advise on actions to be taken. (See page 2 for DO contact details.)

Support

- 16) Dealing with a disclosure from a child, and safeguarding issues can be stressful. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the DSL.

Whole-School Policy on Child Protection

School St Michael's C of E Primary School

A. Named staff/personnel with designated responsibility for Child Protection

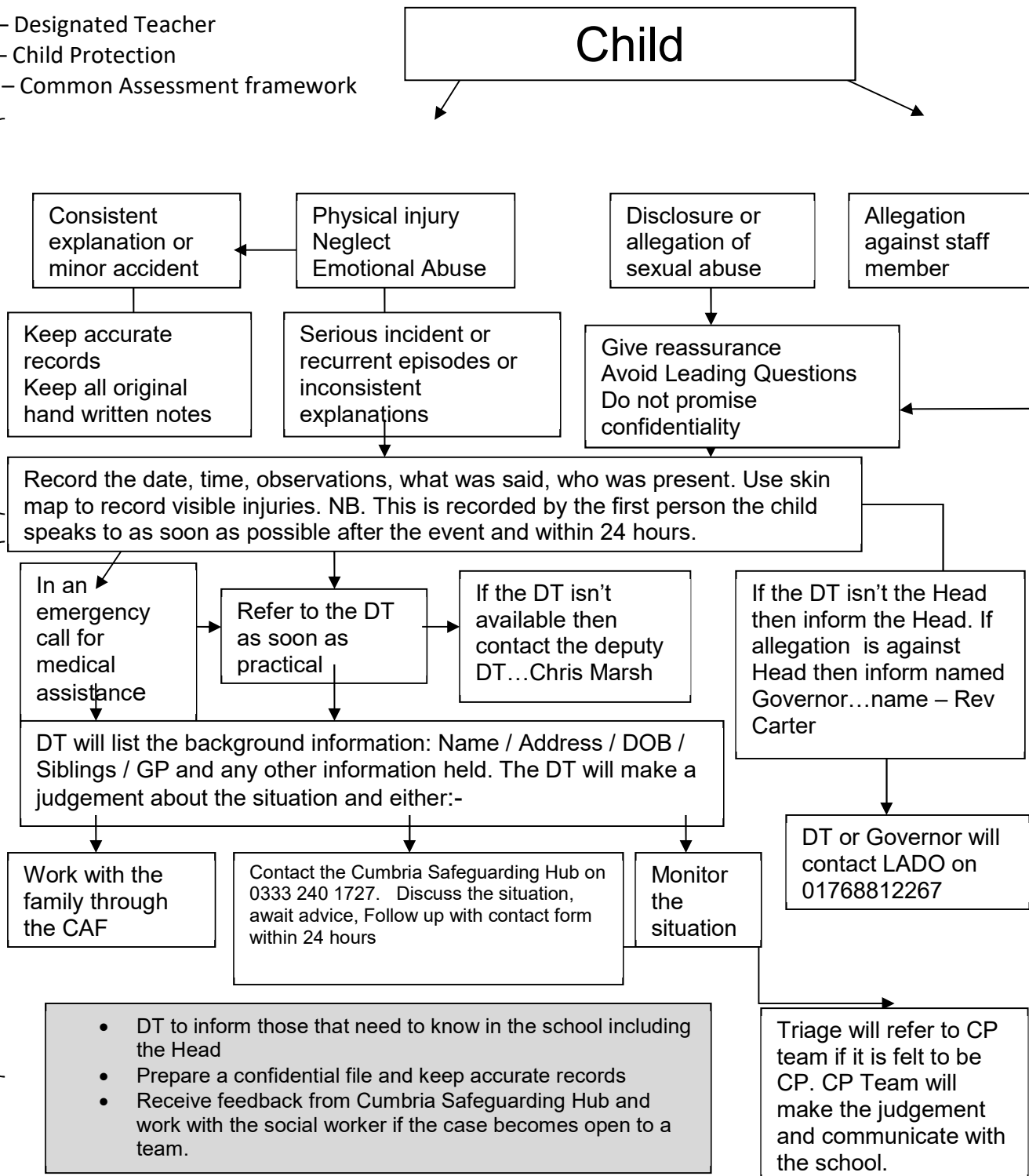
Academic Year	Designated Lead	Deputy Designated Lead	Nominated Governor
2014/15	Julie Paisley	Chris Marsh	Rev Carter
2015/16	Julie Paisley	Chris Marsh	Rev Carter
2016/17	Julie Paisley	Chris Marsh	Rev Carter
2017/18	Julie Paisley	Janet McArdle	Rev Carter
2018/19	Julie Paisley	Janet McArdle	Rev Carter

