



**Long Lawford Primary School**

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# Child Protection Policy

Long Lawford Primary School

May 2008



*Catherine Hallahan and Robert Morrissey Designated Teachers for Child Protection*



*Working for  
Warwickshire*

**WSCB**

## INTRODUCTION

Long Lawford Primary School recognises the responsibility it has under Section 175 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

Through their day-to-day contact with pupils and direct work with families, staff at the school have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to the appropriate agency, normally the appropriate Children's Team (Social Care).

This Policy sets out how the school's Governing Body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school.

*[Note: Independent schools and academies insert Section 157 in place of Section 175]*

**There are four main elements to our Policy:**

**PREVENTION** through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos.

**PROCEDURES** for identifying and reporting cases, or suspected cases, of abuse.

**SUPPORT TO PUPILS** who may have been abused.

### **PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN**

Our Policy applies to all staff and volunteers working in the school (education support services). Teaching assistants, mid-day supervisors, secretaries as well as teachers can be the first point of disclosure for a child. Concerned parents may also contact school Governors.

#### **1. PREVENTION**

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.

The school will therefore:

Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;

Ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty;

Include in the curriculum activities and opportunities for PSHE which equip children with the skills they need to stay safe from abuse and information about who to turn for help;

Include in the curriculum material that will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.

*[Note: The following section (1.2.5) is for nursery and primary schools which have adopted Taking Care, the Warwickshire Local Safeguarding Children Board (LSCB) personal safety programme – further information from Ann Seal – Telephone 01926 742523.]*

We have adopted Taking Care, the Warwickshire Local Safeguarding Children Board's personal safety programme for Foundation/Key Stage 1 and Key Stage 2, which is designed to fit in with the requirements of the PSHE Curriculum. This programme reinforces essential skills for every child. Self esteem and confidence building, thinking independently and making assessments of risk based on their own judgements are encouraged throughout the course.

*[Note: Advice on the teaching of personal safety skills at KS3 and 4 are available from the PSHE Adviser or from the Education Safeguarding Children Service.]*

## 2. PROCEDURES

We will follow the procedures set out in the Warwickshire Local Safeguarding Children Board "Safeguarding Inter-Agency Procedures" (Blue Book March 2007).

In addition, staff and managers in our school/education support service must 'have regard' to the guidance issued in '**Safeguarding Children and Safer Recruitment in Education**' January 2007.

*[Note: The Government booklet "**What to do if you are worried a Child is being Abused**" (version available via teachernet) – provides practical guidance and advice to supplement local procedure.]*

### **The Designated Senior Member of Staff for Child Protection**

The school will:

Ensure it has a designated senior member of staff (member of the leadership team) who has undertaken as a minimum, the two day child protection training course, accredited by the Local Safeguarding Children Board;

*[Note: The school can nominate more than one member of staff to carry out this role. The nominee(s) do not need to be teachers.]*

Ensure this training is updated every two years in accordance with Government guidance;

Recognise the importance of the role of the designated teacher and ensure s/he has the time and training to undertake her/his duties;

Ensure there are contingency arrangements should the designated member of staff not be available;

Ensure that the designated member of staff will take advice from a child protection specialist when managing complex cases (e.g. Education Safeguarding Children Manager).

Ensure that the designated member of staff is responsible for coordinating action where it is suspected that a child is in need, has been harmed, or is at risk of significant harm.

Ensure they are familiar with Local Safeguarding Children Board procedures and DfES guidance (Ref. 2.1).

Ensure child protection records are maintained.

### **The Role of School Staff**

The school will:

Ensure every member of staff knows:

- the name of the designated person(s) and her/his role;
- that they have an individual responsibility for referring child protection concerns using the proper channels (school/education support service procedure – Appendix 1) and within the timescales set out in the Inter-Agency procedures.
- where the Inter-Agency procedures and school/education support service Child Protection procedures are located;

Provide training for all staff from the point of their induction, and updated every three years (minimum half day/3 hours), so that they know:

- their personal responsibility;
- the local procedures;
- the need to be vigilant in identifying cases of abuse;
- how to support and to respond to a child who tells of abuse.

