

Child Protection Policy St Monica's Catholic Primary School

This policy was written and adopted on November 2009.

The policy is reviewed annually. Last reviewed October 2015

Our vision 'Strive to succeed in the presence of God', our Catholic values and the teaching of the Catholic Church underpin the development of this policy.

Together as a Catholic community, **Everyone** – children, parents, staff and parish,
Achieves in their own unique way and strives to be **More** like Jesus.

Universal Ambitions

Everyone at St Monica's School works towards the following five outcomes for all children:-

Be healthy– physically, mentally, emotionally and sexually healthy

Make a positive contribution – including developing positive relationships, self confidence and successfully dealing with significant life changes

Enjoy and achieve – achieve personal and social development and enjoy recreation

Stay safe – from maltreatment, neglect, violence and sexual exploitation, have security, stability and be cared for

Achieve economic well being – live in decent homes and households

1.0 Introduction

- 1.1 The governors and staff of St Monica's school fully recognise the contribution they make to safeguarding children. We recognise that all staff, including volunteers, have a full and active part to play in protecting our pupils from harm.
- 1.2 All staff and Governors believe that our school should provide a caring, positive safe and stimulating environment which promotes the social, physical and moral development of the individual child.
- 1.3 The aims of this policy are:
 - 1.3.1 To support the child's development in ways that will foster security, confidence and independence
 - 1.3.2 To raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse. See Appendix 1A-1E
 - 1.3.3 To provide a systematic means of monitoring children known or thought to be at risk of harm.
 - 1.3.4 To emphasise the need for good levels of communication between all members of staff.
 - 1.3.5 To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
 - 1.3.6 To develop and promote effective working relationships with other agencies, especially the Police and Social Services
 - 1.3.7 To ensure that all adults within our school who have access to children have been checked as to their suitability.

2.0 Procedures

- 2.1 Our school procedures for safeguarding children will comply with the Enfield Safeguarding Children's Board (ECSB) procedures. The ECSB have adopted and follow the All London Child Protection Procedures.

We will ensure that:

- 2.1.1 We have designated members of staff who undertake regular training. (The Leadership Team) There will always be a designated member of staff available for contact. In the rare event that all designated staff are off-site, they will be contactable by phone.
- 2.1.2 The designated safeguarding lead is the Headteacher. Each Phase Leader will also be the designated member of staff for the children in their phase – attending TAF meetings and liaising with outside agencies. The Deputy Headteacher will also be a designated member of staff. The school will maintain at least 4 trained designated staff.
- 2.1.3 All members of staff develop their understanding of the signs and indicators of abuse and refresh their training regularly
- 2.1.4 All members of staff know how to respond to a pupil who discloses abuse.
- 2.1.5 All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures.
- 2.1.6 All staff will have read the government guidance 'Keeping children safe in education April 2014 Part 1' and the schools own child protection policy.

2.2 Our procedures will be regularly reviewed and up-dated

2.3 All new members of staff will be given a copy of our Child Protection Policy and the government guidance 'Keeping children safe in education April 2014 Part 1' as part of their induction into the school.

3.0 Responsibilities

3.1 The designated teacher is responsible for:

- 3.1.1 Adhering to the ECSB and school procedures with regard to referring a child if there are concerns about possible abuse
- 3.1.2 Keeping written records of concerns about a child even if there is no need to make an immediate referral
- 3.1.3 Ensuring that all such records are kept confidentially and securely and are separate from pupil records
- 3.1.4 Ensuring that an indication of further record-keeping is marked on the pupil records
- 3.1.5 Ensuring that any pupil currently on the child protection register who is absent without explanation for two days is referred to Social Services

3.2 All members of staff (paid and unpaid) have the statutory responsibility to safeguard and promote the welfare of children.

4.0 Supporting Children

4.1 We recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self blame.

4.2. We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

4.3. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

- 4.4. Our school will support all pupils by:
- 4.4.1 Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying
 - 4.4.2 Promoting a caring, safe and positive environment within the school.
 - 4.4.3 Liaising and working together with all other support services and those agencies involved in the safeguarding of children
 - 4.4.4 Notifying Social Services as soon as there is a significant concern.
 - 4.4.5 Providing continuing support to a pupil about whom there have been concerns, who leaves the school, by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school.

