



Tyntesfield
Primary School

CHILD PROTECTION POLICY

**Tyntesfield
Primary School**

**Policy approved: Autumn 2016
Policy review: Autumn 2017**

Because of the day-to-day contact with individual children during term times, teachers and other school staff are particularly well placed to observe outward signs of abuse, changes in behaviour or failure to grow and thrive.

1. Purpose of the policy

The purpose of our child protection policy is to give clear procedures to all staff and volunteers which must be followed when dealing with child protection issues. As a school we are committed to the development of good practice and using sound procedures. All child protection concerns and referrals will be handled sensitively, professionally and in ways which support the needs of the child.

2. Introduction

At Tyntesfield, we fully recognise the contribution we can make to protect children and support pupils in school.

School staff have a duty to 'safeguard and promote the welfare of children' which was introduced in S 175/157 of the Education Act 2002.

This policy applies to all staff, Governors and volunteers working in the school. We recognise that lunchtime supervisors, caretaker, administrative staff and volunteers, as well as teachers, could be the first point of disclosure for a child.

There are three elements to Child Protection:

- a) **Prevention**, through a positive school atmosphere, teaching and pastoral support to pupils
- b) **Protection**, by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns
- c) **Support**, to pupils, their families and to school staff

3. What is abuse?

A person may abuse or neglect a child by inflicting harm, or by failing to prevent harm. Children and young people may be abused in a family or an institutional or community setting; by those known to them or, more rarely, by a stranger.

Physical Harm - may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child, including by fabricating the symptoms of, or deliberately causing, ill health to a child.

Emotional Abuse – is the persistent emotional ill-treatment 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 insofar as they meet the needs of another person, age or developmentally inappropriate expectations being imposed on children, causing children frequently to feel frightened, or exploitation or corruption of children.

Sexual Abuse – involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may

include involving children in looking at, or in the production of, pornographic material, or encouraging children to behave in sexually inappropriate ways.

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, such as failing to provide adequate food, shelter and clothing, or neglect of, or unresponsiveness to, a child's basic needs.

Domestic Abuse

The effect of domestic violence on children is such that it must be considered as abuse. Either witnessing it or being the subject of it is not only traumatic in itself but is likely to adversely impact on a child and it should be treated as physical or emotional abuse.

4. Framework

Our school operates in conjunction with Trafford Safeguarding Children Board (TSCB) Child Protection procedures, responsibilities and practices.

5. Roles and Responsibilities

All adults working with children have a responsibility to protect children. There are, however key people within school and the Local Authority who have specific responsibilities.

- The Head of School (**Kathryn Manion**) is the designated senior person for child protection and has received appropriate training and support for this role. In her absence this responsibility is delegated to the Head Teacher (**Kylie Spark**).
- The designated person will:
 - be trained in child protection policy procedures;
 - familiarize school personnel with the policy and procedures;
 - make child protection referrals;
 - co-ordinate action within the school;
 - liaise with social care and other agencies;
 - act as a source of advice within the school;
 - organise appropriate training for school personnel;
 - keep all paperwork up to date;
 - report back to the appropriate school personnel when necessary
- We have a nominated governor (**Jamie Whyte**) responsible for child protection.
- Every member of staff, volunteer and governor knows the name of the designated senior person responsible for child protection and their role.
- All staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated teacher responsible for child protection; (verbally and in writing).

6. Parents

Information about the school's responsibility with regard to Child Protection is given in the school's prospectus.

- The senior designated person will inform other adults in school what to do if they have child protection concerns.
- Parents will be informed of the procedures through the school prospectus and newsletters.
- Parents will be informed before referral, in the case of physical and emotional abuse.

As a general principle staff should be open and honest when dealing with parents. In some cases of alleged or suspected abuse, it may not be appropriate for parents to be informed immediately. The designated person will be responsible for liaising with parents. The designated teacher may feel that it would be appropriate for the child's teacher to be involved in the meeting with the child's parents.

7. Training

The Head teacher, Head of School, Deputy, designated person and the Governor will attend training relevant to their role.

