



**The Craylands Community  
Primary School**



## **CHILD PROTECTION POLICY**

# **Child Protection Policy Statement**

**THE CRAYLANDS COMMUNITY  
PRIMARY SCHOOL**

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## **INTRODUCTION:**

The Governing body and staff of **The Craylands School** take seriously our responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of all children; and to work together with other agencies to ensure adequate arrangements are in place within our school to identify, assess, and support those children who are suffering harm.

The Governing Body and School Leadership Team are responsible for ensuring that the school follows safe recruitment processes outlined within Guidance, including accurate maintenance of the Single Central Record; and an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role.

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes the DfE guidance which is updated regularly (for example “ Working Together to safeguard children”, “ Keeping children safe in education” and “What to do if you are worried a child is being abused”. The school will also refer to the Kent and Medway Safeguarding Children Procedures.

The Designated Safeguarding Leads (DSL) who have overall responsibility for child protection practice in school are Mrs Cox (Pupil Premium Leader) , Mrs Drake (Pupil and Parent Support Advisor) and Mrs Stone (SENCO).

As part of the ethos of the school we are committed to:

- ❑ Maintaining children’s welfare as our paramount concern.
- ❑ Providing an environment in which children and young people feel safe, secure, valued and respected; confident to talk openly and sure of being listened to.
- ❑ Providing suitable support and guidance so that students have a range of appropriate adults who they feel confident to approach if they are in difficulties.
- ❑ Using the curriculum to provide opportunities for increasing self awareness, self esteem, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others.
- ❑ Working with parents to build an understanding of the school’s responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations.
- ❑ Ensuring all staff are able to recognise the signs and symptoms of abuse and are aware of the school’s procedures and lines of communication.

- **Monitoring children and young people who have been identified as “in need” including the need for protection; keeping confidential records which are stored securely and shared appropriately with other professionals.**
- **Developing effective and supportive liaison with other agencies.**

## **ROLES AND RESPONSIBILITIES:**

### **School:**

The school is responsible for ensuring that all action taken is in line with local and national procedure. This process implemented in April 2001 follows the requirements of the central government guidance contained in the Framework for Assessment of Children in Need and their Families and Working Together to Safeguard Children. The child protection process is now incorporated within a more comprehensive remit for safeguarding all children and promoting their welfare.

The role of the school within this procedure is to contribute to the identification, referral and assessment of children in need including children who may have suffered, be suffering or who are at risk of suffering significant harm. The school may also have a role in the provision of services to Children in Need and their families.

All adults in school have a role to play in relation to:

- **Protecting children from abuse.**
- **Promoting the welfare of children.**
- **Preventing children from being harmed.**

**The role of the school in situations where there are child protection concerns is NOT to investigate but to recognise and refer.**

### **Designated Safeguarding Lead:**

The Designated Safeguarding Leads are responsible for:

- **Co-ordinating child protection action within school.**
- **Liaising with other agencies.**
- **Ensuring that locally established procedures are followed including reporting and referral processes.**
- **Acting as a consultant for staff to discuss concerns.**
- **Making referrals as necessary.**
- **Maintaining a confidential recording system.**
- **Representing or ensuring the school is appropriately represented at inter-agency meetings in particular Child Protection Conferences.**
- **Managing and monitoring the school’s part in Child care / protection plans.**
- **Organising training for all school staff.**

- Liaising with other professionals.

## **GENERAL STRATEGIES:**

Meeting the needs of every individual child is key to the vision and aims of Craylands Primary School. Many policies and procedures support this Child Protection Policy. They include:

- PHSCE and schemes of work to empower children to better protect themselves.
- Behaviour and Discipline Policy.
- Anti-Bullying Policy
- Care Plans
- On line Safety strategies
- Photographic Images of Children Policy
- School Council (consultation/children's rights)
- Complaints Procedures
- Health and Safety
- Risk Assessments
- Extra Curricular Activities

## **PROCEDURES:**

A copy of the Kent Procedures are kept in the staff room and contain detail of procedures and the categories and definitions of abuse. All staff are advised to read this and the updated DfE guidance. All of this information is on display in the staff room.

