



Elements Primary School
Creative · Unique · Innovative

Elements Primary School - Child Protection Policy June 2020

Statement of Intent

At Elements Primary School we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at Elements Primary School. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying (see definitions appendix 1)

At Elements Primary school we fully recognise our responsibilities for child protection. We believe staff have an important and unique role to play in child protection.

We believe:

- Schools can contribute to the prevention of abuse.
- All children have the right to be protected from harm.
- Children need support which matches their individual needs including those who may have experienced abuse.

1. Aims

Our policy applies to all staff, governors and volunteers working in our school. We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse, therefore these are the main aims to our policy:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse.
- Supporting children who have been abused in accordance with an agreed child protection plan.
- Establishing a safe environment in which children can learn and develop and 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.

2. Links to other safeguarding policies

There are a number of other school policies that are linked to the Child Protection Policy. These are listed below;

- Safeguarding Policy
- Behaviour and Anti Bullying Policy
- British Values Statement

3. Keeping children safe at school (as per KCSE document)

We will follow procedures set out by the Leeds Safeguarding Board and take account of guidance issued by the DCSF (department for children, schools and families) to:

- Ensure we have a designated senior person for child protection who has received appropriate training and support for this role.
- Ensure we have a nominated LGB member responsible for child protection.
- Ensure that every member of staff – including temporary, supply and volunteer staff – and the LGB know the name of the designated senior person responsible for child protection and their role.
- Ensure that 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.
- Ensure that regular and relevant training is provided for all staff and governors
- Ensure that parents have an understanding of the responsibility placed on the school and staff by setting out its obligations in the school prospectus.
- Notify social services if there is an unexplained absence of more than two days of a pupil who is on the child protection register.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance at case conferences.
- Keep written records of concerns about children, even when there is no need to refer the matter immediately.
- Ensure that all records of concerns about children are kept securely, separate from the main pupil file and in locked locations.
- Follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.

Being safe in the Curriculum

We recognise that children who are abused or witness violence may find it difficult to develop a sense of worth. They may feel helplessness, humiliation and some sense of blame. 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. Our school will endeavour to support children through:

The content of the curriculum will include opportunities in the PSHCE curriculum for children to develop the skills they need to recognise and stay safe from abuse. Relevant issues will be addressed through the PSHCE curriculum. For example, self esteem, emotional literacy, assertiveness, power, sex and relationship education, bullying. Relevant issues will be addressed through other areas of the curriculum. For example, circle time, English, History, Drama, Art

- Our school ethos which promotes positive support and a secure environment and gives pupils a sense of being valued.
- Our school behaviour policy – ensuring that children know that some behaviour is unacceptable but they are still valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support children such as social services, Child & Adult Mental Health Service, education welfare service and educational psychology service.
- Ensuring that, where children on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

4. The role of school staff

All school staff must:

- be familiar with the school's child protection policy including issues of confidentiality.
- be alert to signs and indicators of possible abuse. See Appendix 1 for current definitions of abuse and examples of harm.
- record concerns on the school monitoring system – CPOMS and alert the appropriate named person. Where this is not available record concern on a yellow "Cause for Concern" sheet (Appendix 2). Staff have blank copies of the "Cause for Concern" form, which, once completed,

should be handed to the Designated Teacher/s – Principal & Assistant Principal. These will be kept securely in the Principal's office.

- deal with a disclosure of abuse from a child in line with the recommendations (Appendix 3). These must be passed to the Designated Teacher immediately, followed by a written account.
- be involved in ongoing monitoring and recording to support the implementation of individual education programmes and interagency child protection and child support plans
- be subject to regular criminal vetting whether new staff, supply staff, work placement students, volunteers etc.
- behave in accordance with the school's general behaviour policy and code of conduct.

5. Role of the named person

- Currently these are Principal & Assistant Principal. They will be responsible for co-ordinating all child protection activity.
- Where the school has concerns about a child, the Designated lead (Principal) , in consultation with appropriate staff, will decide on what should happen next.
- Child Protection information needs to be dealt with in a confidential manner. An electronic record (CPOMS) or written record where CPOMS is not available will be made of what information has been shared with who, and when. Staff will be informed of relevant details when the designated teacher feels their having knowledge of a situation will improve their ability to deal with an individual child and /or family.
- Child Protection records will be stored securely on the schools CPOMS software. Any paperwork (yellow forms, correspondence from outside agencies etc) will be in a central place separate from academic records. They should be kept for the period during which the child is attending the school.
- These documents will be kept in a locked drawer and access to these will be restricted to the Designated Teacher(s). Where access is made this will be logged on the appropriate form.
- Parents should be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents should be in line with any home school policies and give due regard to which adults have parental responsibility.
- Do not disclose to a parent any information held on a child, if it would put the child at risk of significant harm.
- If a pupil moves from our school, child protection records will be forwarded onto the new school, with due regard to their confidential nature. A documented list will be signed by the receiving school to confirm receipt of the papers. Contact between the two schools may be necessary, especially on transfer from primary to high schools.