5.0 Confidentiality

- 5.1 We recognise that all matters relating to Child Protection are confidential.
- 5.2 The Headteacher or Designated Teacher will disclose any information about a pupil to other members of staff on a need to know basis only.
- 5.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 5.4 All staff must be aware that they cannot promise a child to keep secrets.

6.0 Supporting Staff

- 6.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- 6.2. We will support such staff by providing an opportunity to talk through their anxieties with the designated teacher and to seek further support as appropriate.

7.0 Allegations against staff

- 7.1 We understand that a pupil may make an allegation against a member of staff.
- 7.2 If such an allegation is made, the member of staff receiving the allegation will immediately inform the headteacher.
- 7.3 The headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO).
- 7.4 If the allegation made to a member of staff concerns the Headteacher, the designated teacher will immediately inform the Chair of Governors who will consult with the LEA's Lead Officer for Child Protection.
- 7.5 The school will follow the All London Child Protection Procedures for managing allegations against staff, a copy of which is available in the school.

8.0 Whistleblowing

- 8.1 We recognise that children cannot be expected to raise

concerns in an environment where staff fail to do so.

- 8.2 All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.

9.0 Physical Intervention

- 9.1 Our policy on physical intervention by staff is set out in separate policy (see 'Policy on the Use of Force to Control or Restrain Pupils') and acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person.
- 9.2 We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

10.0 Bullying

- 10.1 Our policy on bullying is set out in a separate policy (see Anti-Bullying Policy) and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

11.0 Racist Incidents

- 11.1 Our policy on racist incidents is set out in a separate policy (see Race-Equality Policy) and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

12.0 Prevention

- 12.1 We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.
- 12.2 The school community will therefore:
- 12.2.1 Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
 - 12.2.2 Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
 - 12.2.3 Include in the curriculum opportunities for PSHCE which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

13.0 Health & Safety

- 13.1 Our Health & Safety policy, set out in a separate document, 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

14.0 E Safety

- 14.1 Our E safety policy is a separate document which recognises the need to have strategies to protect children in the digital world

15.0 Use of digital images - photography and video, especially in Early Years

- 15.1 Staff are not allowed to take photographs or videos on their personal equipment. They must not transfer these images onto their equipment at home
- 15.2 We follow the following rules for any external use of digital images:
- If the student is named, we avoid using their photograph.
 - If their photograph is used, we avoid naming the student.
 - Where showcasing examples of students work we only use their first names, rather than their full names.
 - If showcasing digital video work to an external audience, we take care to ensure that students aren't referred to by name on the video, and that students' full names aren't given in credits at the end of the film.
 - Only images of students in suitable dress are used.
- 15.3 Examples of how digital photography and video may be used include:
- the child being photographed (by the classroom teacher, teaching assistant or another child) as part of a learning activity; e.g. photographing children at work and then sharing the pictures on the Interactive whiteboard in the classroom allowing the children to see their work and make improvements.
 - the child's image for presentation purposes around the school; e.g. in school wall displays and PowerPoint presentations to capture images around the school or in the local area as part of a project or lesson.
 - the child's image being used in a presentation about the school and its work in order to share its good practice and celebrate its achievements, which is shown to other parents, schools or educators; e.g. within a CDROM / DVD or a document sharing good practice; in our school prospectus or on our school website. In rare events, the child could appear in the media if a newspaper photographer or television film crew attend an event. *Note: If we wanted the child's image linked to their name, we would contact the parent separately for permission, e.g. if the child won a national competition and wanted to be named in local or government literature.*

16.0 Keeping Children Safe in Education

- 16.1 All staff will be required to read and be aware of the information contained in the DFE publication 'Keeping Children Safe in Education - Part 1.' Staff will be required to read the information and sign a sheet to confirm that they have done so. As a minimum this will be annually, but may be more frequent if guidance is updated.

APPENDIX 1A

Definitions of child abuse

Definitions of Neglect

The persistent (severe or longstanding) failure to meet a child's basic physical and/or psychological need, which is likely to result in serious impairment of their health or development. Neglect may occur in pregnancy as a result of maternal substance abuse. It is important to watch for patterns over time – accumulative incidents.