- The Head teacher and Head of School are trained at level 4
- Head teacher/Head of School and Deputy Head teacher will be trained every 2 years (Level 2 training)
- All other staff who work with the children will receive training every 3 years (Level 1)
- All temporary staff and volunteers who work with children will be made aware of this policy, on arrival through our 'Health and Safety Leaflets for visitors'
- All new staff joining our school have an Induction meeting with the Head teacher/Head of School that includes awareness of this policy and our safeguarding arrangements (Please see the Safer Recruitment and Selection Policy).

8. Records and monitoring

Records relating to facts will be kept to ensure good practice.

- Records are kept by the senior designated person.
- The records are kept separate from other school records.
- Written records of concerns about children are kept, even where there is no need to refer the matter immediately.
- They are not stored on a data base.
- Records of children subject to a child protection plan will have their records transferred when they leave school as soon as the next school is identified and the social worker will be informed.

9. Child Protection Conferences / Core Groups

The school will be represented at all Case Conferences by the designated person and that the member of staff is fully informed about the immediate concerns together with information about the child and his or her family background. A conference report on the multi-agency template will be sent to the Safeguarding unit before the conference.

Where a Core Group is set up, the most appropriate Person to represent the school will be chosen by Mrs Spark/Mrs Manion. Senior staff will work to maintain positive relationships with parents during and after a referral has been made.

10. Supporting Pupils at risk

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. School may be the only stable, secure and predictable element in the lives of children at risk and when at school, their behaviour may be challenging and defiant or they may be withdrawn. We will endeavour to support the pupil through:

- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- Ensure children know they can approach an adult if they are worried or in difficulty.
- The content of the curriculum - equip children with the skills they need to keep safe from abuse, through an appropriate PSHE programme.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as social services, Child and Adult Mental Health Service, education welfare service and educational psychology service.
- Ensuring that, where a pupil subject to a child protection plan leaves the school, their information is transferred to the new school immediately and that the child's social worker is informed.

11. Safe school, safe staff

Adults need to be aware that allegations may be made against them.

- They should always be reported.
- Senior management will inform those who need to know, personnel, child protection governor.
- Staff should seek advice from their professional association.

Staff should avoid confrontational situations and ensure other adults are around at all times.

The stress on staff involved in any aspects of child protection work is considerable and the school will ensure that such staff are properly supported. The Head and the designated teacher will be responsible for supporting the staff concerned and, where necessary, seeking help from outside the school.

12. Safe Recruitment(see Safer Recruitment and Selection Policy)

The school follows national and local guidelines on the recruitment of all adults who have contact with children.

- Ensure safe recruitment practices are always followed; all adults employed by the school and volunteers are vetted through police records to ensure that there is no evidence of offences involving children or abuse.
- Maintain a comprehensive record of all CRB checks.

This policy stands alongside other Safeguarding Policies including:

- Health and Safety
- Looked After Children
- Security
- Whistle blowing procedures
- Behaviour Management
- Attendance

- Anti-Bullying
- Drug Education/misuse
- Sex and relationships
- Dealing with Allegations against Staff

13. Review

The schools policy for dealing with child protection issues will be reviewed annually. In the event of a child abuse incident the internal procedures will be reviewed to ensure their effectiveness. A written record will be kept of this review.

References:

Working together to Safeguard Children (DCSF 2010)

Framework for the Assessment of Children In Need and their Families Practice Guidance (DH/ DfES 2000)

What To Do If You are Worried a Child is Being Abused (DH 2006)

Safeguarding Children and Safer Recruitment in Education (DfES November 2006) –Came into force 1st January 2007)

TSCB Safeguarding Children Procedures (2009)

Information Sharing: guidance for Practitioners and Managers (2009)

Guidance for Safe working Practice for the Protection of children and staff in education settings (2009)

Safeguarding Disabled Children: Practice guidance (July 2009)

Websites:

www.education.gov.uk

www.tscb.org.uk

www.cwdcouncil.org.uk

Appendix 1: Responding to Child Protection Disclosures

Appendix 2: Initial Concerns Form

Appendix 3: Female Genital Mutilation

Responding to Child Protection Disclosures

DON'T.....