6. The role of the Local Governing Body (LGB)

The LGB has an important role to play in Child Protection at Elements Primary school. The LGB reviews the Child Protection Policy on an annual basis and appoints a Child Protection Governor LGB member each year – TBC. The duties of the Child Protection LGB member are as follows;

- Ensure that LGB members know what the Child Protection Framework looks like.
- Be familiar with current guidelines on child protection and safer recruitment and be aware of changes to the regulations.
- Undertake appropriate training on child protection and understand the different types of child abuse.
- Liaise regularly with the Designated Named Person for child protection, about procedures in the school.
- Ensure that the school has an active Child Protection Policy and that LGB members and staff are familiar with it and ensure that it is reviewed regularly.
- Report back to the full LGB at least annually on Child Protection (however, individual cases should not be discussed by the full governing body).

- Ensure that accurate records are being kept by the school and that the Child Protection file is up to date.
- Ensure that all staff and LGB members know what to do if they suspect that a child is being abused

7. Working with other agencies to protect children

Involving parents

In general, we will discuss concerns with parents before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents after consultation with the designated teacher. However, there may be occasions when school will contact another agency before informing parents, if the school decides that contacting parents may increase the risk of significant harm to the child. The school Child protection policy is published on the school website and a copy is available on request.

Multi-agency work

We work in partnership with other agencies in the best interests of the children. Therefore, school will, where necessary, liaise with the school nurse and doctor, and make referrals to Social Services. Referrals should be made, by the Designated Teacher, to the central Local Authority Call Centre. Where a child already has a social worker, the referral should indicate that fact and the social worker should also be informed.

We recognise that early intervention and support can be a preventative measure in protecting children and ensuring ECM outcomes. Therefore, we will initiate a Family Common Assessment Framework using the relevant criteria and local referral procedures. We will ensure school based staff have appropriate training and support. We will also respond to Family CAF work initiated by other professionals.

We will co-operate with Social Services where they are conducting child protection enquiries. Furthermore, school will endeavour to attend appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, and Planning and Core Group meetings, as well as Family Support Meetings (section 47 or section 17 procedures).

We will provide written reports as required for these meetings. If school is unable to attend, a written report will be sent. Where a child in school is subject to an inter-agency plan of protection, school will contribute to the preparation implementation and review of the plan as appropriate.

8. Safer Recruitment

Throughout each recruitment process the following applies:

- Adverts for positions clearly state that satisfactory DBS clearance is a necessity.
- Only council application forms are used and accepted.
- Gaps in career history are questioned during recruitment procedures
- References are always followed up and we use the council format which covers specific requests for information re safeguarding.
- At least one member of all interview panels has received safer recruitment training.
- Offers of positions, including Governors and volunteers, within school are made subject to satisfactory DBS clearance.
- Once appointed to a position within school – this includes Governors and volunteers – information is entered onto the Single Central Record.
- Once appointed a member of staff, governor or volunteer can expect a DBS check to be made every three years.
- A person taking on a new role in school can expect a general information meeting with a member of the Leadership Team, an induction period, be given a copy of the Staff Handbook, including our Code of Conduct and a copy of our Safeguarding policies and procedures.

9. Vulnerability to radicalisation or extreme view points

The school recognises its duty to protect our children from indoctrination into any form of extreme ideology which may lead to the harm of self or others. This is particularly important because of the open access to electronic information through the internet. The school aims to safeguard our children through educating them on the appropriate use of social media and the dangers of downloading and sharing inappropriate material which is illegal under the Counter-Terrorism Act. The school vets all visitors carefully and will take firm action if any individual or group is perceived to be attempting to influence members of our school community, either physically or electronically. Our definition of radical or extreme ideology is 'a set of ideas which could justify vilification or violence against individuals, groups or self.' Staff are trained to be vigilant for spotting signs of extremist view and behaviours and to always report anything which may suggest a child is expressing opinions which may cause concern. Our core mission of diversity permeates all we do. We place a strong emphasis on the common values that all communities share such as self-respect, tolerance and the sanctity of life. We work hard to broaden our students' experience, to prepare them for life and work in contemporary Britain. We teach them to respect and value the diversity around them as well as understanding how to make safe, well-considered decisions.

Staff are given annual training on the government's PREVENT strategy alongside child protection training at a staff meeting.

Date last reviewed: May 2020

Date of next review: May 2021

Appendix 1

Definition of abuse

“...a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or 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 (e.g. via the internet). They may be abused by an adult or adults, or another child or children.” Working Together to Safeguard Children 2015

Neglect

The persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

Sexual Abuse

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

Emotional

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 a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond a child’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Physical

A form of abuse which 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.

Working Together to Safeguard Children 2015

Appendix 2 – Child protection cause for concern form

Confidential
Cause for Concern Form

Note: Please do not interpret what is seen or heard; simply record the facts. After completing the form pass it immediately to a Named Person.