### **Recognition and categories of abuse:**

All staff in school should be aware of the definitions and the signs and symptoms of abuse. There are four categories of abuse. These are:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

The signs and symptoms of abuse are listed in a leaflet made accessible to all staff. Additional copies, a copy of the DOH guidelines "What to do if you're worried a child is being abused" and various other resources are available in the staffroom.

### **Responding to concerns:**

Concerns for a child or young person may come to the attention of staff in a variety of ways, for example, through observation of behaviour, injuries or

disclosure. Any member of staff who has a concern for a child or young person however insignificant this might appear to be should discuss this with the DSL as soon as is practically possible. More serious concerns must be reported immediately to ensure that any intervention necessary to protect the child is accessed as early as possible.

If a child makes a disclosure of abuse to a member of staff they should:

- Allow the child or young person to make the disclosure at their own pace and in their own way
- Avoid interrupting except to clarify what the child is saying (attentive listening/reflective feedback)
- Not ask leading questions or probe for information that the child or young person does not volunteer
- Reassure the child or young person that they have been heard and explain what you will do next and to whom you will talk
- Record the conversation on the proformas provided, as soon as possible
- Inform the DSL

### **Record keeping:**

Staff can play a vital role in helping children in need or at risk by effective monitoring and record keeping. Any incident or behavioural change in a child or young person that gives cause for concern should be recorded on an incident sheet copies of which are kept in the filing cabinet in the school office and in a folder in the staffroom. It is important that records are factual and reflect the words used by the child or young person. Opinion should not be given unless there is some form of evidence base which can also be quoted. Records must be signed and dated with timings if appropriate. It is important to remember that any issues are confidential and staff should know only on a 'need to know' basis.

### **Information to be recorded**

- Child's name and date of birth
- Child in normal context, e.g. behaviour, attitude (has there been an extreme change?)
- The incident(s) which gives rise for concern with date(s) and times(s)
- A verbatim record of what the child or young person has said.
- If recording bruising/injuries indicate; position, colour, size, shape and time on body map.
- Action taken

**These basic details are vital to the information gathering process and do not constitute an investigation. Written information should be passed to the DSL. The Headteacher should always be kept informed of any significant issues.**

### **Storage of records:**

The DSL will ensure that records relating to concerns for the welfare or safety of children are kept separate from other school files and are stored securely. Information will be shared on a strictly need to know basis and in line with child protection policy guidance. (Additional *Guidelines for Safeguarding Record Keeping in Schools* is available via Kent's Children's Safeguarding section on Kelsi website).

### **Referrals to Children's Social Services:**

It is the responsibility of the DSL to decide when to make a referral to Children's Social Services. To help with this decision s/he may choose to consult with the Area Children's Officer (Child Protection). Advice may also be sought from Children's Social Services Duty Social Workers who offer opportunities for consultation as part of the Child in need / child protection process. Issues discussed during consultations may include the urgency and gravity of the concerns for a child or young person and the extent to which parents/carers are made aware of these. Some concerns may need to be monitored over a period of time before a decision to refer to Children's Social Services is made. **In all but the most exceptional cases parents/carers will be made aware of the concerns felt for a child or young person at the earliest possible stage and in the event of this becoming necessary, their consent to a referral to Social Services will be sought.**

Referrals to Children's Social Services will be made using Kent's inter-agency referral form. In situations where there are felt to be urgent or grave concerns a telephone referral will be made prior to the form being completed and sent to the Central Duty social services office.

If a child or young person is referred, the DSLs will ensure that other relevant staff are informed of this.

If after consultation with the DSL a member of staff feels that appropriate action is not being taken in respect of his or her concerns for a child s/he should refer directly to Social Services. The Headteacher should be informed of this decision. If any member of staff is unsure then advice can be sought from the LA's Area Children's Officer for Safeguarding.

