



St. Peter's Catholic Primary School

CHILD PROTECTION POLICY

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and visitors to share the same commitment. We follow Gloucestershire Safeguarding Children's Board Procedures. For more information go to www.gscb.org.uk

Ratified on 9th December 2013

St Peter's Catholic Primary School recognises its responsibilities for child protection.

We have a designated senior person for child protection who has received appropriate training and support for this role.

Designated Child Protection Officer

Head Teacher Mrs Carol Baron

Deputy Designated Child Protection Officer

Pastoral Leader Mrs Ann Stack

Should a Child Protection concern occur during normal working hours when Mrs Baron and Mrs Stack are not in school, they can be contacted on their mobile telephones. Their numbers are available from the main school office.

If contact is not possible, please refer to the procedures laid down in this Policy and at www.gscb.org.uk

We have a nominated Governor responsible for child protection.

Nominated Governor

Ms M Mitchell

Our policy applies to all staff, governors and volunteers working in the school.

We ensure we practise safe recruitment in line with Government guidance by using at least one National College of School Leadership (NCSL) or from the 1st April 2012 the Department for Education accredited recruiter on all interview panels and by checking the suitability of staff and volunteers to work with children and ensuring any unsuitable behaviour is reported and managed using the Allegations Management Procedures.

(see Appendix 2 for Allegations Management Procedures)

NSCL accredited recruiters:

Mrs Carol Baron	Head Teacher	Oct 2013 – Oct 2018
Miss V James	Deputy Head Teacher	July 2012-July 2017
Mrs Bridget Walker	Business Manager	March 2011 - March 2016
Mrs L Dowding	Senior Leader	October 2012 - October 2017
Mrs J Brogan	Senior Leader	January 2013 – January 2018
Mrs S Clements	Senior Leader	January 2013 – January 2018

Single Central Record

Since 2006 all Educational settings have been responsible for ensuring that Disclosure & Barring Services (DBS) checks are made for all staff working with children. All new members

of staff must be checked as well as those who change jobs or who have had a break in service for longer than 3 months.

Please note that with effect from September 2013 DBS replaces the Criminal Records Bureau (CRB) and Independent Safeguarding Authority (ISA).

Chapter 4 of Safeguarding Children and Safer Recruitment in Education

www.dcsf.gov.uk/everychildmatters/_download/?id=801 gives further guidance on requirements for CRB checks (for staff already employed, host families for exchange visits and visitor/volunteers in school/setting).

For whom should the school have a record?

All staff who work at the setting who have regular contact with children. This will cover volunteers, Governors who also work as volunteers within the school, and people brought into the school to provide additional teaching or other experience for pupils but who are not staff members e.g. a specialist sports coach or artist.

All staff employed as supply staff to the school/setting whether employed directly by the school/setting or local authority or through an agency and have regular contact with children.

It is each individual staff member and volunteer's responsibility to inform the Head Teacher immediately if they have been arrested/convicted or cautioned of any crime since their DBS was last issued.

The Government categories of abuse and descriptors

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 carer fabricates the symptoms of, or deliberately induces illness in a child.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical 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.

(see Appendix 3 for further information about abuse categories and descriptors)

We are raising awareness, through this Policy, of the following:

Domestic Abuse

Domestic Abuse is any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between two adults, aged 18 and over, who are or have been intimate partners or family members, regardless of gender and sexuality.

The impact of domestic violence on children and young people.

It is well known that children can be significantly harmed if they live in families where there is a high level of violence and domestic abuse. Research shows that out of children who are abused through neglect (88%), physical (75%) or sexual abuse (54%) also live in homes where there is domestic abuse.

There are many effects on children and young people besides being physically hurt because of domestic abuse. A child's emotional development or behaviour may be changed by their experience. They are much more likely to suffer with depression and anxiety or display

aggression and antisocial behaviour. Children and young people who live with domestic violence may do less well at school and are at greater risk of social exclusion. Parents who are victims of domestic abuse struggle to look after their children. The impact of domestic abuse on children will be worse if a parent misuses drugs or alcohol, or has mental health issues. Children cope better with domestic abuse when their mother has good mental health.