Name of child _____ Class _____

Name of staff member completing form _____

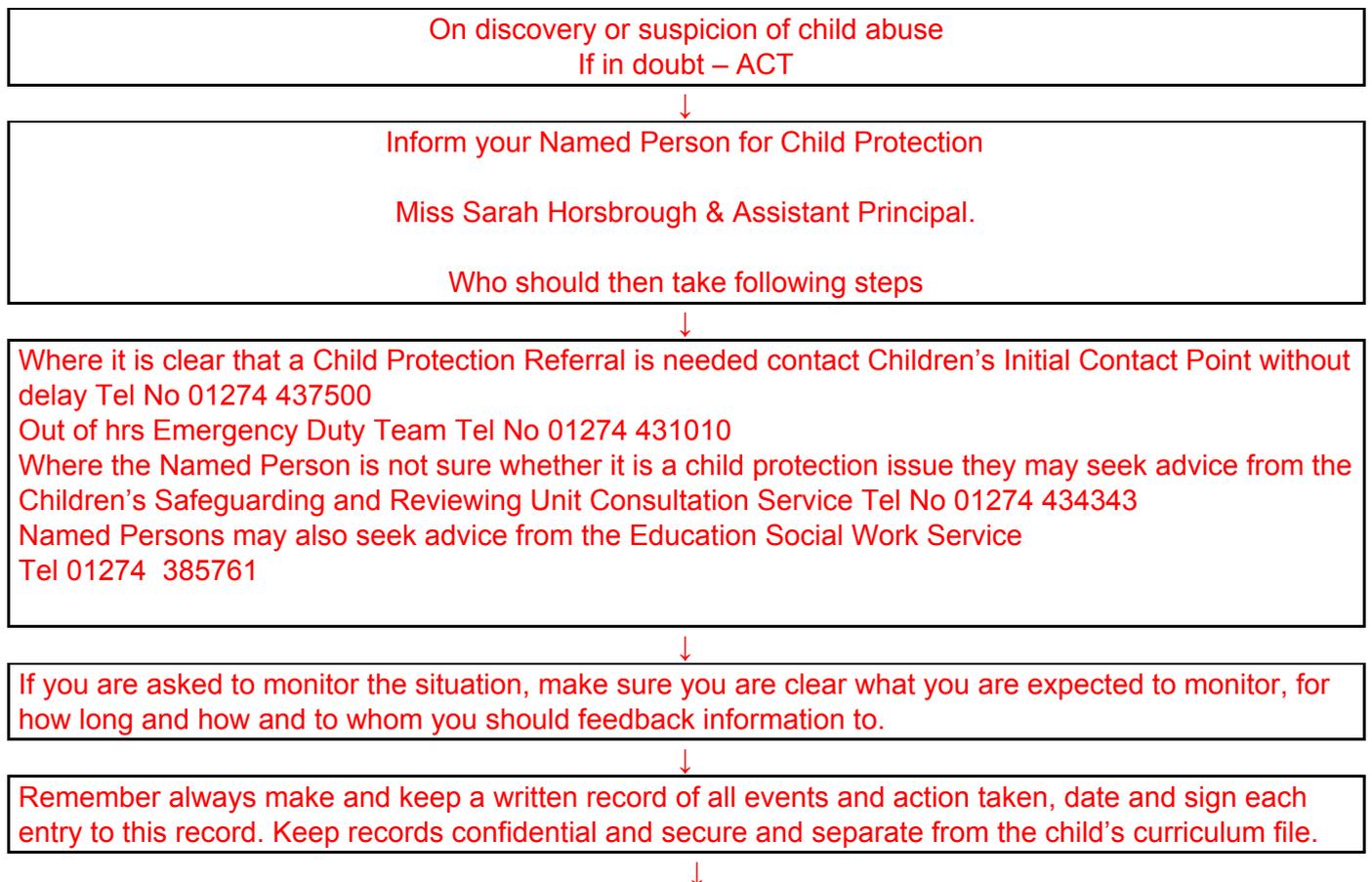
Day _____ Date _____ Time _____ Place _____

(of observed behaviour/discussion/disclosure)

F

Action Taken	By Whom	Outcome
Discuss with child		
Monitoring sheet		
Check behaviour database		
Contact parents		
Check SEN Register		
Refer to Social Services		
Other (Please Specify)		

Appendix 3 – Child protection procedures flow chart



Ensure immediate completion and dispatch of the Common Child Protection Referral form. This form can be accessed via Bradford Schools On-Line 'Useful Links' Tab.

Retain a copy in school. Send copies to:

- Children's Social Care to the Area Office you made your referral to
- Lead Officer Child Protection Sir Henry Mitchell House 4 Manchester Rd Bradford BD5 0QL

USEFUL TELEPHONE NUMBERS

Children's Safeguarding and Reviewing Unit Consultation Service: 01274 434343

Emergency Duty Team: 01274 431010

Children's Social Care Initial Contact Point: 01274 437500

Education Social Work Service: 01274 385761

Lead Officer Child Protection: 01274 385726

Police: Javelin House, Child Protection Unit: 01274 376061