

REDFIELD EDGE PRIMARY SCHOOL

CHILD PROTECTION POLICY

(Also see safeguarding policy)

Rationale

Redfield Edge Primary School takes seriously its responsibility to protect and safeguard the welfare of the children and young people in its care.

Aims

We recognise that for children high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult help prevent the chances of their being abused.

As part of the ethos of the school, the staff and governors are committed to:

- Encouraging and supporting parents/carers and working in partnership with them;
- Listening to and valuing the pupils;
- Ensuring all staff, both teaching and support, are aware of signs and symptoms of abuse, know the correct procedure for referring concerns or allegations and receive appropriate training to enable them to carry out these requirements;
- Maintaining a safe school environment for all pupils;
- Exercising their duty to work in partnership with other agencies and to share information with them.

We recognise that staff, because of their contact with and knowledge of the children or young people in their care, are well placed to identify abuse and offer support to children in need.

The school recognises it is an agent of referral and not of investigation.

Procedures for Referral

All action is taken in line with the following guidance:

- South Gloucestershire Children Protection Procedural Manual
- Department of Health guidance: Working Together to Safeguard Children (2015)
- Department of Health: What to do if you're worried a child is being abused (2015)
- Keeping Children safe in education DFE (September 2016)
- The Local Safeguarding Board

Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that abuse may have occurred must report it immediately to the **designated person** for Child Protection (**Andrew Foss**) or if unavailable to the deputy designated person **Lisa Robinson**. In the absence of either of the above the matter should be brought to the attention of the most senior member of staff on site.

The designated person will inform Social Services by telephone. Telephone number **01454 866000** (**Action and Response Team - ART**). or 999

The telephone referral to Social Services will be confirmed in writing within 24 hours on the Single Assessment Form (SAFeh).

Confidentiality must be maintained and information relating to individual pupils/families shared with staff on a strictly need to know basis.

Alleged Abuse by Staff

Schools should contact

- **Local Authority Designated Officer (LADO).** In South Gloucestershire, the LADO is **Tina Wilson (telephone number: 01454 868508)**
- Jenny Wagstaff, Head of Central Personnel, Administration, Communications and Training
Telephone: 01454 864428

The Designated Officer contacted will record a note of the consultation and will advise of the appropriate action that needs to be taken, which could include a referral to Social Services.

Where the allegation is against the Designated Person or the Head Teacher then the Chair of Governors needs to take on the responsible role. The LA Designated Officer for Child Protection should be contacted for advice on how to proceed. The designated child protection governor at the school is Mrs. Jo Parker.

Record Keeping

Any member of staff receiving a disclosure of abuse, or noticing possible abuse, must make an accurate record as soon as possible noting what was said or seen, putting the event into context, and giving the date, time and location. All records must be dated and signed.

Discuss with the Designated Person regarding possible action.

All hand written records will be retained, even if they are subsequently typed up in a more formal report.

All records relating to Child Protection concerns will be kept in a secure place and will remain confidential. They do not form part of the pupil's educational records and are not required to be disclosed to parents/carers except by agreement.

Parental Involvement

The school is committed to helping parents/carers understand its responsibility for the welfare of all pupils.

Parents/carers will be made aware of the school's Child Protection Policy via the school prospectus and initial meetings with parents of new pupils.

Where possible, concerns should be discussed with parents/carers and the designated person should seek agreement on making referrals, unless to do so would place the pupil at increased risk of significant harm.

Training

The designated person and his/her deputy will attend training events organised by the LA, and to update their training every 2 years.

All staff, both teaching and support, shall have access to appropriate training on signs and symptoms, school procedures and responding to CP concerns on a regular basis, at least once every two years CP training must be included in induction training for all staff and volunteers including work experience students for secondary schools.

The Role of the Governing Body

The Governors will receive an annual report on changes to Child Protection Policy or procedures; training undertaken by the designated person, other staff and governors; the number of child protection incidents/cases (without detail or name); and the place of child protection issues in the curriculum.

The Chair of Governors or the designated governor for child protection, in liaison with the designated person, will ensure that the school has a Child Protection Policy and procedures are in place, and that these are known to all members of staff. The designated governor for child protection in liaison with the designated officer will also carry out an annual audit of safeguarding procedures and develop an action plan which will be reviewed at least twice in the academic year.

Safe School – Safe Staff

This school takes Child Protection seriously and will endeavour to keep Child Protection issues in mind throughout the recruitment process. All adults who work in school undergo an enhanced Disclosure and Barring Search (DBS) which includes a List 99/Barred check.

The Prevent Duty.

In order for schools to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation as part of our safeguarding duties. The statutory guidance makes clear that schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

The general risks affecting children and young people may vary from area to area, and according to their age. Schools and childcare providers are in an important position to identify risks within a given local context.

It is important that schools and childcare providers understand these risks so that they can respond in an appropriate and proportionate way. At the same time schools and childcare providers should be aware of the increased risk of online radicalisation, as terrorist organisations such as ISIL seek to radicalize young people through the use of social media and the internet.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behavior which could indicate that they may need help or protection. Children at risk of radicalisation may display different signs or seek to hide their views.

School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent duty does not require teachers to carry out unnecessary intrusion into family life but as with any other safeguarding risk they must take action when they observe behaviour of concern.

The safeguarding procedures outlined above need to be followed in exactly the same way should staff have a concern about potential radicalisation or undue influences.

Sexual Exploitation

Child sexual exploitation is a form of child abuse which involves children and young people (male and female), of a range of ethnic origins and age receiving something in exchange for sexual activity.

Perpetrators of child sexual exploitation are found in all parts of the country and are not restricted to particular ethnic groups. It is important that staff are aware of the risk factors and alert the school's designated officers if there are concerns.

Key indicators of children being sexually exploited which can include:

- going missing for periods of time or regularly coming home late
- regularly missing school or education or not taking part in education
- appearing with unexplained gifts or new possessions
- associating with other young people involved in exploitation
- having older boyfriends or girlfriends
- suffering from sexually transmitted infections
- mood swings or changes in emotional wellbeing
- drug and alcohol misuse
- displaying inappropriate sexualised behaviour.

Practitioners should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.

Female Genital Mutilation (FGM)

In the same way as staff should be vigilant to the risk factors of sexual exploitation the same is relevant for Female Genital Mutilation. Staff should be aware of these risk factors through ongoing training. Staff will be made aware that pupils of primary school age are those **most likely** to be at risk of FGM. Fundamentally, any concerns relating to children or older siblings who may be at risk need to be identified to the Designated Officer. Where a member of staff becomes aware of a case of FGM they have a personal duty to make a report directly to the police. This responsibility cannot be transferred to the designated officer.

Sexting

Youth produced sexual imagery is illegal. Most, if not all, incidents will be outside school. However they may come to light by a disclosure. The school staff should then treat this as an E-safety concern and a child protection concern. A referral must be made to the designated officer (Andrew Foss HT) or in their absence the deputy designated officer (Lisa Robinson DHT). The guidance produced by UKCCIS will then be followed.

Review

This policy will be reviewed and updated (if appropriate) on an annual basis.

Conclusion

This school fully recognises the contribution it can make to protecting and safeguarding children. This will take place through 3 main elements:

- prevention, by creating a positive school atmosphere
- teaching and pastoral support to pupils
- protection, by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns and offering support to pupils and to staff who may have been abused

Signed: _____ Signed: _____

Chair of Governors

Headteacher

Reviewed October 2016

To be reviewed: October 2017

APPENDIX 1

GUIDANCE ON THE PLACE OF PHYSICAL CONTACT IN MANAGING CHILDREN'S BEHAVIOUR

General Guidance on All Forms of Physical Contact

Physical contact has always been an essential component in caring for children. The challenge for the teacher/care is to ensure that when physical contact is used it is part of the planned continuum of caring appropriate for that child's individual needs and is in the child's best interests. As such, physical contact can be viewed as a positive action to promote the welfare of the child.

These guidelines are intended to promote confidence in the appropriate use of physical contact so that staff at Redfield Edge Primary School can continue to use it as part of a care plan for a child to safeguard and promote the welfare of the child. However we must remember that it is the child's needs which we must meet, rather than the carer's. The teacher/carer using physical contact needs to be aware of the child's needs and background and as importantly, to be aware of their own feelings in relation to such contact.

Specific advice follows in this appendix on Comfort and on Approval/Reassurance touch and in Appendix 2 on Holding and Leading and on the use of Restraint. However, the table below contains essential questions which adults engaging in any physical contact with children **must** be able to answer in the affirmative.

SELF KNOWLEDGE	KNOWLEDGE OF THE CHILD
THE CHILD - KNOWLEDGE OF BACKGROUND AND NEEDS	THE ADULT - SELF KNOWLEDGE
Is the action appropriate considering:	Is the action appropriate in light of:
the child's age?	your feelings – are you under control? Is there a desire to punish the child?
the child's gender?	any possible insecurity on your part and your need to feel in immediate control? Have other strategies been overlooked?
the child's cultural development?	your own needs. For example your own need to have an outlet for your anger or to have an outlet for expressing or receiving physical

	affection?
the child's developmental level?	your awareness of the messages the child is giving about physical contact – both verbal and non-verbal?
any previous background of abuse?	

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COMFORT TOUCHING

Purpose: This form of touch is used to comfort a child in a distressed state. Either from previous knowledge of the child, or the child's own actions, it is clear that the child is in need of direct physical contact. To fail to respond to a child in this situation could be seen to constitute emotional neglect.

Example: A Teaching Assistant puts his/her arms around a reception aged child who has fallen over in the playground and is crying and is need of comfort.

Guidance on the use of comfort touching

A child should not be denied positive touch for comfort, reassurance or approval, whatever their age, gender or developmental stage.

Younger children or those with more specific special needs – emotional, physical or learning – may well require a higher degree of positive physical touching.

Knowledge of the child and self knowledge as outlined in the table on the previous page should be followed. It is important for children and young people to be offered positive role models by both genders in the use of positive touching. It is the nature of the relationships and needs and wishes of the child that should determine the use of touch, not gender. Some adults will naturally feel more comfortable in their use of touch when working with children than others but children will also recognise this and respond accordingly.

Comfort and reassurance touching should normally take place openly except in exceptional circumstances where privacy is required to meet the needs of the child.

Care should be taken to monitor that the use of touch is appropriate to the needs and circumstances of that individual child. For instance the use of 'position touches', e.g. an arm around a child when listening to a child reading or a 'pat' of encouragement, should not become a routine repertoire by a teacher/carer – here there is the danger that the adult is no longer sensitive to the needs or responses of the child.

An open, observant climate amongst staff here at Redfield Edge Primary School should allow concerns/reservations to be voiced if anyone feels uncomfortable about observed interactions involving physical contact.

APPROVAL/REASSURANCE TOUCHING

Purpose: This is a non-verbal form of communication that immediately signifies reassurance, approval or encouragement. The teacher/carer shares in a child's success.

Examples: A teacher puts an arm around a child when listening to the child reading.
A teacher gives an encouraging touch on the shoulder to a pupil who has last managed a task that has demanded much effort.

Guidance on the use of Approval/Reassurance Touching

Refer to the Guidance above on the use of Comfort Touching.

APPENDIX 2

INTERVENING IN MANAGING BEHAVIOUR

GUIDANCE ON THE PLACE OF PHYSICAL CONTACT

HOLDING OR LEADING

Purpose: The adult helps the child bring him/herself back into control. It does not include the use of force to overpower the child. The child responds without resistance and gains control of the situation.

Examples: A child has been asked to leave an assembly and refuses. The teacher gently, but firmly, puts an arm around the child's shoulders and leads him/her away. The child does not resist.
A child is having a temper tantrum and is hitting out and getting him/herself into a state. The adult, caringly but firmly, holds the child to help him/her feel safe and prevent him/her hitting out. The child does not resist.

Guidance on Holding or Leading

Holding or leading are useful techniques to adopt in the management of children's behaviour particularly when a child for whatever reason is unresponsive to verbal intervention. A child may be successfully diverted from destructive or disruptive behaviour by being led away by the hand, arm or by means of an arm around the shoulder.

For some children this form of physical contact will be identified in the child's action plan.

The use of holding or leading is often an essential component in providing a safe caring environment for the child.

No difficulties should arise in the use of holding or leading provided that the general guidance in Appendix 1 on self knowledge and knowledge of the child is adhered to.

If a child who is being held or led resists forcefully so that as a consequence in order to 'control' the child the application of force is necessary, so that the holding has in fact become restraint, the following questions would need to be asked:-

- can the action be justified in moving from the use of holding to the use of physical restraint?
- was the child in danger of injuring him/herself?

- was the child in danger of injuring others?
- was the child in danger of causing serious damage to property?
- what are the likely effects on the child in the use of physical restraint?
- would an alternative strategy achieve improved outcomes?

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PHYSICAL RESTRAINT

Purpose: Physical restraint is an act of care and control and not a punishment or a sanction. It is the positive application of force with the intention of overpowering a child in order to prevent the child

- harming him/herself
- harming others
- damaging property

No more than the minimum force necessary should be used, taking into account all the circumstances. If there has been a 'reckless' use of physical force then the teacher/carer is open to charges of assault. It is the protection of safety rather than the restraint of aggression per se that justifies physical restraint. The intervention must be aimed at the protection of the likely victim.

Examples: A pupil is attacking another pupil with a weapon; the teacher/carer intervenes to protect the other child and restrain the aggressor.

A pupil becomes angry, displays aggression in a manner that causes concern and threatens to run off and attack another pupil. The teacher/carer intervenes by preventing the child leaving the classroom until they have calmed down and talked through their anger.

Guidance on the use of Physical Restraint

The use of physical restraint is a difficult area. Because of incidents, both locally and nationally, all staff need to know what is acceptable the Local Authority and in what circumstances the Authority would consider recommending disciplinary action against them. It does involve overpowering the child and this is only acceptable if it is an act of restraint as defined above.

Given the seriousness of this form of intervention all incidents should be recorded. (See procedures outlined below.)

Restraint should be viewed as a positive form of caring when used appropriately. There may be instances when a child could be considered at risk if physical restraint is not used. If staff feel unable to intervene directly to protect the child they must take other immediate action to promote the child's safety.

In order for the restraint to be seen as a positive action of care it must always appear this way to the child. A verbal warning should always precede the restraint. Throughout the process staff should use a calm, reassuring manner in both verbal and non-verbal communications, emphasising the caring aspect of the restraint. Teachers/carers must always have their own feelings under control. Without this there is a danger of an inappropriate application of force for the circumstances. There are certain methods of restraint that the Authority would never consider to be appropriate; for example, headlocks and armlocks. Methods such as these are demeaning. They could potentially injure the child and could provide an unsuitable role model that could lead to an escalation of physically aggressive behaviour between children. Best practise gives a clear message to the child that the physical restraint is not arising from anger, frustration, insecurity or a

APPENDIX 2(cont)

desire to punish the child. Complaints are likely to arise if the child perceives the act as vindictive rather than part of a caring process.

Physical restraint should never become a standard practise without due regard to the individual circumstances. Neither should it become standard practice with a particular child, unless planned. It is recognised that with some children physical restraint will not be a single, isolated incident. Where it becomes clear that it might need to be longer term practice in providing proper care for that child, then the child's individual action plan will need to recognise this and include it.

Restraint then can legitimately be used to prevent the child:

- harming him/herself
- harming others
- damaging property.

However the question still needs to be asked: is this the most effective intervention strategy to be used in these particular circumstances?

Staff engaged in physical restraint need to ask the following questions:

- were there good grounds for believing that immediate action was necessary to prevent a child from significantly injuring him/herself or others or damaging property?
- are you confident that you used only the minimum force necessary to prevent injury or damage to property?
- was the form of restraint you used appropriate to the child's age and circumstances?
- did you relax the restraint as the child regained self-control?
- are you sure that what started as physical restraint did not eventually become physical punishment?
- Did you intervene in a way which allowed the child to retain their dignity?
- Would the child have perceived the restraint as a caring act as opposed to an act of punishment?

Even where answers to the above indicate that physical restraint was entirely appropriate, it will still have been a situation potentially stressful for both staff and pupil. A separate debriefing should therefore take place for both parties.

Recording

Any incidents involving physically overpowering a child, even where it is a recognised strategy within the child's Individual Action Plan, should be reported and a record kept.

At Redfield Edge Primary School we keep a Physical Restraint Incident Log that is kept in the Headteacher's office. Each incident needs to be recorded.

Where the frequency of physical restraint arises as more than an isolated incident, the child's action plan should address this.

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One of the main benefits of good recording is to inform the Headteacher and Governors on pattern of physical restraint in respect of individual children and members of staff – a system which will alert management should there be a need to offer further support either to staff or a child should this be necessary.

Reporting

The Headteacher should be informed of any incident involving the use of physical restraint as soon as possible after the incident and whenever possible on the day of the incident. Parents/carers will then be informed.

Record keeping for other forms of physical contact need not take this form.

