

Appendix 1

Categories of Abuse

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 feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. Proxy or Munchausens Syndrome by Proxy commonly describes this situation as factitious illness.

Emotional Abuse

Emotional abuse is the persistent emotional ill treatment 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 in so far as they meet the needs of another person. It may involve causing children to frequently feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all other types of ill treatment of a child although it may occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or buggery) 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.

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. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, 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.

Great Linford Primary School

Child Protection Policy

An introduction to Child Protection

This Policy has been developed in accordance with the principles established by the Children's Act 1998; and in line with the following:

"Working Together to Safeguard Children" 1999

"Framework for the Assessment of Children in Need and their Families" 2000

"What to do if you are worried a Child is being Abused" 2003

Guidance about Child Protection Arrangements for the Education Service" 2004

Milton Keynes Area Child Protection Committee Multi-Agency Child in Need/Child Protection Procedures

We recognise that all staff and governors have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

Teachers and all staff in schools can contribute to the welfare of children and to Child Protection processes. They can play a part in the prevention of abuse and neglect, through the implementation of policies and procedures and through the curriculum. All schools should create and maintain a safe environment for children and young people, and should be able to effectively manage situations where there are child welfare concerns. The curriculum can also play a preventive role in developing self-awareness and in preparing children and young people for their future responsibilities as adults, parents and citizens.

Through their day-to-day contact with pupils and direct work with families, school staff have a crucial role to play in noticing signs and symptoms of possible abuse or neglect. Teachers do not have a direct investigative responsibility in Child Protection matters but have a duty

under the 1989 Children Act to refer concerns to Children's Services and work in partnership with other agencies to ensure the safety and protection of children.

Under Section 47 of the Children Act, teachers may on occasions be asked for information by Children's Services about a child where there are serious concerns of abuse or neglect.

The Role of the Governing Body

1. To ensure that the school has a policy on Child Protection and that this is available to parents. This should contain procedures for handling all suspected cases of abuse.
2. To ensure that the school holds a copy of the current multi-agency code of practice on Child Protection and that staff are aware of its location and familiar with its contents.
3. To ensure that a designated teacher is appointed.
4. To ensure that the designated teacher has regular training and has cascaded this to all school staff members.
5. To ensure that appropriate staff attend Child Protection Conferences, Strategy Meetings, Core Groups and any other relevant meetings.
6. To ensure that appropriate data is reported to governors, for example, the numbers of pupils on the Child Protection Register, the numbers of referrals made to Children's Services by the school.
7. To ensure that the strictest confidence is observed in all matters concerning 'child protection' or 'child in need' issues

The Role of the Headteacher

1. To be responsible to the governing body for the implementation, monitoring and evaluation of the Child Protection policy with the school

2. To establish clear roles and responsibilities in relation to liaison with other agencies.
3. To support and advise the designated teacher in their role.
4. To report relevant data to the governing body to include numbers of pupils on the Child Protection Register and the numbers of referrals made to Children's Services.

The Role of the Designated Teacher (Deputy Head)

1. To take lead responsibility for the delivery of the schools' Child Protection policy including the co-ordination of referrals to Children's Services
2. To attend and cascade child protection training within agreed timescales
3. To encourage all staff to discuss any concerns about children's welfare.
4. To ensure that relevant information about a child at risk is shared with the teacher and all records relating to child protection are filed in the Head teacher's office.
5. To be available for discussion with relevant agencies including Children's Services, Police, NSPCC, Health, Education Welfare and Family Court Welfare Officers.
6. To attend as appropriate Child Protection Conferences, Strategy Meetings, Core Groups and other meetings of professionals.

The Role of all Staff

1. To report any concerns about pupil welfare to the designated teacher or Head teacher in their absence. This includes concerns about an individual child or their treatment by another adult, child or member of staff, as well as passing on concerns that may have been shared by another person, such as a neighbour.

2. To be aware of the categories of abuse, see Appendix 1, and be sensitive to changes or concerns about a child's behaviour, attitude or appearance.
3. If a child discloses a concern, reassure the child but tell them that you will need to share the information with the Deputy or Head so that action can be taken to support them.
4. To make a record of any concerns including the date, details, observations/explanation and direct speech if relevant.
5. To pass on to the Designated Teacher any information or records relating to child protection or of a confidential nature. These will be filed in the Head teacher's office.

The Role of the Education Welfare Officer (EWO) within Child Protection

Each school has an allocated Education Welfare Officer (EWO) whose responsibilities include the general welfare, behaviour and attendance of pupils. The key role of the EWO in relation to Child Protection is:

- To provide support, advice and guidance to head teachers including where appropriate initial consultation about Child Protection and child welfare concerns

Other professionals in contact with schools include:

School Improvement Partner
Educational Psychologist
Independent School Welfare adviser (ISWA)
Teachers from Education Support Services
Music Teachers
School Nurse
Health Visitor
Speech Therapist

LA Support to schools

The LA recognises the vital role that each school plays in the protection of children and is committed to provide:

- A model child protection policy;
- The multi-agency code of practice on Child Protection;
- Training for designated teachers, including a Cascade Pack.

Related documentation

- Working Together to Safeguard Children
 - *Department of Health, published by The Stationery Office*
- Framework for the Assessment of Children in Need and their Families
- Children Act 1989
- Every Child Matters
- The Milton Keynes Multi-Agency Code of Practice on Child Protection - Available in the Head teacher's office
- 'Looked After Children' Policy
- Policy and Procedure for Safer Recruitment
- Staff Induction Policy
- Behaviour Policy
- Anti-bullying Policy
- Race Equality and Equal Opportunities Policy
- First Aid/Medical Policy/Procedures
- Drugs Education Policy
- Health & Safety Policy

- PSHE Policy
- Management of Allegations Against Staff
- Electronic Communications in the Work Place - policy and Guidance for all school staff
- Internet and Email Policy

Agreed by Governors on _____

This policy will be reviewed on a biannual basis or as a result of changes to legislation.

To be reviewed Spring 2011

C. Dunstan, Head

E. Cheney, Deputy

Cheryl Agnew-Bass Child Protection governor.