

# Newbury Park Primary School

## CHILD PROTECTION PROCEDURES

(Reviewed August 2013)

THESE PROCEDURES SHOULD BE READ IN CONJUNCTION  
WITH OUR CHILD PROTECTION POLICY - 2013

### 1. Introduction

The Child Protection Policy seeks to support the development of all pupils at –Newbury Park Primary School in ways that will foster security, confidence and independence. It should be regarded as vital to the well being of the individual and important in promoting the pastoral goals of the school. It provides a model for open and effective communication between children, teachers, parents and other adults working with children. The safety and welfare of the child is paramount and must over-ride **all** other considerations.

These procedures are designed to set out a clear definition of abuse or neglect and the signs and indicators by which staff at Newbury Park School may recognise abuse or neglect. It also provides guidance to staff about the procedures, which will be adopted by the school in response to allegations of abuse or neglect against children including allegations against staff.

These procedures are in line with relevant guidance: -

“Working Together” 2013

“Safeguarding Children and Safer Recruitment in Education” 2007

“London Child Protection Procedures” 4<sup>th</sup> Edition

“What To Do If You Are Worried A Child Is Being Abused” 2006

“Use of Reasonable Force, Guidance for School Leaders, Staff and Governing Bodies 2011”

### 2. Equal opportunities

Our procedures will be applied fairly and consistently to all children and staff working in the school.

### 3. Definition of child abuse

The following categories of abuse or neglect are recognised and defined by “Working Together 2013” and are utilised as part of the assessment criteria for determining whether a child/young person may be at risk of significant harm and subject to a child protection plan.

#### What is Abuse and Neglect?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

**a. 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.

**b. 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 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 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.

**c. Sexual Abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

**d. 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 and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**4. Confidentiality**

Staff have a professional responsibility to share relevant information about the protection of children with other professionals, particularly investigative agencies. If a child or young person confides in a member of staff and requests that the information remains "secret", it is important that the member of staff tells the child/young person sensitively that s/he has a responsibility to refer cases of alleged abuse to the appropriate agencies in order that they and potentially other children may be safeguarded.

The child/young person should, however, be assured that the matter will be disclosed only to people who "**need to know**" about it. Staff who receive information about children and their families should share that information **only** within appropriate professional contexts.

**5. The role of the designated member of staff for child protection**

In the event of a referral the **DMS** is responsible for gathering all relevant information before making a decision about any further action, unless it is a case of extreme urgency when the

relevant investigative agencies should be informed without delay. Information gathering may involve: -

- Listening to the child/young person
- Making notes of what has been said
- Gathering accounts from members of staff that may have been approached by the child/young person
- Offering continued support and re-assurance

Written accounts should include the time, date, place and people present, as well as what is said, if possible in the words used by the child/young person. The DMS may consult other staff and agencies as appropriate during the information gathering process and should be encouraged to seek advice at any time from the following: -

- **Child Protection & Assessment Team or Duty Social Worker Tele: 020-8708-3781/3885**
- **Les Newton (Safeguarding Officer/LADO) Redbridge Children's Services Tele: 0208-708 5350 or 07903 211521**
- **Linda Wastell (CP Education Liaison Officer) CPAT: 0208-708-3304**

However, if when all the relevant information has been gathered, the NSA makes a decision to refer the case formally he/she must complete a "**Multi-Agency Referral Form**" and fax it without delay to the local authority area in which the child/young person "**resides**". In the case of Redbridge residents the referral form **must** be e-mailed to **[CPAT.Referrals@redbridge.gov.uk](mailto:CPAT.Referrals@redbridge.gov.uk)**. Referrals can also be faxed on 020 8708 3886. Children's Social Services can decide any future actions to be undertaken following their assessment.

**NOTE: All "URGENT" out of hour's referrals must be routed through the Emergency Duty Social Work Team contacted via Redbridge Control Centre on 020-8553-5825**

The **DMS** can expect to be informed of the timing of any strategy meetings between the statutory and other key agencies. It is normal that following this a decision is reached regarding the process of any investigation; this may also include the timing, nature and appropriately identified person to inform the parents/carers of the referral (if this has not already been done).

Dependent on age and level of understanding it is only right and proper that a child/young person is kept informed at all times about the school's actions and procedures for dealing with child protection concerns within the school and beyond. The Police and/or Social Services may carry out an investigation. The child/young person will be offered support throughout the period of the investigation by the DMS or other identified appropriate person and may be given other information about confidential sources of support.

