

# Hurworth School

## Child Protection Policy

**Accepted by:** Governing Body - January 2011

**Senior Leadership Team Lead Reviewer:** James Keating

**Review Cycle:** 1 Year

**Date for Review:** January 2012

### 1. Purpose of a Child Protection Policy

This is a whole- school child protection policy which provides clear direction to staff and others about expected codes of behaviour in dealing with child protection issues. The policy is accompanied by a detailed handbook for staff and adults other than teachers that gives clear guidance on dealing with safeguarding and Child protection issues.

At Hurworth School we adhere where possible to Darlington Safeguarding procedures. These can be viewed at [www.darlington.gov.uk/cp](http://www.darlington.gov.uk/cp) procedures.

Hurworth School is committed to the development of good practice and sound procedures, to ensure that child protection concerns and referrals are handled sensitively, professionally and in ways which support the needs of the child.

### 2. Introduction

2.1. Our school fully recognises the contribution it can make to protect children and support pupils in school.

**There are three main elements to our child protection policy:**

- a) Prevention (e.g. 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 and school staff and to children who may have been abused.)

**This policy applies to all pupils, staff, governors and visitors to (Hurworth School).**

### 3. School commitment

3.1. We recognise that for our pupils high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps prevention.

Our school will therefore:

- a) Establish and maintain an ethos where pupils feel secure and are encouraged to talk, and are listened to.
- b) Ensure that pupils know that there are adults in the school who they can approach if they are worried or are in difficulty.

- c) Include in the curriculum activities and opportunities which equip pupils with skills they need to stay safe from abuse.
- d) Include in the curriculum material which will help pupils develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- e) Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

## **4. Framework**

4.1. Schools do not operate in isolation. Child protection is the responsibility of all adults and especially those working with children.

The development of appropriate procedures and the monitoring of good practice is the responsibility of Darlington Safeguarding Children Board.

## **5. Roles and responsibilities**

5.1. All adults working with or on behalf of children have a responsibility to protect children. There are, however, key people within schools and the LA who have specific responsibilities under child protection procedures. All staff (permanent and temporary) will be made aware of these people via the Safeguarding Strategy documentation.

5.2. Hurworth School's designated officers ensure that all external agencies workers are familiar with Hurworth School's Safeguarding Policy and practice

5.3. It is the role of the senior designated person to ensure the area child protection procedures are followed within the school, and to make relevant referrals to the named agencies according to the guidance given.

5.4. All external agencies working with students of Hurworth School are expected to adhere to Hurworth School's Safeguarding procedures.

5.5. Where an allegation is made against staff, carers and volunteers the designated officer will adhere fully to Darlington's SCB guidance (Safeguarding Children Board)

5.6. It is the role and responsibility of the governors to ensure that the school has an effective policy, that area child protection procedures are complied with, and to support the school in this aspect. It is important that governors are not given details relating to specific child protection situation to ensure confidentiality is not breached. Governors will also receive annual updates and documentation surrounding safeguarding procedures

5.7. The school Support and Development Officer for Child Protection provides advice, support and training to the school and to the senior designated person for child protection.

5.8. for all holiday activities where Hurworth School students are using the facility a designated officer for safeguarding must be nominated and must be contactable.

## **6. Procedures.**

6.1. We will follow the procedures set out in the document produced by Darlington Safeguarding Children Board and additionally the Education Guidance regarding Child Protection.

- All members of staff are kept informed about child protection procedures, through inductions, briefings and awareness training.
- Other adults in the school rarely work unsupervised. However, should there be a need for this (e.g. visiting peripatetic teachers,) the Head Teacher/ designated senior person will ensure they are aware of the school's policy and the named person to whom they should raise concerns.
- A statement in the school brochure will inform parents and carers about our school's duties and responsibilities under child protection procedures.

## **7. Training and support**

7.1. Our school will ensure that the senior designated person/s attends training relevant to their role. All staff will undertake awareness raising training under their induction into the school and periodically to refresh and update their knowledge and understanding. Support will be available for staff from the senior designated person in the first instance, and from other members of the school's management team where there are concerns or queries about child protection. Senior designated person/s are obliged to attend level 3 training every 2 years.

## **8. Professional confidentiality**

8.1. Confidentiality is an issue, which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a pupil, as where there is a child protection concern this must be reported to the senior designated person and may require further investigations by appropriate authorities. Promising confidentiality would lead to a breakdown in trust of adults by the pupil and could potentially compromise their wellbeing and safety.