### **The child protection Plan**

The DSL will inform members of staff who have direct pastoral responsibility for children and young people who are subject of a child protection plan. These children and young persons must be monitored very carefully and the smallest concern should be recorded on an incident sheet and passed immediately to the DSLs: Mrs Cox (Pupil Premium Leader) , Mrs Drake (Pupil and Parent Support Advisor) or Mrs Stone (SENCO). The DSLs or a member of the School's Management Team will be responsible for reporting or attending all child protection case conferences.

### **Concerns involving members of staff and volunteers:**

Any concerns that involve allegations against a member of staff should be referred immediately to the DSL who will contact the Local Authority's Designated Officer (LADO) function to discuss and agree further action to be taken in respect of the child and the member of staff. Further information regarding the procedure for managing situations involving members of staff, the Headteacher or the DSL can be found in the *Child Protection Procedures for Managing Allegations Against Staff*.

**All staff need to be aware that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. When in doubt – consult.** (For specific guidance on how to respond to allegations against staff, please refer to the *Child Protection Procedures for Managing Allegations Against Staff or KCC's Whistleblowing Procedures*).

### **Concerns in the wider context:**

**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. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines referred to above. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

**Preventing Radicalisation under The Counter-Terrorism and Security Act:  
Identifying cases of pupils at risk of involvement in extremist behaviour**

Exposure of children to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for sexual exploitation.

Every member of staff at Craylands recognises that children exposed to radicalisation and extremism is no different to safeguarding against any other vulnerability and should be approached in the same way as protecting children from other risks.

All staff and governors have been encouraged to complete an e-learning training package developed by The National Counter Terrorism Policing Headquarters (NCTPHQ), in conjunction with the College of Policing which includes guidance on how to identify people who may be vulnerable to being drawn into terrorism, and how to refer them into the Channel process. The Designated Safeguarding Leads should also have attended additional training which includes further information on the Prevent Duty.

**CODE OF PRACTICE:**

The school make staff aware of DFE *Guidance for Safe Working Practice for the Protection of Children and Adults in Education Settings*.

All school staff should take care not to place themselves in a vulnerable position with relation to child protection. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. Physical intervention should only be used when the child is endangering him/herself or others and such events should be recorded and signed by a witness. Staff should be aware of Kent's Positive Handling Policy and the school's own Behaviour and Discipline Policy, and any physical interventions must be in line with agreed policy and procedure in which appropriate training should be provided.

All school staff should work towards providing an environment and atmosphere for children and young people to enable them to feel safe to talk. However, staff should never promise a child to keep certain information confidential. It must be explained that staff have certain duties to help keep that child safe, which may involve informing others.

**SUPERVISION AND SUPPORT:**

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.

All newly qualified teachers and classroom assistants have a mentor or another person with whom they can discuss concerns including the area of child protection.

The DSL can put staff and parents in touch with outside agencies for professional support if they so wish. Staff can also approach Support Line directly.

#### **TRAINING OPPORTUNITIES:**

The DSL is responsible for ensuring staff including him/herself receive training in the area of child protection. The LA's Safeguarding in Education team provide training to all schools in the roles and responsibilities of a School DSL and the Child in need/child protection procedure. Whole staff training in the area of child protection is planned for every year.

The Governing Body will ensure that the Head Teacher, another staff member responsible for recruitment and one member of the Governing Body complete accredited Safer Recruitment Training in line with government requirements.

#### **MONITORING AND REVIEW:**

All school personnel and governors will have a copy of this policy and will have the opportunity to consider and discuss its contents prior to the approval of the Governing Body being formally sought.

The policy forms part of our school development plan and will be reviewed annually.

**All staff should have access to this policy.**

School:	The Craylands School
Headteacher	Mr Hiscock (acting Headteacher)
DSLs	Mrs Cox, Mrs Drake and Mrs Stone
CP Governor	Mrs Cowey
LA (Children's Officer)	Helen Windiate
Most recent CP Training event	Whole School – 14 <sup>th</sup> October 2015. Pre-reading – Keeping Children Safe in Education and Prevent within Schools
CP Training Planned	Rolling programme to encompass and update all new and existing staff.