

Section 3 Policies and Procedures

It is vital that Children's Centres check that any external providers have the necessary policies and procedures in place to carry out the services within a centre. Model policies can be found on www.hertsdirect.org and should help make Children's Centres aware of the issues that the policies and procedures should cover.

These include:

- Child protection and safeguarding
- Equalities Checklist

Other policies that are specific to Children's Centres may need to be developed by the Children's Centre in conjunction with key partners.

The Children's Centre will need to ensure that all services delivered work within the relevant legislation, including the Children Act 2004, the Childcare Act 2006, the Disability Discrimination Act 2005 (DDA 2005) and the Race Relations (Amendment) Act 2000 .



Model Child Protection Policy for Schools

Department:	Child Protection Unit
Author:	Gail Valentine
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CHILD PROTECTION POLICY

.....School

Policy Review

This policy will be reviewed in full by the Governing Body on an annual basis.

The policy was last reviewed and agreed by the Governing Body on *insert date*.

It is due for review on *insert date* (up to 12 months from the above date).

Signature Head Teacher Date

Signature Chair of Governors Date

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1. INTRODUCTION

Safeguarding is defined as protecting children from maltreatment, preventing impairment of health and/or development, ensuring that children grow up in the provision of safe and effective care and optimising children's life chances.

This Child Protection Policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the school.

In particular this policy should be read in conjunction with the Safer Recruitment Policy, Behaviour Policy and AntiBullying Policy.

Purpose of a Child Protection Policy

To inform staff, parents, volunteers and governors about the school's responsibilities for safeguarding children. To enable everyone to have a clear understanding of how these responsibilities should be carried out.

Hertfordshire Safeguarding Children Board Child Protection Procedures

The school follows the procedures established by the Hertfordshire Safeguarding Children Board; a guide to procedure and practice for all agencies in Hertfordshire working with children and their families.

School Staff & Volunteers

All school staff and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with children.
All school staff and volunteers will receive child protection training, so that they are knowledgeable and aware of their role in the early recognition of the signs and symptoms of abuse or neglect and of the appropriate procedures to follow.

Mission Statement

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to when they have a worry or concern.
- Establish and maintain an environment where school staff and volunteers feel safe, are encouraged to talk and are listened to when they have concerns about the safety and well being of a child.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Ensure that children who have been abused will be supported in line with a child protection plan, where deemed necessary.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

2. STATUTORY FRAMEWORK

In order to protect children from harm the school will act in accordance with the following legislation and guidance:

The Children Act 1989

The Children Act 2004

Education Act (2002), section 175

Hertfordshire Safeguarding Children Board Child Protection Procedures (2007)

DfES guidance Safeguarding Children and Safer Recruitment in Education (2006)

HM Government 'Working Together to Safeguard Children' (2006)

HM Government 'Working Together to Safeguard Children' (2006) requires all schools to follow the procedures for protecting children from abuse which are established by the Hertfordshire Safeguarding Children Board. Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which they believe that a child has been abused or are at risk of abuse - these procedures should also cover circumstances in which a member of staff is accused of, or suspected of, abuse.

DfES guidance Safeguarding Children and Safer Recruitment in Education (2006) places the following responsibilities on all schools:-

- Schools should be aware of and follow the procedures established by the Hertfordshire Safeguarding Children Board
- Staff should be alert to signs of abuse and know to whom they should report any concerns or suspicions
- Schools should have procedures (of which all staff are aware) for handling suspected cases of abuse of pupils, including procedures to be followed if a member of staff is accused of abuse, or suspected of abuse
- A Designated Senior Person should have responsibility for co-ordinating action within the school and liaising with other agencies
- Staff with designated responsibility for Child Protection should receive appropriate training

DfES guidance Safeguarding Children and Safer Recruitment in Education (2006) also states that "All parents need to understand that schools and FE colleges have a duty to safeguard and promote the welfare of children who are their pupils or students, that this responsibility necessitates a child protection policy and procedures,

and that a school or FE college may need to share information and work in partnership with other agencies when there are concerns about a child's welfare."

3. THE DESIGNATED SENIOR PERSON

The Designated Senior Person for Child Protection in this school is:

NAME:

A Deputy DSP should be appointed to act in the absence/unavailability of the DSP.