The senior designated person will invoke the local agreed guidelines and procedures where there is a cause for concern.

Staff will be informed of relevant aspects in respect of child protection on a 'need to know basis' only. Any information shared with a member of staff in this way must be held confidentially to themselves.

## **9. Records and monitoring**

9.1. Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records should be passed over to other agencies.

A record will be made of the concern raised and action taken. These records are kept in a confidential file, which is separate to other files. There is a system in place to identify a student who has an additional file. Records must also be kept of any pupil who is being monitored for child protection reasons.

If a pupil transfers from the school their file will be forwarded to the pupil's new school marked confidential and for the attention of the receiving school's named child protection person.

Access to the secure files for child protection is strictly monitored. A log is maintained of all those members of staff who have viewed files and in addition a log is kept of members of staff refused access.

## **10. Attendance at Child Protection Conferences**

10.1. The senior designated person or other relevant staff (class teacher) will aim to attend child protection conferences when called in respect of a pupil. A report should also be completed for conference; the report should indicate any concerns that the school may have, the pupil's attendance, attainment and contact that might have been made with parents / carers or professionals.

From April 2010 reports need to be prepared for Child Protection conferences & forwarded to the safeguarding Unit at least 48 hrs prior to the conference( where possible). The School Representatives must attend with 15 copies of the report, two of which need to be watermarked "family copy" (where possible).

## **11. Supporting pupils at risk**

11.1 Our School recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. This school may be the only secure, stable and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging.

11.2 This school will endeavour to support pupils through:

- a) The curriculum to encourage self-esteem and self-motivation.
- b) The school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- c) A consistent approach which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting.
- d) Regular liaison with other professionals and agencies who support the pupils and their families.
- e) A commitment to develop productive, supportive relationships with parents, whenever it is in the child's interests to do so.
- f) The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.

11.2. This policy should be considered alongside other related policies in school. These include;

the policy of PSHCE, the policy on sex and relationships education, the policy for management of pupils' behaviour, the policy for the use of restrictive physical intervention (RPI) and the health and safety policy and use of ICT policy.

## **12.Safe school, safe staff.**

12.1. Staff working in a one-to-one situation with a pupil should ensure that they are positioned so as to be visible and audible to other staff where there may be a possibility of misinterpretation of their interaction with a pupil. All staff should ensure the privacy and dignity of all pupils, especially during the routines of personal care of our pupils.

12.2. School staff work hard to maintain effective partnerships with parents and carers, and they should be aware that this policy might affect this working relationship at a given time. However, we will maintain our commitment to working with parents and carers to the benefit of all pupils. Sensitive and supportive handling of these issues, whilst affirming that the pupils in our care are our first priority, will help maintain this working relationship.

12.3 All staff are required to complete a criminal record bureau (CRB) check, prior to taking up appointment, and to sign a declaration regarding convictions relating to the harm of children during their application process. Any member of staff who deliberately seeks to mislead the school in respect of this will be subject to dismissal.

12.4 All staff are required to attend an in-depth induction session around safeguarding / child protection / health and safety matters. All staff acknowledge this training by signing and dating the document. A copy of this statement remains within the staff personnel file.

12.5 The accessing of social network ICT sites e.g. Twitter, Facebook is prohibited on the school site. (Teachers must not add current pupils to their social networking sites and we strongly recommend that teachers do not add former students). Any such contact may be called into question by the designated officer and/or Head Teacher and may need to be justified.

## **Hurworth School Child Protection Procedures**

In keeping young children safe, we as an educational setting within Darlington Borough follow guidance set out by the Darlington Local Safeguarding Children Board and the Darlington Child Protection Guidance.

This booklet is for the use of teaching staff and adults other than teachers who work within Hurworth Comprehensive School.

It provides guidance for all in the case of a Child Protection issue. Further more detailed information about Darlington and its Child Protection policy can be obtained from James Keating.

## **Please note**

**The following information is a working document for staff at Hurworth School, prior to its issue it is updated and amended to ensure that staff details are correct at time of publication.**

## **Senior Designated Person for Child Protection**

**This person is JAMES KEATING. He :-**

- Has designated responsibility for dealing with Child Protection issues.
- Provides advice and support to other staff.
- Liaises with child services.
- Works with other agencies.