B. Annual Review date(s) for this policy

Review Date	Changes made	By whom
November 2014	Updated in line with guidance from LSCB, to reflect changes to Triage and to school staffing.	Julie Paisley
April 2015	Updated to reflect updated Stat Guidance.	Julie Paisley
May 2016	Policy reviewed – no necessary changes	Julie Paisley
May 2017	Policy updated to info about FGM, CSE and PREVENT.	Julie Paisley
July 2018	Updated to include new key contacts	Julie Paisley
Feb 2019	Updated to reflect changes and additions to KCSIE 2018 & Working Together 2018	Julie Paisley

Annex 1

DT – Designated Teacher
 CP – Child Protection
 CAF – Common Assessment framework



Child Volunteering Information

If a child volunteers information about abuse to a member of staff, it may be done obliquely, rather than directly, e.g. through play, drawings etc. Children will talk about their concerns and problems to people they feel they can trust. The person a child talks to will not necessarily be a senior member of staff. The role of the member of staff or volunteer hearing this is to listen but not undertake an investigation of the potential abuse. That is the role of the child protection agencies. Legal action against a perpetrator can be seriously damaged by any suggestion that the child's words have been influenced in any way by the person they told.

When a child confides in you:

Things you should do:

- Give the child undivided attention
- Show concern, support and warmth but don't show emotions, distress or negative reaction. Be re-assuring – (you can say 'that must have been sad/hard for you'; 'it's right to tell someone because you need help'.) Ask if the child has told his/her parents if the alleged abuse is outside the home or the other parent if one parent is implicated
- Rather than directly questioning the child, just listen and be supportive
- It may be appropriate to check that the child is indicating abuse or neglect
- Check if the child is hurt or might be in need of medical attention
- Deal with the allegation in such a way that the child does not have to repeat the information to different people within the school; It is important to know if an incident has happened recently and whom the child is saying has hurt her/him
- Make careful records of what was said, put the date and time when the child spoke to you, put the location and names of the people who were present, as well as what was said, using child's own language and colloquialisms. Then sign it, and hand your record to the CPLO straight away
- Keep a copy of your notes
- Look after yourself by seeking some support

Things you should not do:

- You must not promise a child complete confidentiality – you should explain that you may need to pass information to other professionals to help keep them or other children safe
- Malign the character of the alleged perpetrator
- Jump to conclusions
- Ask leading questions
- Ask for lots of details about the alleged event(s)
- Speculate or accuse anybody yourself
- Make promises you can't keep
- Pre-empt or prejudice an investigation by leading the child with *closed* questions.

Questioning Skills

To avoid leading questions when clarifying what a child has said, you should use open questions with a child rather than closed questions.

The following table gives some examples of both.

Closed Questions

Do
Did
Can
Would
Could
Are etc.

Open Questions

Tell me
Explain to me
Describe to me
Who
What
When
Where
How

Avoid using 'Why'? This can confuse a child and leads to feelings of guilt.

Initial Responses to child

When a child has made a disclosure, it can be a relief for them, however they are likely to feel vulnerable and confused. Here are some examples of what can be said to a child;

Do say:

'Thank you for telling me'

'I am sorry it has happened to you'

'I am going to help you, and will tell you what I am going to do'

'It should not have happened'

'You are not to blame'

Do not say:

'It will be all right soon'

Anything which you will not be able to fulfil

It is anybody's fault