Ensure that all staff and volunteers recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed policies.

### **Liaison with Other Agencies**

The school will:

Work to develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters including attendance and written reports at initial case conferences, core groups and child protection review conferences.

Notify the local Children's Team (Social Care) if:

- it should have to exclude a pupil with a Child Protection Plan (whether fixed term or permanently);
- there is an unexplained absence of a pupil with a Child Protection Plan of more than two days duration from school (or one day following a weekend); or as agreed as part of any child protection or core group plan.
- they are concerned about the welfare of any child with a Child Protection Plan.

### **Record Keeping**

The school will:

Keep clear detailed written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately;

Ensure all records are kept secure and in locked locations;

Ensure all relevant child protection records are sent to the receiving school or establishment when a pupil moves school.

### **Confidentiality and Information Sharing**

Staff will ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from a senior manager or outside agency as required (e.g. Education Safeguarding Children Manager).

*[The Local Safeguarding Children Board guidance on the Sharing of Information on Children in Need and in Need of Protection can be accessed from the LSCB Website at [www.warwickshire.gov.uk](http://www.warwickshire.gov.uk).]*

The Headteacher or designated person will disclose any information about a pupil to other members of staff on a need to know basis only.

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

All staff must be aware that they cannot promise a child/parent to keep secrets.

### **Communication with Parents**

The school will:

Undertake appropriate discussion with parents prior to involvement of another agency unless the circumstances preclude this. (Further guidance on this can be found in the Warwickshire Local Safeguarding Children Board Inter-Agency Child Protection Procedures, Section 3).

Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school brochure. (Suggested wording to be included in the school brochure can be found at the Education Safeguarding Children Service) – see Appendix 2.

## **3. SUPPORTING THE PUPIL AT RISK**

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self-blame.

This school may be the only stable, secure and predictable element of the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.

We recognise that some children actually adopt abusive behaviours and that these children must be referred on for appropriate support and intervention.

The school will endeavour to support the pupil through:

The content of the curriculum to encourage self-esteem and self-motivation.

The school ethos which (i) promotes a positive, supportive and secure environment, (ii) gives pupils a sense of being valued;

The school's behaviour policy is aimed at supporting vulnerable pupils in the school. All staff will agree on a consistent approach, which focuses on the behaviour of the offence committed by the child but does not damage the pupil's sense of self worth. The school will ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred;

Liaison with other agencies which support the pupil such as Social Care, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Service and the Education Social Work Service;

A commitment to develop productive and supportive relationships with parents whenever it is in a pupil's best interest to do so;

Recognition that children living in a home environment where there is a domestic violence, drug or alcohol abuse are vulnerable and in need of support and protection;

Vigilantly monitoring children's welfare, keeping records and notifying Social Care **as soon as there is a recurrence of a concern.**

When a pupil with a Child Protection Plan leaves, information will be transferred to the new school immediately. The Child Independent Reviewing Manager will also be informed. We will follow the procedures for children that are 'Missing Children'.

### **Drug Use and Child Protection**

The discovery that a young person is using illegal drugs or reported evidence of their drug use is not necessarily sufficient in itself to initiate child protection proceedings but the school will consider such action in the following situations:

When there is evidence or reasonable cause:

- to believe the young person's drug misuse may cause him or her to be vulnerable to other abuse such as sexual abuse;
- to believe the pupil's drug related behaviour is a result of abusing or endangering pressure or incentives from others, particularly adults;
- where the misuse is suspected of being prompted by serious parent/carer drug misuse.

### **Children of Drug Using Parents**

Further enquiries and/or further action will be taken when the school receives reliable information about drug and alcohol abuse by a child's parents/carers in the following circumstances:

- the parental misuse is regarded as problematic (i.e. multiple drug use including injection);
- a chaotic and unpredictable home environment exists which can be attributed to drug or alcohol misuse;
- children are not being provided with acceptable or consistent levels of social and health care;
- children are exposed to criminal behaviour.