Domestic Abuse Referral Process (DARP)

The aim of the process is to reduce harm caused by domestic abuse to children. DARP was developed in order to provide a multi- agency response to referrals of domestic abuse where children are involved, and to offer early intervention and support to the victims and children. The cases discussed at DARP are ones where children are **not already open** to Social Care.

If professionals become aware that a child or young person is witnessing domestic abuse they should always follow their child protection process. The definition of harm (Children Act 1989) was amended by the Adoption and Children Act 2002 to include impairment suffered from seeing or hearing the ill-treatment of another. Domestic Abuse falls into this category.

The Multi-agency response team consists of representatives from the Police, CYPD, Health and The Gloucestershire Domestic Abuse Support Service (GDAS). They meet on a regular basis to discuss the cases, share information and make informed decisions about actions.

Multi Agency Risk Assessment Conference (MARAC)

MARAC meetings are held in county fortnightly to discuss high level incidences of domestic abuse. Meetings are held in 4 localities;

- Cheltenham and Tewkesbury
- Gloucester
- Forest
- Stroud and Cotswolds

The purpose of MARACs are 'to share information to increase the safety, health and well-being of victims - adults and their children, to construct jointly and implement a risk management plan that provides professional support to all those at risk and that reduces the risk of harm.'

Currently Education Representatives do not attend any of the four MARACs. Instead if the MARAC decides to disclose to the school in question, the action will be for the Health Representative to disclose and inform the School Nurse with the relevant information agreed at MARAC. The School Nurse may then disclose to the School, by way of the Designated Child Protection Officer or offer the support directly to the child. However Gloucestershire Police are working with the GSCB to improve this procedure and ensure that educational settings are represented themselves at MARACs.

So called Honour Based Violence (HBV)

A collection of practices used to control behaviour within families to protect perceived cultural or religious beliefs and honour. Violence can occur when offenders perceive that a

relative has shamed the family or community by breaking their 'code of honour'. Honour Based Violence cuts across all cultures and communities: Turkish, Kurdish, Afghani, South Asian, African, Middle Eastern, South and Eastern European for example. This is not an exhaustive list. Where a culture is heavily male dominated, Honour Based Violence may exist.

Forced Marriage (FM)

A Forced Marriage is a marriage in which one or both spouses do not (or in the case of some adults with support needs, cannot) consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual, emotional pressure.

Female Genital Mutilation (FGM)

Female Genital Mutilation includes all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non -medical reasons. In the UK, it is estimated that up to 24,000 girls under the age of 15 are at risk of female genital mutilation (FGM). Girls are at particular risk of FGM during school summer holidays. This is the time when families may take their children abroad for the procedure. Many girls may not be aware that they may be at risk of undergoing FGM. If we suspect that someone we know is at risk of being subjected to any form of FGM, we will take action to report it immediately to Social Care and the Police.

Such incidents may come to the attention of Statutory Agencies including Education in the following circumstances:

- Domestic Abuse incident
- Truancy
- Child abuse report
- Missing person report
- Vulnerable adult abuse report
- House arrest
- Excessive restriction such as denial of access to any form of telephone, internet, friends or contact outside the immediate family;
- Disclosure by a third party
- Denial of access to passports, birth certificates, bank accounts and other forms of official documentation.

Child Sexual Exploitation

The sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people receive something (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of engaging in sexual activities. This can occur through the use of technology without the child's immediate recognition, for example the persuasion to post sexual images on the internet/mobile phones with no immediate payment or gain. In all cases those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common; involvement in exploitative relationships being characterised in the main by

the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

Vulnerability factors to sexual exploitation

Children are more vulnerable to abuse through sexual exploitation if they have experience of one or more of the following:

Child sexual abuse;
Domestic violence within the family;
Family breakdown;
Physical abuse and emotional deprivation;
Bullying in or out of school;
Family involvement in sexual exploitation;
Parents with a high level of vulnerabilities (drug / alcohol, mental health etc);
Drug / alcohol, mental health or other difficulties themselves;
Involvement in gangs
Being looked after in residential care
Going missing frequently

All action to safeguard and promote the welfare of children and young people who are or at risk of being sexually exploited should be child-centred and focussed on their individual needs. All concerns need to be shared with the Designated Child Protection Officer, Social Care and Police.

