

# **EVELYN CP SCHOOL**

## **Safeguarding Children Policy Statement and Guidance**

**Reviewed November 2015**

**Reviewed March 2016**

**Reviewed March 2018**

**Reviewed March 2019**

**Reviewed January 2020**

**Reviewed January 2021**

**Reviewed January 2023**

## **POLICY STATEMENT**

- This policy document replaces the exemplar policy document in the Local Authority Child Protection Guidance 2004.
- The term “staff” within this document refers to all paid and unpaid posts; it includes support staff, cleaners, governors, grounds maintenance, catering, building maintenance, volunteers and those contracted to undertake work on the school site

This is a whole school document aimed at all staff. External groups that use the site are made aware of the school policy, even though they may have their own organisational policy document.

### **Aims**

The policy aims to promote a safe environment where child safeguarding concerns can be managed in an appropriate way. It supports the Safeguarding agenda, and draws links through, and is reflected in, all relevant school policies and documents.

In the light of current legislation, the school fully acknowledges its duty to safeguard and promote the welfare of all children. It also recognises and upholds its statutory duties regarding Child Protection.

### **Ethos**

Our school is a place where children and young people of all abilities, cultures and ethnic backgrounds have the opportunity to learn and understand what is, and is not acceptable behaviour towards them.

The school teaches its children to stay safe from harm and helps them to speak up if they have worries.

Through our day to day contact with pupils and direct work with families, staff at Evelyn C.P. school have a crucial role to play in identifying indicators of possible abuse or neglect and referring them to the appropriate agency.

We acknowledge that all children can be subject to abuse regardless of age, culture, race, social background, gender or ability. All children have a right to grow up safe from harm.

This policy sets out how the school’s governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school.

In undertaking this role it enables all children to have optimum life chances and enter adulthood successfully.

## **Definition**

In line with Working Together to Safeguard Children 2006, the definition of Safeguarding for this policy document is as follows:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care

Child protection is a part of safeguarding and promoting welfare, which refers directly to activity that is undertaken to protect specific children who are suffering, or are at risk of suffering significant harm.

## **Definition of Abuse**

### A Basic Definition of Child Abuse

Children are considered to be abused or at risk of abuse by parents when the basic needs of the child are not being met through acts of either commission or omission.

Anyone involved with the care of children should keep a careful watch for any form of abuse as follows:

Categories of abuse are:

- Physical Abuse
- Sexual Abuse
- Emotional Abuse
- Neglect
- Grave Concern

#### 1. PHYSICAL ABUSE

Any physical injury to which the explanation is not consistent with the form of injury. Or the knowledge or suspicion that it was caused or not prevented by the person in charge of the child.

#### 2. NEGLECT

Persistent or severe neglect which impairs the health or development of the child.

#### 3. SEXUAL ABUSE

The involvement of immature children in any kind of sexual activity imposed on them by any other person.

#### 4. EMOTIONAL ABUSE

Persistent or severe emotional ill treatment or rejection which affects the behaviour or emotional development of the child.

#### 5. GRAVE CONCERN

Children whose circumstances do not fit the other above criteria but social and medical assessment indicate they are at risk. Or maybe there is a "feeling something is not right".

The manifestation of child abuse could be some of the following –

- An unexplained injury.
- Bruises to face, head or any soft parts of the body.
- Marks which indicate the use of an object.
- Scalds and burns inconsistent with explanation. Eg. circular burns.
- Unexplained fractures or repeated minor injuries.
- Unusual fearfulness.
- Frequent unexplained absences.

These questions must always be considered:

1. Was it an ordinary accident?
2. Is the injury compatible with the story?
3. Is the explanation likely?
4. Is the general care of the child satisfactory?
5. Was there any delay in seeking help?

The ability of staff to recognise the signs and symptoms of abuse will depend upon their experience and training, however, **all** members of staff should be alert to the possible signs of abuse.