#### **4. PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN**

The school will operate safer recruitment practices including ensuring appropriate CRB and reference checks are undertaken according to the DfES document 'Safeguarding Children and Safer Recruitment in Education, January 2007'.

The school will consult with the Education Safeguarding Children Manager in the event of an allegation being made against a member of staff and adhere to the relevant procedures set out in Safeguarding Children and Safer Recruitment in Education, the Allegations Against Staff Procedure and the school's Personnel Manual (i.e. the manual produced by WES Personnel for subscribing schools).

The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

The school will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents as advised by the Local Authority's Code of Conduct.

The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of position of trust).

#### **5. OTHER RELATED POLICIES**

##### **Physical Intervention**

Our Policy on physical intervention by staff is set out in a separate document and is reviewed annually by the Governing Body. We acknowledge that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimum force necessary to prevent injury to themselves, another person or property.

##### **Bullying**

Our Policy on bullying is set out in a separate document and is reviewed annually by the Governing Body. We acknowledge that to allow or condone bullying may lead to consideration under child protection procedures.

##### **Racist Incidents**

Our Policy on racist incidents is set out in a separate document and is reviewed annually by the Governing Body. We acknowledge that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

#### Health and Safety

Our Health and Safety Policy, set out in a separate document, is reviewed annually by the Governing Body. It reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

#### Children with Statements of Special Educational Needs

We recognise that statistically children with behaviour difficulties and disabilities are most vulnerable to abuse. School staff that deal with children with profound and multiple disabilities, ASD, SHD, cerebral palsy, sensory impairment and/or emotional and behavioural problems are particularly sensitive to signs of abuse.

*[Note: It will be important that the Policy of Special Schools and mainstream schools with units recognises the vulnerability of children with SEN, particularly the needs of those with communication difficulties.]*

#### Record Keeping (Data Collection Sheet)

We keep up to date information on emergency contacts for parents/guardians

### 6. GOVERNING BODY CHILD PROTECTION RESPONSIBILITIES

The Governing Body fully recognises its responsibilities with regard to child protection and to safeguarding and promoting the welfare of children. Appendix 4.

It will:

- designate a Governor for child protection who will oversee the school's Child Protection Policy and practice and champion child protection issues;
- ensure an annual report is made to the Governing Body, and copied to the Education Child Protection Service, on child protection matters to include changes affecting Child Protection policy and procedures, child protection training received, the number of incidents/cases (no names) and child protection in the curriculum;
- ensure that this policy is annually reviewed, updated and copied to the Education Safeguarding Children Manager.

**Extended Schools and Before and After School Activities** (Ref: Warwickshire Extended Services: Implementing the Vision)

If the Governing Body provides extended school facilities or before or after school activities directly under the supervision or management of school staff, the school's arrangements for child protection as written in this Policy shall apply.

Where services or activities are provided separately by another body the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

This Policy was adopted by the governing body on: .....

and will be reviewed on: .....

Signed by the  
Chair of Governors .....

Countersigned by the  
Headteacher .....

## **Making a Referral**

### See also:

- Warwickshire Local Safeguarding Children Board – Inter-Agency Child Protection Procedures (Blue Book March 2007)
- DfES Guidance “Safeguarding Children and Safer Recruitment in Education” (1 January 2007)

### **General Considerations:**

All concerns about the welfare of children and young persons, disclosures of possible abuse and observations of behaviour or injury which cause concern, must be taken seriously and reported within these procedures and those of the Warwickshire Safeguarding Children Board.

All education staff share the responsibility of ensuring that concerns about children “in need” and those “in need of protection” are brought to the attention of the responsible person/agency in order that they may be investigated within the appropriate procedures.

Central education staff who visit different schools and educational settings should acquaint themselves with the school’s policy and procedures and the identity of the designated teacher for each establishment. Normally a referral for a child in that school should only be made in consultation with the designated teacher, (unless it is out of hours, an emergency or a school holiday).

### **Procedure**

Every case of possible child abuse or risk of “significant harm” identified within the establishment/service must be reported to the designated person without delay (matters should never go unreported overnight).