**Hurworth School also has a deputy Senior Designated Person for Child Protection.**

**This person is ANN KENNEDY :-**

- In the absence of James Keating she assumes the exact role outlined above.

**More detailed roles and responsibilities of the Senior Designated Person can be obtained from James Keating.**

## **What is a Child Protection issue?**

**The NSPCC define child abuse as:-**

**“ Child abuse” consists of anything which individuals, institutions or processes do or fail to do which directly harms children or damages their prospects of a safe and healthy development into adulthood ”**

The term “Child Abuse” does not enter into legislative talk. Rather, the term “significant harm” is used to define when a child is in need of protection from ill treatment.

In some cases a single act of abuse can constitute “significant harm”, such as a violent attack, sexual molestation, suffocation or poisoning. However in the majority of cases “significant harm” is evidenced by a number of events that have occurred over a period of time. It is in these cases that school evidence over a longer period is vital. Therefore a child protection issue can be anything from a child coming to school in an unhygienic fashion, a child with noticeable bruising, a child looking pale and gaunt or a child with inadequate footwear.

You may become aware or be alerted to the possibility that a child is being harmed or put at risk in a number of ways:

- By your own observations.
- By allegations made by another person.
- By an allegation by a child / young person.
- By a disclosure from a child.
- By an admission from somebody who says that they are harming a child.

It is important to note that although some children will tell of abuse, many never do this so taking notice of signs and indicators is vital to early recognition. Also not all child abuse is physical and it is just as important to be aware of the emotional state of a child.

There are indicators of child abuse that we must be aware of.

### **Physical Abuse – Shaking, hitting, throwing, burning, scalding, drowning, and suffocating.**

- Reluctance of child to undress for P.E.
- Bruises and scratches to face.
- Finger or hand marks on the body.
- Bite / pinch marks.
- Cigarette burns.
- Ligation marks.
- Scalds.
- Untreated injuries.
- Delay in seeking medical help.
- Lack of adequate, consistent explanations of cause of injury.

### **Emotional Abuse – persistent ill treatment of a child to cause adverse effects on the emotional development of a child. e.g. conveying that they are worthless or unloved. Inadequate or not valued. Causing excessive feelings of fear and vulnerability.**

- Speech disorder.
- Excessive fear of new situations.
- Inappropriate emotional response to situations.
- Extreme anxiety about parents being contacted.
- Over reaction to mistakes.
- Extremes of passivity or aggression.
- Self harm / suicidal thoughts or tendencies.
- Drug misuse.
- Depression.
- Bed wetting / soiling
- Low self esteem
- Eating disorder
- Compulsive stealing

### **Sexual Abuse – There may be no physical signs. ALWAYS TAKE WHAT A CHILD SAYS SERIOUSLY.**

- There may be no physical sign
- Pregnancy
- Sexualised drawings
- Sleep disturbance
- Withdrawn or unhappy.
- Affection seeking.
- Sexualised behaviour.

- Inappropriate or explicit sexual knowledge beyond their age.
- Unexplained large sums of money or gifts.

### **Neglect – persistent failure to meet a child’s physical or emotional needs.**

- Unkempt appearance.
- Poor personal hygiene.
- Low self esteem.
- Frequent lateness / non attendance.
- Compulsive stealing.
- Persistent hunger.
- Constant tiredness.
- Untreated medical problems.

It is a duty of care that you pass on any concerns about any of the above to the designated officer or in their absence the Head Teacher or the child’s Raising Achievement Co-ordinator.

### **Recognising and Responding To Child Abuse.**

## **What do I do if.....**

### **What to do if a child makes a disclosure to you.**

- Listen carefully.
- Don’t try to investigate or ask leading questions.
- **REPORT YOUR CONCERNS TO THE DESIGNATED PERSON IMMEDIATELY.**
- Maintain confidentiality. It is wholly inappropriate to discuss any incident with someone not directly involved.
- **Never promise a child that you won’t tell anybody. This can be equally damaging.**
- Try to record the main points of the discussion. Include date and time.
- **It is your statutory duty to pass on any child protection concerns about a child, no matter how big or small you feel they are.**

### **Listening to children.**

- Take what the child says seriously.
- Listen carefully without interrupting or prompting.
- Reassure them that they are not to blame.
- Let them know that you are going to help them but explain that this means you will have to tell another person. **Do not promise not to tell anyone!**

### **What to avoid !**

Try not to

- Let your own feelings show or shock to show.
- Investigate or question.
- Make assumptions or speculate what has happened.
- Make promises you can’t keep.