Recognising Neglect

Neglect can include:

- failure to provide food and appropriate clothing
- failure to ensure reasonable personal hygiene
- failure to allow access to medical care or treatment
- failure to protect a child from physical or emotional harm or danger
- failure to respond to a child's emotional needs
- failure to ensure adequate supervision including the use of appropriate care givers*
- failure to provide shelter.

* The law does not state an age when a child can be left alone, nor when young people can baby-sit. But parents can be prosecuted for wilful neglect if they leave a child unsupervised "in a manner likely to cause unnecessary suffering or injury to health" The law recognises competency, not age in this case.

Dealing with Emotional Abuse

If staff notice an issue that causes concern, they should adopt the following response

1. Using only open questions, ask the child about the issue in a non-threatening, concerned manner, without putting words or suggestions into their mouth. Never promise that it will be a secret between you and them, explain that you may have to talk about this with an appropriate adult.
2. Ask – then listen to what you are told
3. Consider how the child presents themselves
4. Consider any other concerns about the child or the family
5. Log concerns on the school form and discuss with the designated teacher

Before any other agency will become involved in a case of neglect, there must be evidence that the school has tried to work with the parents in order to improve the situation.

Children not collected from school at the end of the school day could fit into this category. Section 175 – Education Act 2002, the duty to safeguard and promote the welfare of children. This should include arrangements for dealing with children not collected at the end of the day. Parents should be made aware of action that may be taken if they fail to collect their child at the end of the day. The action could be:

1. Contact with other named relatives/identified contacts
2. Contact with Police or Children's Services
3. Record kept by the Designated Teacher for CP as a form of monitoring
4. Child Protection procedures might be operated

A time scale of 30 minutes from the end of the school day/activity is suggested before any procedure is followed.

APPENDIX 1B

Definitions of child abuse

Definitions of Physical Abuse

This includes the actual or likely physical injury to a child, or failure to prevent physical injury (or suffering) to a child. This may include deliberate hitting, shaking, throwing, poisoning, burning, scalding, suffocation and otherwise causing physical harm. It also includes fabricated or fictitious illness (when a parent/carer fabricates the symptoms of, or deliberately induces illness in a child)

Recognising Physical Abuse

The threshold for physical abuse is when a mark is left on the body – but when should staff be concerned about a bruise?

- The head is by far the commonest site of bruising in child abuse
- Abusive bruises often occur on the soft parts of the body eg. cheeks, abdomen, back, buttocks
- As a result of defending themselves, abused children may have bruising on the forearm, face, ears, hip, upper arm, back of the leg, hands or feet
- Clusters of bruises are the commonest feature in abused children. These are often on the upper arm, outside of the thigh, or on the body.
- Abusive bruises often carry the imprint of the implement used or the hand

Staff must bear in mind that aging a bruise is difficult, and at best is no more than 50% accurate.

Dealing with Physical Abuse

If staff notice an injury that causes concern, they should adopt the following response

1. Using only open questions, ask the child about the injury in a non-threatening, concerned manner, without putting words or suggestions into their mouth. Never promise that it will be a secret between you and them, explain that you may have to talk about this with an appropriate adult.
2. Ask – then listen to what you are told
3. Consider how the child presents themselves
4. Consider any other concerns about the child or the family
5. Log concerns on the school form and discuss with the designated teacher

APPENDIX 1C

Definitions of child abuse

Definitions of Sexual Abuse

The actual or likely sexual exploitation of a child or adolescent. The child may be dependent and/or developmentally immature.

Sexual abuse involves forcing or enticing a child to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening.

Sexual abuse can include penetrative and non-penetrative acts. Penetrative acts may include physical contact, including penile penetrative acts. (Rape includes vaginal, anal and oral sex) Non-penetrative acts includes involving children in looking at, or in the production of pornographic material and watching sexual acts.