### **Signs and Symptoms of Abuse**

- Unusual or deviant behaviour or changes in behaviour/language
- Bruises, lacerations or burns which are evident when children change for PE and sports activities
- Indicators of neglect e.g. inadequate clothing, poor growth, hunger or apparently deficient nutrition
- Indicators of emotional abuse may include excessive dependence or attention seeking
- Substantial behavioural change including sexual precocity or withdrawn behaviour
- A child says they have been abused
- A child with non-accidental injuries and/or injuries to the genital area
- A third party reporting that a child is being abused
- A child who is excessively sexualised
- A child who attempts suicide/self harm
- A child who sexually abuses another person
- Compulsive behaviour
- Repeated sickness

### **Vulnerable Groups**

Groups of children who have been found to be particularly vulnerable at this school are:

- a. Children who transfer to the school mid year
- b. The school takes particular note of children ‘flagged up’ in PASS survey who may not display any visual anxieties
- c. Children with limited experience, when exposed to situations and risk taking

## **Parents**

- Parents will always be fully informed of concerns unless staff are certain that the safety of the child will be prejudiced by their doing so
- Parents are made aware that the school/agency will take any reasonable action to ensure the safety of its children/young people. In cases where the school/agency has reason to be concerned that a child may be subject to ill-treatment, neglect or other forms of abuse, staff have no alternative but to follow Knowsley Area Child Protection Committee procedures and inform Social Services of their concern.

## **Training**

- The school's Designated Teacher will attend appropriate training. This will include at minimum, LA basic awareness training every 2 years, with regular updates when changes in procedure require it.
- All staff who come into contact with children will receive a half day of training in Child Protection every year.
- Anyone who joins the staff will be fully briefed concerning their responsibilities within Child Protection.

See Appendix 6 for Staff Training Record.

## **Child Protection Conference/Strategy Meetings**

- The school will ensure that all Child Protection conferences and strategy meetings are attended by a member of staff who is properly informed about the immediate concerns as well as about the child and their history.

## **Staff Support**

- The stress on staff involved in any aspect of Child Protection work is considerable and the school will ensure that such staff are supported appropriately.

## **Well Being**

- The school has a commitment to the well being of its pupils. Such work supports child protection issues.

## **Confidentiality**

- Child Protection procedures insist that the protection and welfare of the child must be paramount. For reasons of confidentiality, only those people who need to know should be told and conversations about the child will always be held in private.

## **DBS Disclosures**

- All staff who work with children in this organisation have undergone disclosures. A single central record is kept in the school office detailing checks.

**This Child Protection policy has been written to comply with:**

- Working Together to Safeguard Children (2006)
- KSCB Safeguarding Procedures Manual (2007)
- [www.knowsleysafeguardingchildren.co.uk](http://www.knowsleysafeguardingchildren.co.uk)
- Children Acts (1989) (2004)
- Education Act (2002)
- Every Child Matters (2004) [www.everychildmatters.gov.uk/publications](http://www.everychildmatters.gov.uk/publications)
- Framework for the Assessment of Children in Need & their Families (2000)
- What to do if you are worried a child is being abused (2006)
- Safeguarding Children and Safer Recruitment in Education (2006)
- NSF National Service Framework for Children, Young People and Maternity Services (2004)
- Knowsley Model of Children in Need
- Keeping Children Safe in Education

It upholds the principle of Safeguarding and relates to other school policies including:

- Race, Gender & Disability Equality and Diversity Schemes and plans
  - E Safety Policy
  - Exclusions
  - Health & Safety
  - Visits & School Trips
  - Attendance
  - Behaviour Policy
  - Anti-bullying Policy
  - Positive Handling Policy
  - Allegations Management Policy
  - Drug Prevention Policy
  - Safer Recruitment
  - Sex and Relationship Education
  - PSHCE
  - Bereavement Support
  - Whistle Blowing Policy
  - Community Cohesion
  - Accessibility Policy
- and other relevant guidelines

## **EMBEDDING SAFEGUARDING IN EVELYN C.P. SCHOOL**

### **Promoting a Safer Culture**

Child protection is just one aspect of Safeguarding for schools. However for child protection processes and procedures to be effective Evelyn C.P. School embeds it as part of a safer school culture. In order to establish an open and safer culture the school endeavours to:

- Establish and maintain an open environment where children feel secure, are encouraged to talk and feel listened to
- Ensure children know that there are adults in the school they can approach and speak to if they are worried
- Teach children through the PSHCE curriculum the skills they need to recognise and stay safe from all kinds of harm
- Ensure pupils with SEN in mainstream who may be especially vulnerable to abuse, are supported. Particular attention is paid to pupils with communication difficulties enabling them to express themselves to members of staff with appropriate communication skills
- Ensure that children who have English as an additional language have access to support; and information that is clear and accessible is available in their preferred language
- Include, in the curriculum, material which helps children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care, and parenting skills

### **Support for Pupils**

Some staff will have a particular contribution to make in listening to children who have been through the experience of abuse. This work will not be undertaken at a time when it may impact on any legal processes through which the child may be involved.

We recognise that children who are abused or witness violence, including domestic abuse, may find it difficult to develop a sense of self worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self-blame.

The school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.

We recognise that some children actually adopt abusive behaviours and that these children must be referred to services for appropriate support and intervention.

The school endeavours to support the pupil through:

- Ensuring the content of the curriculum encourages self esteem and self motivation
- Ensuring the school ethos promotes a positive, supportive and secure environment for staff and pupils, and gives pupils a sense of being valued
- Upholding the school's behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will endeavour to ensure that pupils know that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred
- Liaison with other agencies which support the pupil such as Children and Families Social Work Teams, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Services and the School Attendance Service

- Recognition that children living in a home environment where there is domestic abuse, drug and alcohol misuse are vulnerable and in need of support and protection
- Vigilantly monitoring children's attendance welfare, keeping records and notifying Children and Families Social Work teams as soon as there is a cause for concern in line with the Knowsley Model of Children in Need
- Recognition that children may not report abuse.

The school:

- Wherever possible undertakes appropriate discussion with parents to obtain consent to share personal information prior to involvement of another agency unless this may put the child at increased risk of abuse
- Ensures 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
- Ensures that the parents are aware of any referral that has been made to the local area Children and Families Social Work Team

Role and Responsibilities of Child Protection Co-ordinators & Nominated Governors are detailed in Appendix 1.

## **PROCEDURES**

The school scrupulously follows the procedures set out in the Knowsley Safeguarding Children Board (KSCB) Safeguarding Children Procedures Manual (2207), to support the policy statement. (see Appendix 2)

In the event of a member of staff having a child protection concern about a child, they will **immediately** inform the Child Protection Co-ordinator and record accurately the events giving rise to the concern (see attached Appendix 3)

If the Child Protection Co-ordinator is unavailable, the member of staff having a child Protection concern should speak to the Deputy Child Protection Co-ordinator if there is one, or contact the named person in the Local Authority (LA) for advice. Under no circumstances should the member of staff attempt to resolve the matter themselves.

Taking no action does not safeguard children. You should not assume that someone else will act.

If the child protection concern is about a member of staff please refer to the school allegations management policy document.

A member of staff with a child protection concern should inform the named Child Protection Co-ordinator immediately. The Child Protection Co-ordinator will contact the Local Area Children and Families Social Work Team. (see Appendix 4) If the Child Protection Co-ordinator does not receive a response from the Children & Families Social Work Team within 3 working days it is their responsibility to follow up the referral with that Team.

### **Children and Families Social Work Teams**

#### **Contact Details**

<b>Huyton Team 1</b>	<b>443-5032</b>
<b>Huyton Team 2</b>	<b>443-5121</b>
<b>South Team Halewood</b>	<b>443-4515</b>
<b>Kirkby Team</b>	<b>443-4261</b>

As part of extended school provision, should any member of staff become aware of a child protection concern where the child is suffering, or is at risk of suffering significant harm, they should contact the Children and Families Social Work Emergency Duty Team (EDT) on 07659590081. They should record their concerns and actions, and inform the school/learning centre child protection co-ordinator as soon as practicable

