



Valley View Primary School

Headteacher: Mrs G.D. Jeynes
Chair of governors Mr J. Watson



Child Protection Policy

Introduction

Valley View Primary School fully recognises its responsibilities for child protection. This policy outlines the expectations, responsibilities and procedures that must be followed in school.

Every child matters states that:

“Our aim is to ensure that every child has the chance to fulfill their potential by reducing levels of educational failure, ill health, substance misuse, teenage pregnancy, abuse and neglect, crime and anti-social behavior among children and young people.” (Every Child Matters, 2003, summary, page 7)

In order to support and achieve this aim it is vital for the School to make child protection a priority. In response to this we ensure that all members of the staff team including those on placements and volunteers are fully aware of and adherer to the guidelines stated within this policy. There are five main elements to our policy:

Element	School action
Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.	Ensuring guidelines within safe guarding children are in place. Carrying out CRB or ensuring the providing agency have carried out checks on all members of staff, volunteers and placements.
Raising awareness of child protection issues and equipping children with the skills needed to keep them safe	Delivering child protection training on a yearly basis ensuring all staff (including lunch supervisors, support assistants and governors) are aware of the signs, symptoms and procedures relating to child protection. Providing planned opportunities to ensure pupils within our school/ centre are aware of the dangers that may face them and what they can do if they are faced with a child protection situation.
Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.	Staff training and display in staff rooms. Recording procedures in place and on staff server. Specific child protection training for designated person.
Supporting pupils who have been abused in accordance with his/her agreed child protection plan.	Work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at initial case conferences,



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	<p>core groups and child protection review conferences.</p> <p>Liaise with outside agencies such as social services, health, ed psychologists, emotional well being team etc.</p>
Establishing a safe environment in which children can learn and develop.	<p>Educate pupils on abuse and emotional well-being.</p> <p>Provide peer and pastoral support programmes.</p> <p>Encourage a safe and secure environment by enforcing the inclusion, anti bullying, health and safety policies. In addition to future opportunities that provide emotional support in the form of group sessions.</p>

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:

- Establish and maintain an environment where children feel secure, 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.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

Procedures

We will follow the procedures set out by the Area Child Protection Committee or Local Safeguarding Children Board and take account of guidance issued by the Department for Education and Skills to:

Procedure	school action
Ensure we have a designated senior person for child protection who has received appropriate training and support for this role.	The designated person for child protection is Mrs. Jeynes.
Ensure we have a nominated governor responsible for child protection.	The nominated governor for child protection is Mrs Walsch.
Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role.	See policy and induction pack. All visitors will be provided with an aid memoir for safeguarding and a child protection crib sheet.



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<p>Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.</p>	<p>Staff training/ Induction pack</p> <p>Term 1: Identifying abuse and responsibility to refer.</p> <p>See appendix 1: raising concerns.</p> <p>See appendix 2: signs and symptoms.</p>
<p>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.</p>	<p>Child protection obligations included within the Prospectus</p>
<p>Notify social services if there is an unexplained absence of more than two days of a pupil who is on the child protection register.</p>	<p>Early call- pupils contacted before 9.30 if not present. EWO informed where an answer is not gained.</p> <p>Inclusion manger to visit home of child if no response found.</p> <p>Social services informed where a child is not accountable for more than 2 days.</p>
<p>Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.</p>	<p>Liaise and attend child protection meetings, core group meeting and conferences wherever possible. Written correspondence must be give where attendance is not possible.</p> <p>Utilise the CAF process and inclusion manger support to prevent safeguarding action being needed in the first place.</p>
<p>Keep written records of concerns about children, even where there is no need to refer the matter immediately.</p>	<p>Wherever a concern arises the designated person must be made aware immediately. A concern form must be completed by the member of staff and given to the designated person within one day of the concern arising. Designated person must add concern to chronology and pass on information to appropriate body.</p> <p>Where there are concerns about a family regular reviews will be held to check evidence and collate information to ensure concerns are not missed.</p>
<p>Ensure all records are kept securely; separate from the main pupil file, and in locked locations.</p>	<p>Child protection files and information are to be kept in a locked filing cabinet at all times.</p>



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Develop and then follow procedures where an allegation is made against a member of staff or volunteer.	See document - allegations against staff DFES guidance 2004/05 Staff training and signing of teaching handbook annually to ensure staff are aware.
Ensure safe recruitment practices are always followed	Follow guidelines set out in safeguarding children 2006.

Social and emotional support

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 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.
- 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 on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

Allegations against staff:

See separate policy

Protection procedures:

Staff can be vulnerable to allegation that may be untrue. Although the school will investigate any allegation made, we realise that precautions are needed to prevent false allegations in the first instance.

The following guidelines are designed to protect staff from false allegations:

- Staff must not be left alone with an individual pupil. In all circumstances other pupils or a member of staff must be present.



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- A minimum contact policy applies at all times. Where ever possible contact with pupils should be avoided. The school recognise that at certain times contact is necessary (e.g. changing children, comforting young children in school). In such cases another member of staff must be present.
- Staff should take great care when speaking with children. They should not use any language that could be deemed offensive, intimidating, sexual or otherwise inappropriate.
- Staff should not have contact with pupils outside of school. This includes contact via the internet, text, mobile phone, telephone, letter, social networking sites or face to face contact. If contact is required outside of school for sporting events, educational holidays. School procedures apply.
- If staff feel they have been placed in a compromising situation they should report this immediately to the head teacher.
- If staff access inappropriate material via the internet by accident when using a school computer they must report this immediately to the head teacher.