Recognising Sexual Abuse

Some of the indicators of sexual abuse include:

- Bribing, threatening relationship, imbalance of power
- Play/acting out
- Precocious language (how do they know..?)
- Drawing/writing
- Sexually transmitted diseases or unexplained recurrent urinary tract infections (may make frequent trips to the toilet)
- Self harm/ self mutilation, including anorexia/bulimia
- Damage/soreness to genitalia, anus or mouth (most reported cases of sexual abuse is oral sex)
- Repeated wetting/soiling (bed) (in order to repel offender)

Dealing with Sexual Abuse

If staff notice an injury or a behaviour that causes concern, they should adopt the following response

1. Using only open questions, ask the child about the injury or behaviour in a non-threatening, concerned manner, without putting words or suggestions into their mouth
Never promise that it will be a secret between you and them, explain that you may have to talk about this with an appropriate adult.
2. Ask – then listen to what you are told
3. Consider how the child presents themselves
4. Consider any other concerns about the child or the family
5. Log concerns on the school form and discuss with the designated teacher

APPENDIX 1D

Definitions of child abuse

Definitions of Emotional Abuse

Actual or likely severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional maltreatment or rejection. Because it is invisible, emotional abuse is the most insidious and under-recognised form of child abuse. It is a pattern of a relationship, rather than an incident of abuse.

All abuse involves some emotional ill treatment. This category should be used where it is the main or sole form of abuse.

Recognising Emotional Abuse

Emotional abuse is found to have one or some of the following components;

- Rejecting – the adult refuses to acknowledge the child's worth, legitimacy and needs
- Isolating – the adult cuts the child off from normal social experiences and contacts, and prevents the child from making friendships. They make the child believe they are alone in the world
- Terrorising – the adult verbally assaults the child, creates a climate of fear, bullies and frightens the child, makes the child believe the world is a hostile place
- Ignoring – the adult deprives the child of essential stimulation and responsiveness, stifling emotional growth and intellectual development
- Corrupting – the adult mis-socialises the child, it stimulates the child to engage in destructive and antisocial behaviour, reinforces that deviance and makes the child unfit for normal social experiences.

In cases of emotional abuse, the child may feel that they are inadequate, unloved or worthless, or loved only insofar as they meet the needs of another person. Parental behaviour may include lack of emotional availability to the child, inappropriate expectations/interactions being placed on the child and overprotection (limitation of exploration and learning). Emotional abuse is caused when parents allow their child to see or hear the ill treatment of another. It is important to consider this in homes where there is domestic violence.

Dealing with Emotional Abuse

If staff notice an issue or behaviour that causes concern, they should adopt the following response

1. Using only open questions, ask the child about the issue or behaviour in a non-threatening, concerned manner, without putting words or suggestions into their mouth. Never promise that it will be a secret between you and them, explain that you may have to talk about this with an appropriate adult.
2. Ask – then listen to what you are told
3. Consider how the child presents themselves
4. Consider any other concerns about the child or the family
5. Log concerns on the school form and discuss with the designated teacher

APPENDIX 1E

Child Sexual Exploitation and Female Genital Mutilation

Information from 'Keeping children safe in education: information for all school and college staff' (Department of Education April 2014)

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops.

Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

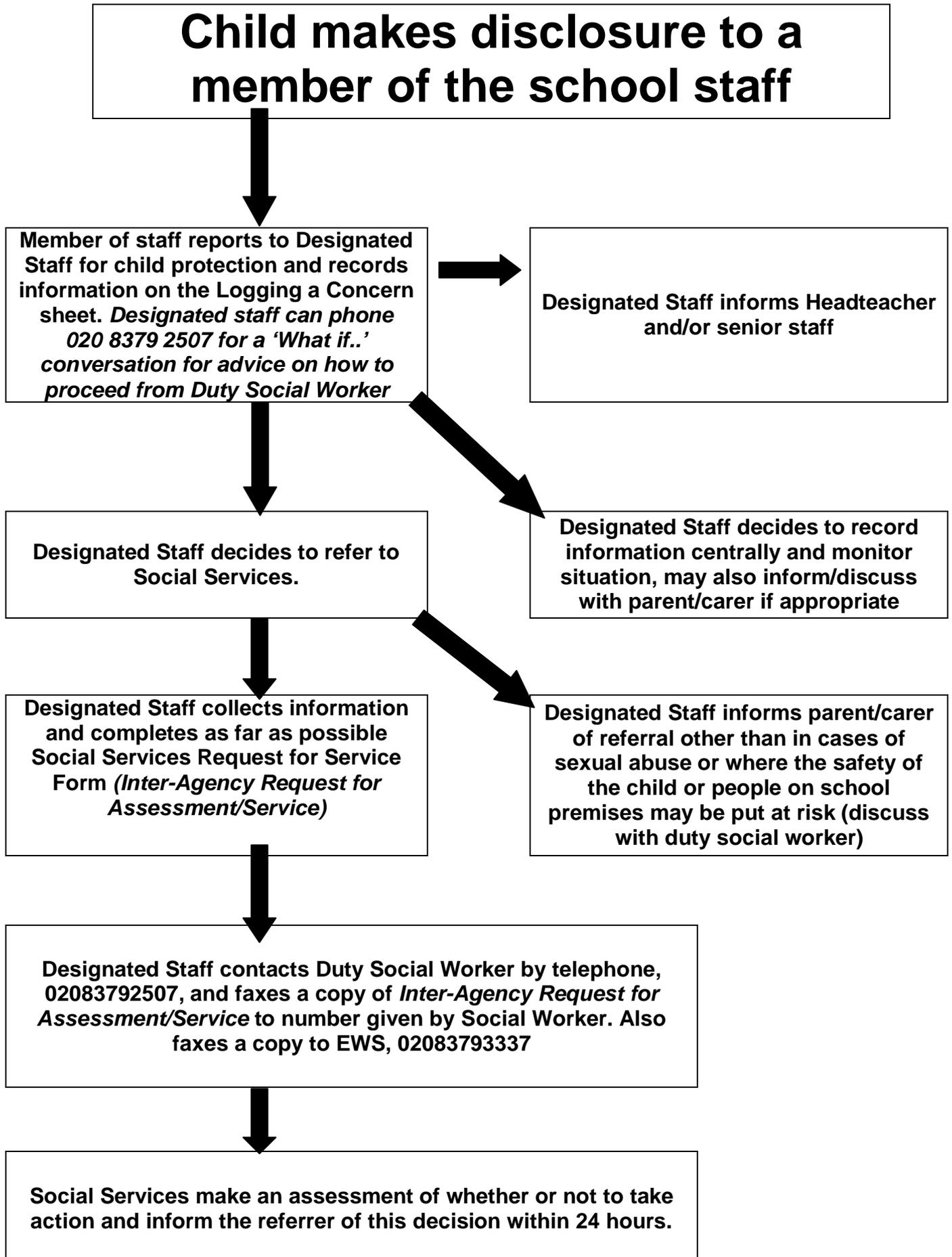
Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

Girls who are threatened with or who have undergone FGM may withdraw from education restricting their educational and personal development. They may feel unable to go against the wishes of their parents and consequently may suffer emotionally. Staff may become aware of a student because they appear anxious, depressed and emotionally withdrawn. They may be presented with a sudden decline in their performance, aspirations or motivation. There may be occasions when a student comes to school or college but then absents themselves from lessons, possibly spending prolonged periods in the bathroom.

Educational establishments should aim to create an 'open environment' where students feel comfortable and safe to discuss the problems they are facing – an environment where FGM can be discussed openly, and support and counselling are provided routinely. Students need to know that they will be listened to and their concerns taken seriously.

APPENDIX 2

Action on Child Protection Concerns



Appendix 3A

- - - - LOGGING A CONCERN - - - - Do not type, must be handwritten

Date:

Time:

Name of child:

Ask yourself why you are recording the incident. Record the following factually:

FACTS

Please indicate where you have interpreted what you have been told. Use direct quotes, if relevant

Who is/has been involved?

What happened?

Where did it take place?

How often/how long ago?