It is the designated person’s responsibility to decide whether there should be an immediate referral to Children’s Services or the Police, further discussion with colleagues outside the school or an agreement to monitor the child. (See Section 3 of Warwickshire Local Safeguarding Children Board Inter-Agency Procedures for contact details).

In rare cases of serious physical injury, it may be necessary to arrange immediate medical treatment for the child. An ambulance should be called and, where necessary, the child will be taken to the Accident and Emergency Department of a hospital. The suspicion of abuse must be made known by the person accompanying the child.  
*[Note: the responsibility for the medical investigation of significant harm lies with the Community Physician [Child Protection].]*

Once the decision has been taken to make a referral, the designated teacher or their deputy will contact the Children’s Services team (where the abuse took place). If the child lives outside Warwickshire, use the procedures for that Local Authority.

The Duty Officer will note the referral and confirm with the Duty Team Manager what action will be taken. **If you do not receive a response, seek clarification from the Duty Team Manager.**

The designated person will need to agree what action should be taken for the immediate support of the child. This should include what time the child or young person will be going home and with whom. It is important that there is a clear understanding about how the parents or carers are to be informed of the referral and by whom. A written note of the agreements reached should be kept by the referrer.

The appropriate member of staff (possibly the member of staff originally involved) should continue to support the child in accordance with the plan agreed with the Duty Officer.

The confirmation referral form (mark confidential/restricted access), must be completed by the designated person or their deputy. If all the information is not immediately available, this should not delay the form being sent. Give as much detail as possible as this will help them to cross-reference the referral with other information held by other agencies and reach a decision about appropriate action. The form may be faxed or posted to the Children's Team. The educational setting making the referral should keep a copy and forward a copy to the Education Safeguarding Children Manager.

A referral may result in:

- no action;
- an assessment under Section 17 for Family Support Services; ('a child in need') with parents' consent;
- acceptance of a referral under Section 47 for a Child Protection investigation; ('a child suffering from or at risk or suffering from significant harm');
- further investigation before a decision can be made.

A Strategy discussion may be called. It is normally expected that representatives from schools or other educational settings will be involved where they are the referrer. When the referral does not result in a Child Protection investigation or a Conference after an SC1 has been sent, the referrer should be notified of this decision and the reason for it given in writing. **If you remain concerned for a child's safety when a previous referral has been closed, or if there has been no response, refer the case again or ask to speak to a senior manager.**

When an Initial Conference is called, the designated person should be invited. This will often be at short notice and should be held within 15 days of the Strategy discussion or initial referral. Attendance at conferences should be regarded as a very high priority. The designated person must ensure a report is prepared for the Conference. (Report template available in due course).

## Suggested wording for information on Child Protection to be included in School\* Prospectus

Schools are strongly advised to inform parents/carers of their child protection procedures and the requirements to report concerns to Social Care. The following information can be used in the school's brochure:

### Example

*'Under the Education Act 2002 (Section 175), schools must make arrangements to safeguard and promote the welfare of children. Parent/carers should know that the law (Children Act 2006) requires all school staff to pass on information which gives rise to a concern about a child's welfare, including risk from neglect, physical, emotional or sexual abuse. The staff will seek, in general, to discuss any concerns with the parent/carer, and where possible, seek their consent to a referral to Social Care. **This will only be done where such discussion will not place the child at increased risk of significant harm.** Schools will seek advice from Social Care when they have reasonable cause to suspect a child may be suffering or likely to suffer significant harm. Occasionally, concerns are passed on which are later shown to be unfounded. Parents/carers will appreciate that the designated person for child protection was carrying out their responsibilities in accordance with the law and acting in the best interests of all children.'*

\* The word 'school' is used throughout but this would include all educational settings e.g. Pupil Referral Units, Further Education establishments and Independent schools.