Reporting inappropriate behaviour by staff:

It is your professional duty to report any incidents, which raise concern for the welfare of children in school. This includes incidents involving other staff members.

If you witness a member of staff or volunteer acting inappropriately staff members/ volunteers must:

- Record the date time and incident.
- Report immediately to the Head teacher (or senior manager if the head is unavailable).
- If your concern regards the Head Teacher you must report to the Chair of Governors.

The incident is then out of your hands. You must maintain complete confidentiality and not discuss the incident with anybody, unless requested to by the Head teacher or investigating body.

Corresponding documents:

All members of staff will be made aware of the following documents to support the full implementation of this policy and aid their professional conduct:

What to do if you think a child is being abuse (DfES 2003)

Safeguarding children- an evaluation of procedures for checking staff appointed by the governing body (Ofsted 2006)

Allegations against staff (DFES guidance 2004/05)

Other relevant policies that work directly alongside the child protection policy are:



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Valley View Primary School– Anti-Bullying Policy

Valley View Primary School– Special Educational Needs and Inclusion Policy.

Valley View Primary School- Safeguarding policy

Valley View Primary School- Allegations against staff policy



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Appendix 1: Raising concerns

As a member of staff at Valley View Primary School and Primrose Children's centre you are uniquely placed as far as child protection is concerned. You have more direct contact with children than any other professional.

YOU HAVE A PERSONAL AND PROFESSIONAL RESPONSIBILITY TO FAMILIARISE YOURSELF WITH SCHOOL POLICIES AND TO REPORT ANY SIGNS OF ABUSE YOU MAY NOTICE, INCLUDING THOSE INVOLVING OTHER MEMBERS OF STAFF.

Confidentiality

Staff should never promise total confidentiality to pupils who make allegations of child abuse. Staff have a professional responsibility to share relevant information with the designated person (or failing that the head teacher). Ensure children that only the people who "need to know" will and that their information will not be shared publicly but you must pass it onto the designated person.

Ensure that you only pass the information on to the designated person. You have been entrusted in by a child with a confidential matter and have a responsibility not to discuss the information with anybody other than the designated person. Unless required to do so by the head teacher, police or social services.

How might you become involved?

- You might see injury, which causes concern or has an inconsistent explanation to its cause.
- A child may confide in you.
- Someone else may tell you about abuse to another child.
- You may have accumulating concerns about a child's welfare or safety but not a specific incident (concern reports).
- You may notice significant change in a child's presentation, personality or behaviour, which cannot be accounted for.

What to do

Don't make assumptions: pass everything on.

Remember you are not the one who investigates. You only need to determine that there is concern.

In a disclosure situation write down exactly what the child has said in "child speak" as soon as possible sign, date, time and add any witnesses. So you do not forget important details later.



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ALWAYS REPORT TO THE DESIGNATED PERSON WITHOUT DELAY.

The designated person will then ask you to complete a concern form (staff on server 1-child protection- blank form) and decide upon the best possible future action.

The designated person may call welfare officers or social services for advice, pass the matter onto social workers and the police.

In some cases keeping a more detailed concerns file may be needed.

Good practice:

- Avoid unnecessary contact with a child.
- Be non- judgemental
- Be professional
- Do not delay
- Be clear who is going to take further action and who is going to explain to the child what is happening.



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Appendix 2

Signs and Symptoms of Abuse. What to look out for:

What are the signs and symptoms of child abuse?

- If you suspect child abuse, but aren't sure, look for clusters of the following physical and behavioural signs.
- Remember children are individuals and will respond to abuse in different ways.
- Monitor changes in behaviour.

Some signs of physical abuse

- Unexplained burns, cuts, bruises, or welts in the shape of an object
- Bite marks
- Anti-social behaviour
- Problems in school
- Fear of adults
- Drug or alcohol abuse
- Self-destructive or suicidal behaviour
- Depression or poor self-image

Some signs of emotional abuse

- Physical, mental and emotional development lags
- Sudden speech disorders
- Continual self-depreciation ('I'm stupid, ugly, worthless, etc.')
- Overreaction to mistakes
- Extreme fear of any new situation
- Inappropriate response to pain ('I deserve this')
- Neurotic behaviour (rocking, hair twisting, self-mutilation)
- Extremes of passivity or aggression



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Some signs of sexual abuse

- Inappropriate interest in or knowledge of sexual acts
- Seductiveness- being overly affectionate or knowledgeable in a sexual way inappropriate to the child's age
- Avoidance of things related to sexuality, or rejection of own genitals or bodies
- Drastic changes in appetite
- Over compliance or excessive aggression - Trying to be 'ultra-good' or perfect; overreacting to criticism
- Suicidal behaviour
- Medical problems such as chronic itching, pain in the genitals, venereal diseases
- Other extreme reactions, such as depression, self-mutilation, suicide attempts, running away, overdoses, anorexia, withdrawal
- Personality changes such as becoming insecure, clingy or disruptive
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Sudden loss of appetite or compulsive eating
- Inability to concentrate
- Lack of trust or fear of someone they know well, such as not wanting to be alone with a babysitter or child minder
- Starting to wet again, day or night/nightmares
- Become worried about clothing being removed
- Suddenly drawing sexually explicit pictures



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Some signs of neglect:

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Untreated medical problems
- No social relationships
- Compulsive scavenging
- Destructive tendencies
- Apparent lack of supervision
- Continuous head lice infestations or other infections

* The term School refers to Valley View Primary School, Primrose Children's Centre and Primrose CA.