Multi Agency Public Protection Arrangements (MAPPA)

Occasionally an educational setting may need to be involved in the assessment and management of a high risk offender e.g. where there are concerns about a sex offender having an association of some kind with the setting or where there are serious concerns about violence against a child/young person.

The multi-agency public protection arrangements ensure the assessment and management of offenders, who are required to register as convicted sex offenders, violent offenders who receive a prison sentence of 12 months or more, and other offenders who are assessed as posing a high risk of serious harm. The assessment of serious harm includes risk to: children, known adults, public, staff, self.

The police, probation and prison service are the lead agencies, with other agencies including CYPD/Education settings, having a statutory duty to cooperate.

Multi-agency meetings are convened to share relevant information and produce a plan on how the identified risks can be managed. These meetings are similar in format to child protection conferences, however, the offender will not always be aware that the meetings are taking place and will not be invited to attend.

The Head Teacher or equivalent has overall responsibility for all procedures within the school. Working with the Head Teacher, the Deputy Designated Child Protection Officer (DDCPO) has responsibility for the following:

Procedure where abuse is suspected/disclosed:

Any member of staff who by virtue of a child's behaviour or appearance becomes suspicious of abuse, or is told that abuse has taken place, should immediately inform the Designated Child Protection Officer or Deputy Designated Child Protection Officer. If a child begins to talk about an abusive incident, she/he should be allowed to speak and be listened to carefully. Time should be taken to gain an understanding of what the child is trying to say. No promise of confidentiality should be made. The designated person should briefly and accurately record the concern and the child's comments in writing and then follow the procedures outlined in *Appendix 1* and found at Gloucestershire Safeguarding Children Board (GSCB) www.gscb.org.uk Issues such as informing the parents, police or Social Care and whether it's safe for the child to return home will be discussed by the DCPO and DDCPO in collaboration with Social Care. It is good practice to inform parents that a referral has been made except when to do so might put the child at greater risk of harm or after Social Care advises school not to. In this situation parents should not be informed without taking further advice.

Our Core Values help us to understand that everyone is a child of God, infinitely precious and worthy of reverence, respect and dignity and to this end we respect diversity in others which includes gender identity and sexuality.

We raise awareness of child protection issues and equip children with the skills needed to keep them safe through our PSHE curriculum.

We have implemented procedures for identifying and reporting cases, or suspected cases of abuse to the Children's Helpdesk, by following the procedures set out in this Policy and by using the information in The Child Protection Pack issued to all Teachers.

Teaching Assistants, Admin Staff and Midday Supervisors have a Child Protection Pack allotted to each team.

The Head Teacher, SENCo and Pastoral Leader each have their own Child Protection Pack. The nominated Child Protection Governor has access to the Pastoral Leader's Child Protection Pack.

We will support pupils who have been abused in accordance with his/her agreed Child Protection Plan.

We continue to establish and maintain a safe environment in which children can learn and develop.

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

Continue to establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to. The Quiet Room is available for all children to have 'time-out' in and to talk confidentially.

We ensure children know that there are adults in the school whom they can approach if they are worried.

We will follow the procedures set out by the Local Safeguarding Children Board and take account of guidance issued by the Department for Education and Skills to ensure every member of staff (including temporary and supply staff and volunteers) and the Governing Body knows the name of the Senior Designated Child Protection Officer and Deputy Designated Child Protection Officer responsible for child protection and their role. Visitors and Volunteers are given a Visitor Guide which includes details of the Designated Child Protection Officers in school.

All Staff in school have access to a Guidance for Safer Working Practice for Adults who Work with Children and Young People.