Staff will be informed about child protection cases by the DMS on a "**need to know**" basis. **The school will continue to monitor pupils who are subject to a child protection plan, LAC and Children in Need and will continue to inform parents/carers of the educational progress of the child/young person. In addition the Education Welfare Officer will monitor the attendance of children. EWO's do "need to know" above.**

## **6. Records and reports for child protection conferences**

Child protection records will be kept by the **DMS**; they **must** be kept separately from pupil's school records, marked '**confidential**' and securely locked. They will include the date, event and action taken in cases of suspected child abuse or when the child/young person has a

child protection plan. Reports for Conference should be objective and evidence based; they should distinguish between fact, observation, allegation and opinion.

Child Protection records can be kept on computer and are exempt from the disclosure provisions of the Data Protection Act 1998. For manual records, the Education (School Records) Regulations 1989 exempt information relating to child abuse from the requirement of disclosure. However, in cases of child abuse which come to court, the court may require the school to provide its child protection records.

When a child/young person subject to a child protection plan changes school, the information will be transferred to the child/young person's new school immediately and the DMS will inform the key worker.

#### 7. **Appointment of staff**

An important part of child protection is to have appropriate procedures in place for the appointment of staff. Safer Recruitment procedures will now follow statutory guidance in relation to CRB, ISA barring checks and other ID checks. The guidance came into force in May 2006 and is contained within "Safeguarding Children and Safer Recruitment in Education 2007". **During 2012/13 The Freedoms Act 2012 and Disclosure Barring Service may change some requirements.**

#### 8. **Allegations against staff**

Children/young people who report allegations against members of staff must be listened to and heard. On no account should suggestions be made to a child/young person as to alternative explanations for their worries. A written, dated record should be made of their allegations as soon as practicable (and certainly within 24 hours). Good practice suggests that this should be completed **immediately**. The child/young person should be informed that the person listening to the allegation is not able to promise confidentiality and has a responsibility to report any such allegations. Consideration should also be given to others who may have suffered or are potentially at risk of significant harm.

The person who hears the allegations of abuse against another member of staff **must** report the matter immediately to the Head teacher. However, if the allegation concerns the Head teacher then the matter **must** be reported directly to the Chair of Governors. The **local authority designated officer** and human resources will assist in these cases.

When an allegation is made against a member of staff, there **should** be urgent initial consideration by the Head teacher, of whether or not there is sufficient substance in an allegation to warrant an investigation. Similar responsibility is placed on the Chair of Governors if the allegation concerns the Head Teacher. The Head teacher **should** consult the **Local Authority Designated Officer** who will assist in the initial consideration and provide advice as to the process of any potential investigation. It is **not** the duty of any member of staff to investigate a child protection allegation.

After careful consideration the Head teacher may decide to make an immediate child protection referral to the Local Authority Designated Officer **Lado@redbridge.gov.uk and CPAT.Referrals@redbridge.gov.uk**. Consideration will also be given to the possibility of an internal discipline enquiry. HR Service will be able to provide assistance if that is the case. In the case of an allegation being unfounded the Head teacher will decide the most appropriate action to be taken.

#### 9. **Physical contact with pupils**

It is unrealistic to suggest that staff should touch pupils only in emergencies. Very few people would adhere to a no touch policy if it applied to people they care about. Physical

prompts, guides and reassurances are necessary in a range of settings appropriate to the age of the child and circumstances at the time. More intrusive physical contact may be necessary when people are supporting young children with disabilities. Positive touch is appropriate when it meets the needs of the child but in order to protect both staff and children schools should provide clear guidance about when and how touch should be used.

Staff must bear in mind that even perfectly innocent actions can sometimes be misconstrued. Children/young people may find being touched uncomfortable or distressing for a variety of reasons. It is important for staff to be sensitive to a young person's reaction to physical contact and to act appropriately. It is also extremely important not to touch pupils however casually, in ways or on parts of the body that might be considered inappropriate.

In extreme cases, a member of staff may have to physically restrain a pupil to prevent him/her causing injury to him/herself, to others or to property. In such instances no more than 'reasonable force' should be used and staff must seek to avoid causing injury to the pupil. Guidance and advice is outlined in the "Education & Inspections Act 2006" and DfE "Use of Reasonable Force, advice for head teachers, staff and governing bodies 2011". Appendix B provides some practical advice in this area.

**APPENDIX A****SIGNS AND INDICATORS**

Lists of signs and symptoms are not fail-safe mechanisms, but they are often helpful indicators in certain combinations of the likelihood or reality of abuse. Children may behave strangely or appear unhappy for many reasons, as they move through the inevitable stages of growing up, and their families experience changes.

These are lists of some of the signs and types of behaviour, which may indicate that a child is being abused. In themselves they are not evidence of abuse, but they may suggest abuse if a child exhibits several of them or if a pattern emerges. Remember that there can be other explanations for a child showing such signs or behaviour in such ways. There is a good deal of overlap between the signs and symptoms of the different types of abuse, particularly between emotional and other types of abuse.