- **Do not** delay in seeking out the designated person.

### **What Happens After I Have Told The Designated Person Of My Concern?**

- You will be asked to write down as much information as possible about your concern / conversation. Include date / time / location. You will then need to sign and date it.
- You and the designated person will discuss the incident at length and a decision will be made by the designated person to **refer to child protection, refer to other services or that there is no further child protection concerns.**
- Any concern raised even if it has been decided that no further response is necessary will result in the designated person logging the incident, taking your statement and filing it in the child protection area. Remember the majority of child protection cases are a result of a number of concerns over a period of time.
- If there are still concerns then a referral will be sent to the appropriate agencies by the designated teacher. Parents and other agencies will be contacted where appropriate.
- On receipt of the referral a member of the Child Care duty Team acknowledge the referral and decide on the further course of action. This is done within 1 day of receipt of the referral.
- An initial assessment will be made about the child's immediate safety.
- If further action is deemed necessary then a strategy meeting will be held where all agencies including police, health and school will attend and decide upon the level of support and intervention required.

More detailed information about the different stages of concern can be obtained from James Keating.

- 1) Concern raised by a member of staff.
- 2) Listen very carefully to the teacher / Adult other than a teacher (AOT).
- 3) Ask them to write down as much information as possible. Time/ location/ date are all important as are any other students / adults in the area.
- 4) Make notes on the child protection log.
- 5) Make a decision to uphold the concern or not. ( You may at this point wish to contact Odette Sanderson / Colin Pearson for guidance)
- 6) If you uphold the concern complete a referral form. These are available electronically or as a hard copy.
- 7) If you do not uphold the concern you may wish to contact other agencies to support the child e.g. health service. This is done directly to those agencies. I.E school nurse / EWO etc.
- 8) Once a child protection referral is complete, send to Darlington Child Care Duty team
- 9) At this point you must inform parents / carers that you have made this referral. If you do not inform parents / carers you must be able to explain why. This can only be done if you feel telling the parents would cause a harmful situation in school or if the child / immediate family members may be at risk as a result of the information.
- 10) A member of the Child Duty team worker will confirm receipt of your referral within one day.
- 11) If the case goes to a strategy meeting. You need to complete a report about the child. An electronic template is on the system. You will need to attend the meeting and you will be asked to read your report and contribute to the meeting.
- 12) This information must be shared with parents prior to the meeting wherever possible. If not you need to explain why you have not done this and also include this paragraph in your report.
- 13) Strategy meeting will advise further action.
- 14) Ensure copies of reports and referrals are placed into the child's file and that is to be stored in the Child Protection filing cabinet.

All adults who work with and on behalf of children are accountable for the way in which they exercise authority, manage risk, use resources and safeguard children and young people. In order to do this we must attempt to follow basic advice listed below:

- Ensure confidentiality -be clear about what information can be shared and in what circumstances it is appropriate to do so
- Maintain privacy outside of school and be mindful of placing yourself in vulnerable situations
- Try to avoid being in a room alone with a student without a door being open or being visible through windows
- The accessing of social network ICT sites e.g. Twitter, Facebook is prohibited on the school site. (Teachers must not add current pupils to their social networking sites and we strongly recommend that teachers do not add former students).
- If you are transporting students try to avoid being in a 1-1 situation and always inform a member of staff who you are transporting and why.
- Ensure that you have the appropriate business insurance for transporting a child.
- Inform parents / carers if you are transporting their child home
- Avoid giving gifts that could be misconstrued without consent of a senior leader
- Notify a senior leader of any gifts received by yourself from student that could be misconstrued
- Only give personal contact details with consent from a senior leader. Always try to use school contact details and school mobile phones when on excursions therefore avoiding personal contact arrangements.
- No secret social contact with children.
- Maintain appropriate boundaries in contact with children (refer to policy of physical intervention to be published Autumn Term 2010)
- Avoid contact with a child that may be misconstrued
- Home visits are only arranged with the consent of a senior manager
- Do not hold images of students on private computer/software.
- Avoid taking images of pupils on mobile phones.