The Deputy Designated Senior Person for Child Protection in this school is:

NAME:

It is the role of the Designated Senior Person for Child Protection to:

- Ensure that he/she receives refresher training at two yearly intervals to keep his or her knowledge and skills up to date
- Ensure that all staff who work with children undertake appropriate training to equip them to carry out their responsibilities for child protection effectively and that this is kept up to date by refresher training at three yearly intervals
- Ensure that newly appointed staff receive a child protection induction
- Ensure that temporary staff and volunteers are made aware of the school's arrangements for child protection
- Ensure that the school operates within the legislative framework and recommended guidance
- Ensure that all staff and volunteers are aware of the Hertfordshire Safeguarding Children Board Child Protection Procedures
- Ensure that the Head Teacher is kept fully informed of any concerns
- Develop effective working relationships with other agencies and services
- Decide whether to take further action about specific concerns (e.g. refer to Children, Schools and Families)
- Liaise with CSF social care teams over suspected cases of child abuse
- Ensure that accurate records relating to individual children are kept separate from the academic file in a secure place and marked 'Strictly

Confidential' and that these records are passed securely should the child transfer to a new provision

- Submit reports to, ensure the school's attendance at Child Protection Conferences and contribute to decision making and delivery of actions planned to safeguard the child
- Ensure that the school effectively monitors children about whom there are concerns, including notifying CSF of the absence of a child who is the subject of a child protection plan
- Provide guidance to parents, children and staff about obtaining suitable support

4. THE GOVERNING BODY

The Governing Body has overall responsibility for ensuring that there are sufficient measures in place to safeguard the children in their establishment.

In particular the Governing Body must ensure:

- Child protection policy and procedures
- Safe recruitment procedures
- Appointment of a DSP who is a senior member of school leadership team
- Relevant child protection training for school staff/volunteers is attended
- Safe management of allegations
- Deficiencies or weaknesses in child protection arrangements are remedied without delay
- A member of the Governing Body (usually the Chair) is nominated to be responsible in the event of an allegation of abuse being made against the Head Teacher
- Safeguarding policies and procedures are reviewed annually and information provided to the local authority about them and about how the above duties have been discharged

5. SCHOOL PROCEDURES

If any member of staff is concerned about a child he or she must inform the Designated Senior Person.

The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations. (Pro-forma is available on the Hertfordshire Grid for Learning).

The Designated Senior Person will decide whether the concerns should be referred to Children, Schools and Families. If it is decided to make a referral to Children Schools and Families this will be done with prior discussion with the parents, unless to do so would place the child at further risk of harm.

Particular attention will be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a child protection plan (formerly referred to as the Child Protection Register) and a written record will be kept.

If a pupil who is/or has been the subject of a child protection plan changes school, the Designated Senior Person will inform the social worker responsible for the case and transfer the appropriate records to the Designated Senior Person at the receiving school, in a secure manner, and separate from the child's academic file.

6. WHEN TO BE CONCERNED

All staff and volunteers should be aware that the main categories of abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm – **see Appendix 1 for details.**

Generally, in an abusive relationship the child may:

- Appear frightened of the parent/s or other household members e.g. siblings or others outside of the home
- Act in a way that is inappropriate to her/his age and development (full account needs to be taken of different patterns of development and different ethnic groups)
- Display insufficient sense of 'boundaries', lack stranger awareness
- Appear wary of adults and display 'frozen watchfulness'

7. DEALING WITH A DISCLOSURE

If a child discloses that he or she has been abused in some way, the member of staff / volunteer should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Not promise confidentiality – it might be necessary to refer to Children Schools and Families
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, rather than ask direct questions
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record (see Record Keeping)
- Pass information to the Designated Senior Person without delay

Support

Dealing with a disclosure from a child, and a child protection case in general, is likely to be a stressful experience. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the Designated Senior Person.

8. CONFIDENTIALITY

Child Protection raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children, Schools and Families and the Police).

- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.
- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

9. RECORD KEEPING

When a child has made a disclosure, the member of staff/volunteer should:

- Make brief notes as soon as possible after the conversation
- Not destroy the original notes in case they are needed by a court
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Draw a diagram to indicate the position of any bruising or other injury
- Record statements and observations rather than interpretations or assumptions

All records need to be given to the Designated Senior Person promptly. No copies should be retained by the member of staff or volunteer (pro-forma available on the Hertfordshire Grid for Learning)

10. ALLEGATIONS INVOLVING SCHOOL STAFF/VOLUNTEERS

Whenever it is alleged that a member of staff/volunteer has:

- Behaved in a way that has, or may have harmed a child
- Possibly committed a criminal offence against/related to a child
- Behaved toward a child in a way which indicates s/he is unsuitable to work with children

the person receiving the allegation must take it seriously and immediately inform the Head Teacher.