- Ever promise confidentiality
- Ever promise that “everything will be alright” – it may not be
- Interrogate the child with lots of questions. **REMEMBER** it is not your job as a teacher to carry out an investigation – that role is performed by social services and/or the police.
- Cast doubt on what a child is telling you. It has probably taken a great deal of courage for him/her to speak to you.
- Ask leading questions like “did he/she do X to you” / “did he/she touch you there” etc.

- Make value judgements about the abuser. Remember that in many instances a child still loves the abuser.
- Say anything that could make the child feel responsible for the abuse eg “why did you not tell someone before” or “are you sure this has happened to you”.
- PANIC. Remember the rule – THINK, FEEL and ACT. You need to have all three in balance when responding to suspected or alleged abuse. Remember that emotions can get in the way of rational thinking and that acting too hastily can be counter productive.

DO.....

- Receive what is said
- Take what the child says seriously.
- Listen without showing shock or disbelief.
- Ask open questions eg “do you want to tell me anything else?” or “yes” or “tell me what has happened”.
- Inform the designated person as soon as possible

Referrals

The Multi-agency Referral and Assessment Team (MARAT) Tel 0161 912 5125 will be the first point of contact for the Designated Person when dealing with concerns about the safety of a child.

Confidentiality

Information on children and child protection cases will only be shared within the school with those who need it in order to ensure the safety of the children

What is female genital mutilation?

It's one of the most political areas of women's health. Worldwide it's estimated that well over 120 million women have been subjected to it. Supporters of the practice say it's an important part of cultural and religious life, and some compare it to the practice of male circumcision that is more widely accepted in the Western world, but opponents say that not only is it potentially life threatening it's also an extreme form of oppression of women.

In some countries where it's more widely practised it's officially illegal - those who persist in the practice in Senegal will now face a prison term of between one and five years, for example. But it's still carried out quietly, within the family and out of sight of officials.

Female circumcision is mainly carried out in western and southern Asia, the Middle East and large areas of Africa. It's also known to take place among immigrant communities in the USA, Canada, France, Australia and Britain, where it's illegal. In total it's estimated that as many as two million girls a year are subjected to genital mutilation.

There are three main types of circumcision:

- The removal of the tip of the clitoris
- Total removal of the clitoris and surrounding labia
- The removal of the clitoris and labia and the sewing up of the vagina, leaving only a small opening for urine and menstrual blood - a process known as infibulation

So drastic is the mutilation involved in the latter operation that young brides have to be cut open to allow penetration on their wedding night and are customarily sewn up afterwards.

Why is female genital mutilation carried out?

Female genital mutilation conforms to several cultural beliefs. The aim of the process is to ensure the woman is faithful to her future husband. Some communities consider girls ineligible for marriage if they have not been circumcised.

Girls as young as three undergo the process, but the age at which the operation is performed varies according to country and culture.

What are the risks of female genital mutilation?

Health workers say that the operation is often carried out in unsanitary and so potentially dangerous conditions. Razor blades, scissors, kitchen knives and even pieces of glass are used, often on more than one girl, which increases the risk of infection. Anaesthesia is rarely used. Some girls die as a result of haemorrhaging, [septicaemia](#) and shock. Infections and scarring can also lead to long-term urinary and reproductive problems.

The following are some signs that the girl may be at risk of FGM:

- The family belongs to a community in which FGM is practised
- The family makes preparations for the child to take a holiday, e.g., planning an absence from school
- The child talks about a 'special procedure/ceremony' that is going to take place

The following are some signs that FGM may already have taken place:

- Prolonged absence from school and noticeable behaviour change on return to school
- Avoidance of specific classes or activities such as PE or sports, giving reasons of bladder, menstrual or abdominal problems
- Girls finding it difficult to sit still in class or looking uncomfortable when sitting
- Girls complaining of pain between their legs, or talking about something someone did that they are not allowed to talk about.

If we suspect a child is at risk:

If you should have any concerns regarding a child in the above respect this must be reported immediately to the designated senior person (Head of School) and TSCB procedures must be followed.

You should also call:

- Your local children's services or local safeguarding children's board
- Your local police child protection unit
- The NSPCC on 0808 800 5000