## REFERRAL AND INITIAL INFORMATION RECORD

### To Be Used By All Agencies

SSD Case Numbers

Is the parent/carer aware of the referral? Yes  No  Re-referral

Is the child aware of the referral? Yes  No

**Child/Young Person's name, address and responsible Local Authority**

Family name Also Known as:

Forenames Dob Gender

Address

Postcode Tel:

Current address if different from above

Postcode Tel:

Previous address

Postcode Tel:

Responsible Local Authority

**Child/Young Person's Principal Carers**

Name	Relationship to child/young person	Parental Responsibility	
		Yes <input type="checkbox"/>	No <input type="checkbox"/>
		Yes <input type="checkbox"/>	No <input type="checkbox"/>

Referred by Agency/rel. to child/young person CCh

Address

Postcode Tel: Date of Referral:

Child/young person's religion			Child/young person's ethnicity						
Caribbean	<input type="checkbox"/>	Indian	<input type="checkbox"/>	White British	<input type="checkbox"/>	White & Black Caribbean	<input type="checkbox"/>	Chinese	<input type="checkbox"/>
African	<input type="checkbox"/>	Pakistani	<input type="checkbox"/>	White Irish	<input type="checkbox"/>	White & Black African	<input type="checkbox"/>	Any other ethnic group	<input type="checkbox"/>
Any other Black background	<input type="checkbox"/>	Bangladeshi	<input type="checkbox"/>	Any other White Background	<input type="checkbox"/>	White and Asian	<input type="checkbox"/>	Not given	<input type="checkbox"/>
Any other Asian background	<input type="checkbox"/>		<input type="checkbox"/>	Any other Mixed background	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
If other, please specify		Child's first language			Parent(s) first language				
Is an interpreter or signer required? Yes <input type="checkbox"/> No <input type="checkbox"/> Has this been arranged? Yes <input type="checkbox"/> No <input type="checkbox"/>									

**Other household members (including non-family members)**

Surname	Forename	DoB	Nursery/School	Relationship to child

**Significant family members who are not members of child's household**

Name	Name
Relationship	Relationship
Address	Address
Tel:	Tel:

**Information on statutory status**

Child/young person or other child(ren)/young person(s) in family is/has been on a disability register

Yes No

Please give details

Name

Date(s)

Child/young person or other child(ren)/young person(s) in family is/has been on a child protection register

Yes No

√

Name

Date(s)

Category

Child/young person or other family member(s) has/have been looked after by a local authority

Yes No

Name

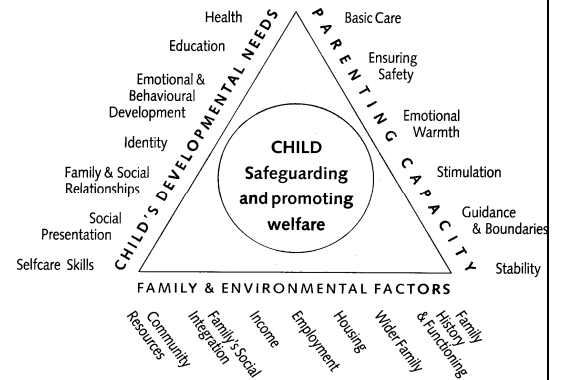
Date(s)

**Reason for referral/request for services:**

**Identify strengths as well as needs**

**Considering: Parenting capacity, child development, Family and environmental factors**

**What supports are currently in place**



**Key agencies** (please tick if currently working with the family)

G.P.	<input type="checkbox"/>	Tel:	E.W.O.	<input type="checkbox"/>	Tel:
School Nurse	<input type="checkbox"/>	Tel:	Police	<input type="checkbox"/>	Tel:
Community Paediatrician	<input type="checkbox"/>	Tel:	Community Mental Health	<input type="checkbox"/>	Tel:
Dentist	<input type="checkbox"/>	Tel:	Other S.S.D.	<input type="checkbox"/>	Tel:
School	<input type="checkbox"/>	Tel:	YOT	<input type="checkbox"/>	Tel:
Nursery	<input type="checkbox"/>	Tel:	Other	<input type="checkbox"/>	Tel:
Education Psychologist	<input type="checkbox"/>	Tel:		<input type="checkbox"/>	Tel:

Signature of child:

Date:

Signature of parent:

Date:

Name of worker completing this referral :

Date:

Agency:

SSD Receiving Worker:

Date:

Team:

Time:

**SOCIAL SERVICES**

Provision of information and advice

Initial assessment (to be completed within 7 working days)

Initial Assessment Child Protection Section 47

Referral to other agencies (please state which)

No further action

Information Only

**Allocation Date:**

**Worker Name:**

**NFA Date:**

**Signature of Manager**