If any member of staff/volunteer has reason to suspect that another member of staff/volunteer may have abused a child at the school, or elsewhere, they must immediately inform the Head Teacher.

They should also make a written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, what was said and anyone else present. This record should be signed and dated and immediately passed on to the Head Teacher.

If the concerns are about the Head Teacher, then the Chair of Governors should be contacted. The Chair of Governors in this school is:

NAME:

CONTACT NUMBER:

In the absence of the Chair of Governors, the Vice Chair should be contacted. The Vice Chair in this school is:

NAME:

CONTACT NUMBER:

The Head Teacher will not investigate the allegation itself, or take written or detailed statements, but he/she will assess whether it is necessary to refer to Children Schools and Families in consultation with the Local Authority Designated Officer (07920 283106 or 07995 288271)

If it is decided that the allegation warrants further action through Child Protection Procedures the Head Teacher must immediately make a referral to CSF Client Services (01438 737511) so that the allegation can be investigated in accordance with Section 10 of the Hertfordshire Safeguarding Children Board Child Protection Procedures .

If it is decided that it is not necessary to refer to Children Schools and Families, the Head Teacher and Local Authority Designated Officer will consider whether there needs to be an internal investigation.

The Head Teacher should, as soon as possible, **following briefing** from the Local Authority Designated Officer inform the subject of the allegation.

For further information see:

- Hertfordshire Safeguarding Children Board Child Protection Procedures: Section 10, Allegations Against Those Working With Children.

APPENDIX 1 - INDICATORS OF POSSIBLE SIGNIFICANT HARM

POSSIBLE SIGNS OF PHYSICAL ABUSE

- Unexplained injuries or burns, particularly if they are recurrent
- Injuries not typical of accidental injury
- Frequent injuries even with apparently reasonable explanations
- Improbable or conflicting explanations for injuries
- Refusal to discuss injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted
- Bald patches
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home
- Fear of medical help / parents not seeking medical help

- Self-destructive tendencies
- Aggression towards others
- Chronic running away
- Frequently absent from school

POSSIBLE SIGNS OF EMOTIONAL ABUSE

- Probably the most difficult type of abuse to recognise. An emotionally abused child is often withdrawn, introverted and depressed.
- Admission of punishment which appears excessive
- Over-reaction to mistakes
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Chronic running away
- Compulsive stealing
- Scavenging for food or clothes
- Continual self depreciation
- Air of detachment – ‘don’t care’ attitude
- Social isolation – does not join in and has few friends
- Desperate attention-seeking behaviour
- Eating problems, including over-eating or lack of appetite

- Depression, withdrawal

POSSIBLE SIGNS OF SEXUAL ABUSE

- Demonstrate sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
- Wetting or other regressive behaviours e.g. thumb sucking
- Inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- Stop enjoying previously liked activities
- Be reluctant to undress for PE
- Become fearful of, or refuse to see, certain adults for no apparent reason; show dislike of a particular baby-sitter, relative or other adult
- Draw sexually explicit pictures
- Urinary infections, bleeding or soreness in the genital or anal areas
- Soreness or bleeding in the throat
- Chronic ailments, such as stomach pains or headaches
- Take over the parental role at home; seem old beyond their years
- Develop eating disorders, such as anorexia or bulimia
- Depression, suicidal thoughts
- Poor self-image, self-harm, self-hatred
- Physical discomfort
- Use drugs or drink to excess
- Unexplained pregnancy
- Memory loss
- Frequent running away
- Restricted social activities
- Find excuses not to go home or to a particular place

- Have recurring nightmares/be afraid of the dark
- Be unable to concentrate; seem to be in a world of their own
- Have a 'friend who has a problem' and then tell about the abuse of the friend
- Sudden changes in school work habits, become truant
- Withdrawal, isolation or excessive worrying
- Outbursts of anger or irritability
- Unexplained sums of money
- Act in a sexually inappropriate/harmful or seductive way towards others

POSSIBLE SIGNS OF NEGLECT

- Constant hunger
- Poor personal hygiene
- Inappropriate clothing, clothing in a poor state of repair
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Low self-esteem
- Poor social relationships
- Compulsive stealing
- Constant tiredness
- Emaciation
- Destructive tendencies.
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Chronic running away
- Scavenging for food or clothes

In addition to all the above signs a child may disclose an experience in which he/she may have been harmed, or there may be any other cause to
believe that a child may be suffering harm.

Equalities Checklist:

It is important for contracting organisations to identify their Equality & Diversity (E&D) strengths and areas for development as employers and service providers.