#### **Dealing with a disclosure**

##### **Do**

- Stay calm
- **Listen carefully** – let the child tell their story and take it seriously
- Keep the child fully informed about what you are doing/what is happening at every stage
- Reassure the children that they have done nothing wrong and that what's happened is not their fault
- Make a full record of what has been said, heard or seen as soon as possible

## **Do Not**

- Promise confidentiality. Be honest about your own position, who you will have to tell and why
- Ask leading questions (e.g. Did your Mother do this to you?)
- Make promises (e.g. This will never happen again)

## **Confidentiality and Information Sharing**

Sharing information is essential in working together to safeguard children

Professionals and agencies are required to share information:

- About children and their health, development and exposure to possible abuse and neglect
- About parents who may not be able to care adequately and safely for children
- About individuals who may present a risk of children

Often it is only when information from a number of sources is shared and put together, that it becomes clear that a child is at risk of, or is suffering significant harm.

**Where there are concerns that a child is, or may be at risk of significant harm, the needs of that child must always come first; the priority must always be to protect the child.**

If in any doubt about confidentiality, staff will seek advice from a senior manager or outside agency as required.

The Headteacher or Child Protection Co-ordinator will only disclose information about a pupil to other members of staff on a need to know basis. The appropriateness of sharing information should have a direct relevance on the ability of the member of staff to carry out their role.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that they cannot make a promise to a child that they will keep secrets.

## **Record Keeping**

The school:

Keeps clear detailed written records of concerns about children (noting the date, Event and action taken), even where there is no need to refer the matter to Children and Families Social Work Teams immediately

In line with Working Together to Safeguard Children 2006 and KSCB Safeguarding Children Procedures Manual, ensure all records kept clearly indicate statements of fact, opinion and second and third hand information.

Ensure all records are kept secure and in locked locations.

## **Requirements on Keeping Child Protection Records**

All children and young people involved with child protection services (Children and Families Social Work Teams or Police) at any time in their school life, must have that information retained until they are 18/19 (if still in full time education).

## **Transfer of Child Protection Records**

It is the responsibility of the Headteacher to pass on confidential information to the pupil's next school. This applies to all transfers including schools on the same site. Checklist for transfer of records;

- If a child moves to a new Borough, the Headteacher should inform the child's Social Worker immediately
- Arrangements should be made for records to be transferred. (See Appendix 5)
- A copy of the records should be made before the records are transferred
- All original child protection records should be forwarded for the attention of the Headteacher of the receiving school
- **Only** on confirmation of receipt of the records in the receiving school, should all previous copies be destroyed in line with confidential waste guidelines
- In the event of not being able to trace a child, the Pupil Mobility Manager should be contacted and asked to make further enquiries

If a Headteacher admits a new pupil and is aware that there are child protection concerns, every effort should be made to obtain the confidential information file from the child's previous school.

## **CAF and Liaison with Other Agencies**

In order to effectively initiate and/or contribute to the Common Assessment Framework (CAF) the School will actively participate in and contribute to the development of a common assessment of the needs of the child/family. This will include embedding the CAF to facilitate earlier identification and intervention for children with additional needs.

The school works to develop effective links with other DCS services and relevant agencies, and co-operates as required with their enquiries regarding child protection matters. This includes attendance and written reports at Initial Child Protection Case Conferences, core groups, strategy meetings and Child Protection Review Conferences.

The school will notify the local area Children and Families Social Work Team if:

- It should have to exclude (whether fixed term, or permanently) a pupil who is the subject of a Child Protection Plan
- If there is an unexplained absence of a pupil who is the subject of a Child Protection Plan of more than two days duration from school (or one day following a weekend); or as agreed as part of any Child Protection Plan or Child in Need Plan

## **Monitoring and Review**

This policy and procedure describes the Child Protection standards for our school are monitored annually.

In the interests of promoting Safeguarding it is advised all staff receive a copy of the school Safeguarding Protection policy and sign a safeguarding checklist to say they have read and understood its content.

**All stakeholders were consulted in the writing of this document.**

**Signed:** ..... **Headteacher**

..... **Chair of Governors**

**Date:** **January 2023**

**Review Date:** Mar 24