<p><b>Signs of sexual Abuse</b></p> <ul style="list-style-type: none"> <li>- Sudden changes in behaviour or school performance</li> <li>- Inappropriate sexualised behaviour</li> <li>- Tendency to cling, need reassurance</li> <li>- Tendency to cry easily</li> <li>- Regression to young behaviour</li> <li>- Apparent secrecy</li> <li>- Anorexia or bulimia</li> <li>- Unexplained pregnancy</li> <li>- Phobias, panic attacks</li> <li>- Distrust of a familiar adult</li> </ul>	<p><b>Signs of Emotional Abuse</b></p> <ul style="list-style-type: none"> <li>- Physical, mental and emotional development lags</li> <li>- Over-reaction to mistakes</li> <li>- Compulsive stealing, scavenging</li> <li>- Running away</li> <li>- Sudden speech disorders</li> <li>- Drug solvent abuse</li> <li>- Self mutilation</li> <li>- Extremes of passivity or aggression</li> <li>- Admission of punishment which appears excessive</li> <li>- Fear of parents being contacted</li> </ul>
<p><b>Signs of Neglect</b></p> <ul style="list-style-type: none"> <li>- Constant hunger</li> <li>- Poor personal hygiene</li> <li>- Poor state of clothing</li> <li>- Emaciation</li> <li>- Frequent lateness or non-attendance at school</li> <li>- Untreated medical problems</li> <li>- Destructive tendencies</li> <li>- Low self esteem</li> <li>- Neurotic behaviour</li> <li>- No social relationships</li> <li>- Running away</li> <li>- Compulsive stealing or scavenging</li> </ul>	<p><b>Signs of Physical Abuse</b></p> <ul style="list-style-type: none"> <li>- Unexplained injuries or burns, particularly recurrent</li> <li>- Improbable excuses</li> <li>- Refusal to discuss injuries</li> <li>- Untreated injuries</li> <li>- Withdrawal from physical contact</li> <li>- Arms/legs covered in hot weather</li> <li>- Aggression towards others</li> <li>- Fear of medical help</li> <li>- Fear of returning home</li> <li>- Running away</li> <li>- Bald patches</li> <li>- Self-destructive tendencies</li> </ul>

**APPENDIX B****GUIDELINES ON POSITIVE HANDLING**  
**For more details, please refer to our Positive Handling Policy**

Clarifies the power of teachers, and other staff, who have lawful control or charge of pupils to use 'reasonable force' to prevent pupils

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property (including their own)
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere (i.e. Authorised out of school activity)

This does **not** authorise the use of corporal punishment in any circumstances

Schools should have a policy about the use of force to control or restrain pupils. This policy must be discussed with all staff to whom it applies and with the Governing body of the school. A statement of the school's policy should also be published to parents and pupils.

**Types of Incidents**

The emphasis should always be on de-escalation strategies however, situations where reasonable force **may** be appropriate or necessary include:

- When a pupil attacks a member of staff or another pupil
- When pupils are fighting
- When a pupil is engaged in, or is on the verge of committing deliberate damage or vandalism
- When a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects
- When an 'at risk' pupil absconds from class or tries to leave the school

**Practical Advice**

- Schools should plan for incidents if they are aware that a pupil is likely to behave in a way that may require physical control or restraint
- Clear, non physical de-escalation techniques **must** be used prior to the consideration of any physical restraint **unless** the situation is so urgent as to require immediate intervention
- Staff should continue to attempt to communicate with pupils throughout any incident. It should be clear that physical restraint **must** stop as soon as it ceases to be necessary
- A calm and measured approach to a situation by staff is needed
- On some occasions, staff should not intervene without help e.g. When dealing with older, physically large pupils, or more than one pupil. The staff member should remove other 'at risk' pupils; summon assistance from colleagues and/or the police. Pupils should be informed that help has been sent for and attempts to defuse the situation using verbal de-escalation techniques should continue

A written record of any occasion where force is used should be made **at the time**. This should include:

- The names of everyone involved, the time, the place and names of any potential witnesses
- The reason physical restraint was used
- How the incident began and developed including details of behaviours displayed
- As far as possible details of all conversations
- What steps were taken to defuse the situation
- The degree of force used, how it was applied and for how long
- The pupils response
- The outcome
- Details of any injury and of any damage to property

Senior staff should be informed **immediately** and advice sought. Staff are advised to keep a copy of their report. Parents should also be informed of such an incident involving their child, as soon as practicable and an opportunity provided to discuss it.