## **APPENDIX 3**

### **Standards for Effective Child Protection Practice in Schools**

*Child protection matters are receiving an increased priority in Ofsted inspections. The following standards may assist schools in evaluating their practice. This should be used jointly by the Designated Child Protection person, Designated Governor for Child Protection to ensure the school is effective in child protection matters.*

In best practice, schools:

1. Have an ethos in which children feel secure, the viewpoints are valued, and they are encouraged to talk and are listened to;
2. Provide suitable support and guidance so that pupils have a range of appropriate adults to whom they can turn if they are worried or in difficulties and understand their preferred method of communication;
3. Work with parents to build an understanding of the school's responsibility to ensure the welfare of all children and a recognition that this may occasionally require children to be referred to investigative agencies as a constructive and helpful measure;
4. Are vigilant in cases of suspected child abuse, recognising the signs and symptoms, have clear procedures whereby teachers report such cases to senior staff and are aware of local procedures so that information is effectively passed on to the relevant professionals;
5. Monitor children who have been identified as at risk, *in a secure place*, clear records of pupils' progress, maintaining sound policies on confidentiality, providing information to other professionals, submitting report to case conferences and attending case conferences;
6. Provide and support child protection training regularly to school staff every three years and in particular to designated teachers every two years to ensure their skills and expertise are up to date, and ensure that targeted funding for this work is used solely for this purpose;
7. Contribute to an inter-agency approach to child protection by developing effective and supportive liaison with other agencies;
8. Use the curriculum to raise pupils' awareness and build confidence so that pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others, taking into account of the guidance for Governors on sex and relationship education in circular 5/94;
9. Provide clear policy statements for parents, staff and children and young people on this and on both positive behaviour policies and the schools approach to bullying;

10. Have a clear understanding of the various types of bullying – physical, verbal, indirect and cyberbullying, and act promptly and firmly to combat it, making sure that pupils are aware of the schools position on this issue and who they can contact for support;
11. Take particular care that pupils with SEN in mainstream and special schools, who may be especially vulnerable to abuse, are supported effectively with particular attention paid to ensuring that those with communication difficulties are enabled to express themselves to a member of staff with appropriate understanding of the child's/young persons preferred mode of communication;
12. Have a clear policy about the handling of allegations of abuse by members of staff, ensuring that all staff are fully aware of the procedures and that they are followed correctly at all times, using the guidance set out in the DfES document Safeguarding Children and Safer Recruitment in Education;
13. Have a written Whole School Policy, produced, owned and regularly reviewed annually by schools staff and which clearly outlines the school's position and positive action in respect of the aforementioned standards: The school, as good practice, should discuss child safety and safeguarding matters in a school council meeting (minimum annually);
14. The school will ensure that specified information is passed on in a timely manner to the Local Authority for monitoring purposes.

### **Reference Documents**

- Safeguarding children and safer recruitment in education, 1 January 2007 (DcSF)
- What to do if you're worried a child is being abused (DcSF)
- [www.everychildmatters.gov.uk](http://www.everychildmatters.gov.uk)
- [www.teachernet.gov.uk](http://www.teachernet.gov.uk) (child protection)
- WSCB Inter Agency Child Protection Procedures (Blue Book March 2007)
- Safer Recruitment Checklist – July 2007 (Education Safeguarding Children Manager)
- Behaviour in schools .... allowing teachers to teach  
... keeping staff and children safe  
... letting children learn
- Physical Intervention – Guidance on use of force to restrain pupils 30 October 2007 DcSF (non-statutory guidance)

## **Useful Contacts**

For copies and further assistance, please contact:

### **John Sullivan**

Education Safeguarding Children Manager

Tel: 01926 74 2526

Mobile: 07771 552315

Email: [johnsullivan@warwickshire.gov.uk](mailto:johnsullivan@warwickshire.gov.uk)

### **Ann Seal**

Taking Care Project Manager

Tel: 01926 74 2523

Mobile: 07745 655906

Email: [annseal@warwickshire.gov.uk](mailto:annseal@warwickshire.gov.uk)

### **Sophie Morley**

Administrative Officer

Tel: 01926 74 2601

Mobile: 07747 758712

Email: [sophiemorley@warwickshire.gov.uk](mailto:sophiemorley@warwickshire.gov.uk)