We ensure that all staff and volunteers understand their responsibilities in being alert to the signs of abuse and the responsibility for referring any concerns to the designated senior person responsible for child protection. Whole school Child Protection Training is facilitated every 3 years in accordance with Gloucestershire Safeguarding Children Board guidelines.

We 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 prospectus.

We will notify Social Care (The Children's Service) if there is an unexplained absence of more than two days of a pupil who has a Child Protection Plan (previously known as being on the Child Protection Register).

We develop effective links with relevant agencies and co-operate, as required, with their enquiries regarding child protection matters including attendance at child protection conferences and core groups.

We keep written records of concerns about children, even where there is no need to refer the matter immediately.

We ensure all records are kept securely, separate from the main pupil file and in locked locations.

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. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

The content of the curriculum.

The school Core Values and ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.

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.

The school anti-bullying policy.

Liaison with other agencies that support the pupil such as Social Care (The Children's Service), Children & Young Persons Service, Education Welfare Service and Educational Psychology Service.

Ensure that, where a pupil who has a Child Protection Plan leaves, their information is transferred to the new school immediately and that the child's Social Worker is informed.

The protection and welfare of the child **MUST** be the paramount consideration in all action and a Child Centred approach needs to be used.

All staff, when dealing with a disclosure, **MUST**:

Keep questions to a minimum and never lead the child.

Be aware of the child's need to talk informally; however, they should be careful not to promise confidentiality.

React calmly to what is being said.

Check their own understanding with the child of what has happened if they are not clear about what the child is telling them - paraphrase the words the child has used.

Reassure the child.

Write down, as soon as possible, what has been disclosed on the recording sheet provided in your Child Protection Pack. When recording, use the child's words only.

Report concerns immediately to the Designated or Deputy Child Protection Officers. Do not leave concerns until the end of the day as this may have a significant impact on the child's safety as well as leaving a short time scale for outside Agencies to respond to the child. The child will be safe at school and we need to ensure that the child remains safe once they have gone home.

CONFIDENTIALITY IS OF PARAMOUNT IMPORTANCE.

Information is kept to those who need to know. Children may need to talk in a safe, designated place/room without being overheard by others.

It is the responsibility of all staff to report concerns and not to decide if the disclosure is abuse or not.

It is the role of staff to **LISTEN**.

It is the role of the Police and Safeguarding Children's Service to **INVESTIGATE**.

REMEMBER - IF IN DOUBT, SHOUT!

Dealing with cases of abuse is distressing and draining. Remember, your colleagues may need your support.

Appendices:

1. *What to do if you have concerns about the welfare of a child*
2. *Allegations Management Procedures*
3. *Abuse categories and descriptors*
4. *Glossary*
5. *Useful Telephone Numbers (these can be subject to change and can be found at www.gscb.org.uk)*

Appendix 1

Professional has concerns

If a Professional has a concern about the wellbeing of a child (or unborn baby), then that professional should:-

Consultation with supervisor

share their concerns with their supervisor/line manager/designated teacher or named professional to help clarify the nature of their concerns

Completion of written record

complete a written record of the nature and circumstances surrounding the concern including any previous concerns held

Contact social workers for advice

in those cases where you have a concern but are unsure about how to proceed contact the

Children's Help Desk Tel: 01452 426 565

and ask to speak to a social work practitioner.

You can discuss your concerns in principle with a social worker or social work manager without the issue being recorded on the social work database only when the child's name is not given.

Contact the children's helpdesk

In those cases where you are clear a social work assessment is required make a referral to the:

Children's Help Desk Tel: 01452 426 565

within 24 hours (immediately if the concerns are about physical injury or sexual abuse). The CYPD social care section will then take responsibility for managing any subsequent enquiries. The referrer should confirm the details of the concern to CYPD, in writing, within 48 hours

Resolving professional Difference (escalation policy)

Remember to use the 'resolution of professional difficulties (escalation) procedures if you are left feeling that the response from social care has not addressed your concerns for the child.

Advice about procedural issues including using the resolving professional differences procedures can be obtained through the

Safeguarding Children Service on 01452 58 3629