The health check questionnaire set out below is a toolkit for self assessment. Answers to the questions will assist contracting organisations gauge their compliance and flag up developmental needs.

Legislation

<input type="checkbox"/>	Are you aware of the main equality legislation which requires all employers and service providers to eliminate discrimination and promote equal opportunities in all their policies and practice?
<input type="checkbox"/>	Does your organisation have an equal opportunities policy statement that encompasses all equality strands such as race, gender, sexuality, disability, etc),?
<input type="checkbox"/>	Do you have strategies, action plans and procedures for delivering equal opportunities?
<input type="checkbox"/>	Do you carry out any equality impact assessments on your policies and activities resulting from these policies?

Organisation – Service Users

<input type="checkbox"/>	Are you aware of the demographic trends in your area and the socio-economic disadvantage faced by specific local minority groups?
<input type="checkbox"/>	Does your knowledge of these issues influence your targets and strategies for service provision, participation and achievements?
<input type="checkbox"/>	What strategies do you have to tackle under-representation and under achievements of specific groups under equality strands such as gender, disability, race, etc?
<input type="checkbox"/>	How do you involve local community groups to widen participation and promote your services?
<input type="checkbox"/>	How do you ensure that discrimination is eliminated and the highest quality of service is provided to all service users?
<input type="checkbox"/>	Do you have strategies for consulting with local communities and planning and providing services in partnership with other agencies?
<input type="checkbox"/>	In the spirit of Best Value, does your organisation work on the basis of continuous improvement in equal opportunities performance as an employer and service provider?
<input type="checkbox"/>	How do you identify the barriers to access your services particularly those who are from socially excluded groups?
<input type="checkbox"/>	In what ways are you flexible and responsive to the specific needs of such groups? What positive action do you take to ensure that your services are fully accessible by all groups?
<input type="checkbox"/>	Do you have feedback mechanisms to assess service users' expectations, perceptions and experiences? If so, how do you use this information to review your organisation's culture, quality of staff and services?
<input type="checkbox"/>	Do you use successful participants to act as advocates and champions of your services in their specific communities?

Organisation – Workforce

<input type="checkbox"/>	Does your organisation have effective mechanisms to collect information to ensure monitoring of your workforce at all levels by ethnicity, gender, sexuality, disability, age, religion, etc? How frequently are the results reviewed, and to whom are they reported?
<input type="checkbox"/>	Do you monitor staff satisfaction by ethnicity, gender, sexuality, disability, age, religion, etc?
<input type="checkbox"/>	Do you monitor progress and review and revise strategies in the light of the above monitoring information?
<input type="checkbox"/>	Do you know what your organisation's image is among the socially excluded groups in the community? Would they call your organisation an equal opportunities employer, who values diversity? If not, what are you going to do about changing your image?
<input type="checkbox"/>	Do you set targets for recruitment, training, retention and promotion for those groups who are under-represented on the workforce at various levels?
<input type="checkbox"/>	Do you have an effective staff appraisal scheme and do you set equality targets for all staff as part of their appraisal?
<input type="checkbox"/>	Do you review job applications and interview results by ethnicity, gender, sexuality, disability, age, religion, etc?
<input type="checkbox"/>	Do you carry out exit interviews? Are the results reviewed by ethnicity, gender, sexuality, disability, age, religion, etc?
<input type="checkbox"/>	Have you taken any specific steps to broaden the field for recruitment of staff to achieve diversity? If so, have they worked? If not, what further action have you planned or taken?
<input type="checkbox"/>	Do you have anti-harassment policies and procedures for staff, service users and others who visit your organisation? Do they work? How do you know?
<input type="checkbox"/>	What training is given to staff in dealing with perpetrators and victims?
<input type="checkbox"/>	Are all staff aware of the importance of equal opportunities and the value of having diversity in the workforce and among learners? Do you receive training on cultural awareness and managing diversity?
<input type="checkbox"/>	If some of your colleagues have issues in dealing with people from a variety of ethnic, cultural and religious backgrounds and people with disability, gay men and lesbians, what arrangements do you have for improving their understanding and performance?
<input type="checkbox"/>	Are all staff in your organisation trained to identify and challenge direct and indirect discrimination at work?
<input type="checkbox"/>	Are all staff aware of Children, Schools & Families' requirements for service delivery in terms of equal opportunities and diversity?
<input type="checkbox"/>	Do you carry out equality and diversity audits of your organisation internally or through external consultants to identify your strengths and developmental needs as an employer and service provider?