OPINION *Please offer your opinion about what you have heard/seen/been told/previous concerns*

Note any action taken by you:

Name of person to whom this information is being passed:

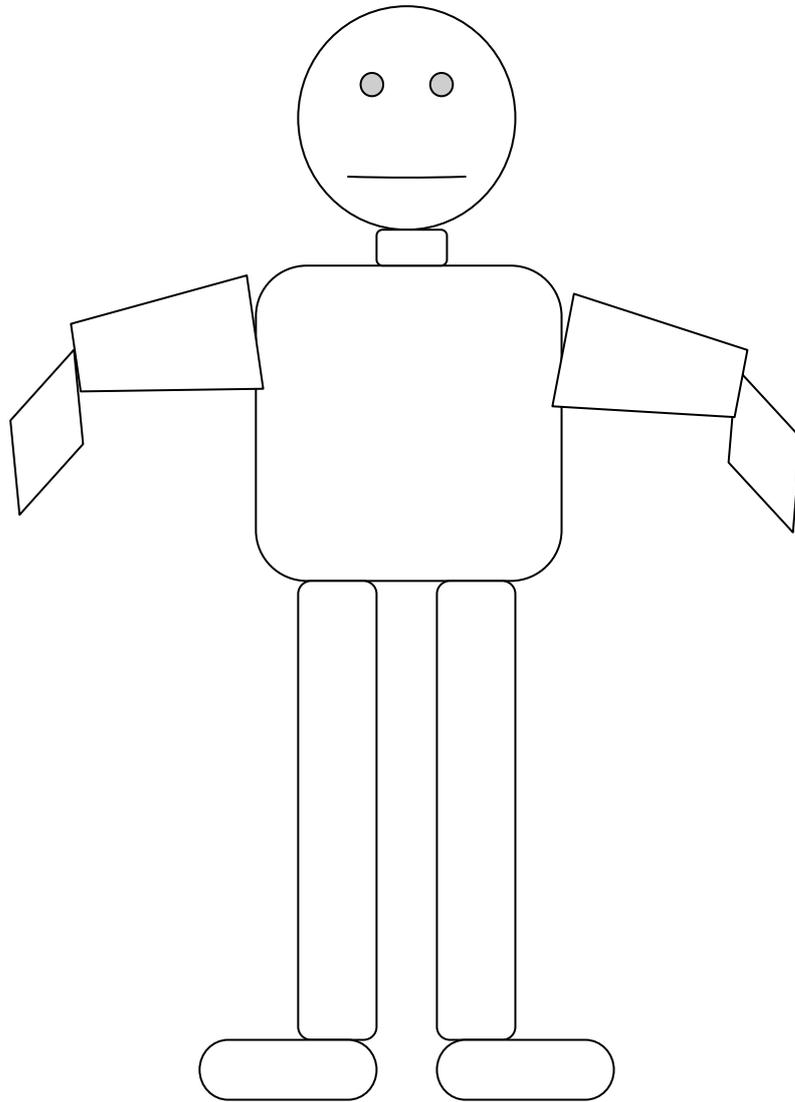
Your Name:

Your Job Title:

Your Signature:

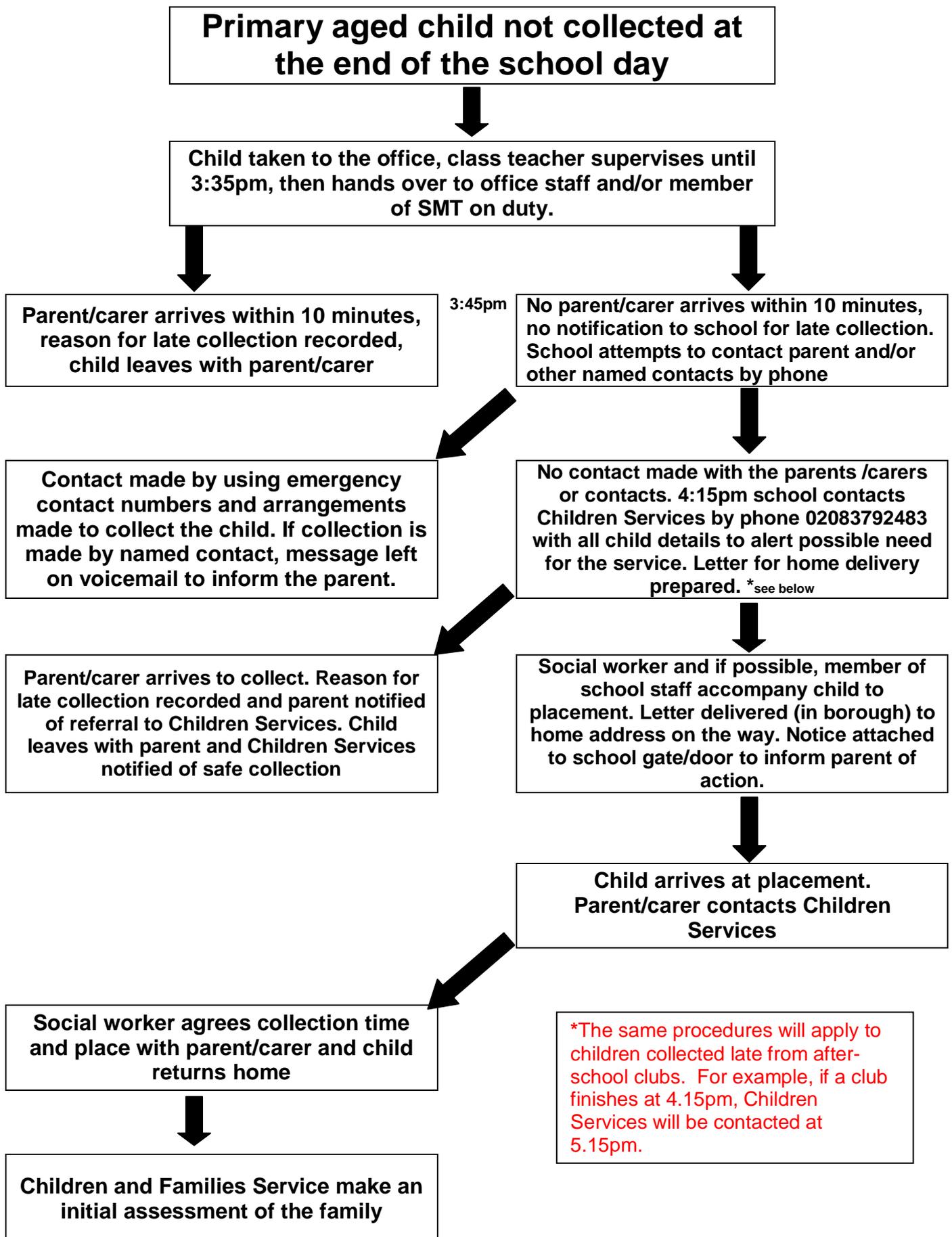
Appendix 3B

If you have seen any marks or bruising on the child, please indicate where on the outline below.



APPENDIX 4A

Action when children are not collected at the end of the school day



APPENDIX4B

Notice attached to school gate/door to inform parent of action when a child has not been collected and has been taken to a Children Services placement.

Dear Parent/Carer

As you did not collect your child within an acceptable time, and all attempts to contact you were unsuccessful, the procedure laid out in our Child Protection policy has been implemented.

Your child is now in the care of the Children and Families Service of the Social Services Authority.

Please contact immediately on:

020 8379 1000

Ask for the Emergency Duty Team

APPENDIX 4C

Letter to inform parent of action when a child has not been collected and has been taken to a Children Services placement. If parents live in the borough, this letter should be dropped at the child's home on the way to the Children Services placement

ST MONICA'S CATHOLIC PRIMARY SCHOOL

Date

Dear

Your child was uncollected at the end of the school day and we were unable to contact you using the contact numbers you provided.

Following procedures laid out in our Child Protection Policy, and as you have been informed in our school brochure, it is our policy to refer to Children and Families Service in such cases.

Therefore _____ is now being looked after by the London Borough of Enfield's Children and Families Service. In compliance with section 20 of the Children's Act 1989, your child was determined to have been, either abandoned or the parent/carer was deemed to have been temporarily or permanently at that time unable to provide suitable care and accommodation.

**PLEASE CONTACT CHILDREN AND FAMILIES SERVICE
020 8379 1000**

Ask for the Emergency Duty Team

Yours sincerely

Headteacher

Appendix 5**SMT Review of children in need or with known Child Protection Plans*****When recording, do not use child's full name and keep this log in a secure and locked cupboard****(Name of those at the meeting)**(Signature)*

Date & Time		

UPDATES

Children With CP Plan:

Any updates or action needed:

Children in need:

Any updates or action needed:

Children being monitored:

Any updates or action needed: