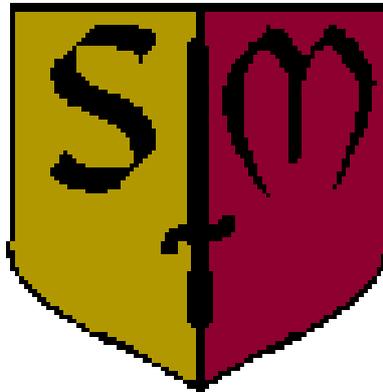


St Mary's
Catholic Primary
School



**CHILD PROTECTION
POLICY STATEMENT
AND
PROCEDURES**

**Learning and Loving
Caring and Sharing
through
The message of Christ**



**St Mary's Catholic Primary School is a happy
community where we are loved and valued as
individuals.**

**As Disciples of Jesus, we learn
together, pray together and
celebrate together as one in God's love.**

**Together with parents/carers, the parish and the
wider community, we prepare our children to
live and build God's kingdom on earth.**

EQUALITY IMPACT STATEMENT

In St Mary's, we have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relationships.

The school recognises that as staff are in regular and frequent contact with children, they are particularly well placed to observe signs of abuse or unexplained changes in behaviour or performance, which may be indicative of it. Therefore, the school aims to be diligent in its efforts to look after each child's welfare and well-being.

Child abuse is actual harm to a child aged below 18 years, whether caused by default, or a deliberate act. The harm may be to the standard of health, development or well-being which can be reasonably expected for that child. (Definition of Child Abuse AWCPP Revised 2008)

If someone tells you that they or another child or young person is being abused:

- Show that you have heard what he/she is saying, and that you take his/her allegations seriously.
- Encourage the child to talk, but do not prompt or ask leading questions.
- Explain what actions you must take.
- Do not give an undertaking of absolute confidentiality as staff have a responsibility to disclose information to those who need to know.
- Write down what you have been told, using the exact words if possible.
- Make a note of the date, time, place and people who were present at the discussion.
- Report your concerns to your line manager or (if appropriate) the member of staff in your organization with designated responsibility for child protection.

- Ensure that your concerns are immediately reported to the duty social worker at the local office (MASH 01978 292039).
- Do not confront the alleged abuser.

If a child is likely to suffer harm it is essential that urgent action is taken under the child protection procedures. These procedures are outlined in The All Wales Child Protection Procedures and the local protocol is ratified by the LSCB (Booklet-All Wales Child Protection Procedures-Schools-Revised 2008).

When abuse is alleged or suspected or a child is deemed to be at risk of suffering abuse, the school will adopt the following procedure:

- The Headteacher is the designated Child Protection Co-ordinator in the school who will be **immediately** informed, or in the case of their absence, a Senior Manager.
- The person informed will contact the Duty Social worker, without delay, at SPOA(Single Point of Access)- Safeguarding and Support Services. This should be the opportunity to discuss what action needs to be taken in any individual case and **how to keep the child safe**. The school's Educational Social Worker (ESW) and school nurse should also be contacted on the **same day**.
- If the discussion is confirmed as a referral, the person informed will complete a Child Protection Form/Common Referral Form and email it to **SPOA** – within **24 hours**, or at the earliest opportunity, following consultation with appropriate agencies. It should be **MARKED CONFIDENTIAL**.
- Take advice from **SPOA** before communicating with parents. Obtaining parental consent should be considered before discussing a referral concerning their child with other agencies)

Exceptions to this include:

- Where such action may put the child at increased risk.
- The possibility of threats or coercion.
- The loss of important evidence.
- The child's wishes that the parent/s are not informed, providing the child is competent to take that decision.

- Safeguarding and Support Department Team managers, in conjunction with the police, will make the decisions whether or not parents should be informed and not the referrer.
 - The reasons for the decision will be fully recorded.
- Attend case conferences as requested and submit a report, which should be available to the Chair/ Safeguarding and Support Child Protection Coordinator 48hours prior to the meeting, keeping to factual information and not opinion or rumour. It is good practice to share any reports with the family at least a day before the conference.

WHERE IT IS ALLEGED ABUSE HAS TAKEN PLACE INVOLVING A MEMBER OF STAFF:

The following procedures will be followed:

- The Head teacher or a Senior Manager in her absence should be notified immediately.

If the allegation involves the Head Teacher:

- a) Inform, without delay, the appropriate Chief Officer based at the Local Authority Education Department
- b) a confidential interview with the named officer for child protection for schools i.e. ESW Team Manager or Head of Inclusion should ensue.

- All suspected abuse must be reported to Safeguarding and Support.
- A senior Education Officer will be informed.
- The Chair of Governors will be consulted
- “Agencies must not undertake their own internal enquiries but must refer on as described above. Agencies must not make their own decisions about whether a concern that involves a particular member of their own staff is a disciplinary issue or a child protection issue. Such complex considerations should

only take place with the involvement of Social Services and the Police". All Wales Child Protection Procedures.

- In the case of Education Social Workers, Education Psychologists, Peripatetic Teachers and any other staff not attached to schools, the same procedures should be followed without delay.

Definition of Child Abuse:

Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional setting, by those known to them or, more rarely, by a stranger. A child or young person up to the age of 18 years can suffer abuse or neglect and require protection via an inter-agency child protection plan.

Role of the Child Protection Co-coordinator:

General Consideration:

Child Protection is a serious issue, particularly those who may be victims, potential victims or involved in support. Frequently situations do not appear 'black or white' and a tension often exists between agencies.

It would seem essential therefore, that the person nominated or appointed should have:

- a. A clear understanding of the importance of Child Protection and the role of the school.
- b. The ability to communicate effectively with other agencies and the ability to appreciate all relevant perspectives.
- c. The ability to relate well to pupils parents and colleagues in order to gain their confidence.

- d. Sufficient seniority or recognition within the school in order to act on behalf of the school and in some instances brings about change if required.
- e. A willingness to develop awareness of Child Protection, particularly through training and obtaining information available in existing and future circulars.

Specifically:

The role of the coordinator would include:

1. Ensuring that all members of staff are aware of the appropriate Child Protection Procedures and who the designated teacher is. This is particularly important for new staff.
2. Ensuring that the proper procedures are followed.
3. Liaison with other agencies over cases of alleged abuse and the promotion of cooperative working including attendance at Case Conferences.
4. Ensuring that the designated Senior LA Officer is aware of any breakdown in communication or problems with the implementation of local procedures.
5. Maintaining appropriate records regarding cases which cause concern and subsequent action taken.
6. Ensuring that ongoing monitoring exists for pupils having been the subject of child abuse concerns and/or, placed on the Child Protection Register and made the subject of a plan involving their school or facilities.

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 caregiver 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.

In addition, neglect may occur during pregnancy as a result of maternal substance misuse.

The school is always aware of the possibility of a child suffering neglect. When concerns are raised regarding neglect, the 'Neglect Practice Guidelines' and monitoring form will be implemented.(See below).

Professional Anonymity.

Professionals cannot remain anonymous when making referrals, although members of the public are able to request this.

Sir Ronald Waterhouse, 'Lost in Care', highlights the responsibility of all professionals in respect of child protection:

“Consideration should be given to requiring failure by a member of staff to report actual or suspected physical or sexual abuse of a child by another member of staff or other person having contact with the child to be made an explicit disciplinary offence.”

Training

The Headteacher and FP Senior Manager received Level 2 Multi-Agency Child Protection training in November 2018 and the KS 2 Senior Manager attended Level 2 Child Protection training in November 2016. All Staff have received Level 1 Child Protection update training provided by John Grant (Senior CP Officer) in September 2018/ January 2019. The Headteacher and Senior Managers are named as the School's Child Protection Co-ordinators in the School Prospectus and in the Staff Handbook. New and temporary staff are informed of the School's Child Protection procedures by the Headteacher and formal training is provided during the next cycle of events led by Wrexham CBC.

Appendix 1

	PHYSICAL SIGNS	BEHAVIOUR SIGNS
Physical neglect/ Emotional Abuse	Neglected appearance. Often left unattended/abandoned. Unattended health/medical needs. Failure to thrive/gain weight. Consistent hunger. Poor hygiene.	Delayed development. Lethargic, tired, falls asleep. Often absent or late to school. Self-destructive. Hopelessness. Desperate attention seeker. Steals food.
Physical Abuse	Unexplained or frequent trauma, such as <ul style="list-style-type: none"> ▪ Fractures, grazes, cuts ▪ Injuries of different ages ▪ Burns, cigarette or immersion ▪ Minor injuries, bruises especially to eyes or mouth Heavy punishment, eg severe bruises, multiple weals, hand-shaped marks.	Delay seeking medical advice. Hyper-critical/rigid parents. Chronic runaway. Afraid of going home. Unexplained or regular absences. Wary of physical contact. Complains of soreness. Behavioural extremes – withdrawn, wary or aggressive/disruptive.
Sexual Abuse	Sleep and eating disturbances. Medical problems, eg pain, itching, urinary infection, venereal disease. Pregnant. Sexual knowledge or curiosity or behaviour beyond child's years. Underclothes – torn, stained, bloody. Difficulty in walking or sitting – genital injuries	Reports abuse. Fear of particular individuals. Sudden change in personality or school performance or self-esteem. Aggression or unruly behaviour. Truancy. Depressed, withdrawn, sad, listless, self-injury, suicide attempts, overdoses, running away. Guilt, shame, anger.

The above signs do not always indicate child abuse, but the possibility should be considered.

If in doubt, share your concern without delay.

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 caregiver fabricates or induces illness in a child whom they are looking after.

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 a child that they are worthless or unloved, inadequate or valued only in so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, for example by witnessing domestic abuse within the home **or being bullied**, or, the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child, though 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 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 caregiver 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.

In addition, neglect may occur during pregnancy as a result of maternal substance misuse.

Disclosure/Allegation of Abuse

Should a young person disclose that s/he has been or is being abused, this information must be passed on. If a young person discloses abuse, the staff member should:

DO	DON'T
Listen to the child/young person rather than directly questioning him or her.	Stop a child who is freely recalling significant events.
Encourage the child/young person to allow another person to be present.	Show shock or disquiet.
Reassure the young person that they are not to blame and are right to tell.	Guarantee confidentiality.
Inform the child/young person that you will have to pass information on.	Put words into the child/young person's mouth.
Make a written record of the discussion as soon as possible after the child has made the disclosure to you, taking care to record the timing, setting, personnel/other staff as well as what was said.	Be afraid to seek support from yourself from your line manager. However, it is not appropriate because of the high standard of confidentiality that must be maintained in child protection to discuss individual cases with personal friends or acquaintances, who may be able to identify the family concerned.
Be clear about your own position, you work for a Department that has a responsibility to protect children and young people.	Interrupt the child/young person.
Keep any drawings, paintings etc that the child/young person may do to show what happened to him or her.	Expose the child/young person to mass examination by staff to verify any injuries.
Remain calm and reassuring.	Question the child, remember, this task must be undertaken by specially trained professionals.

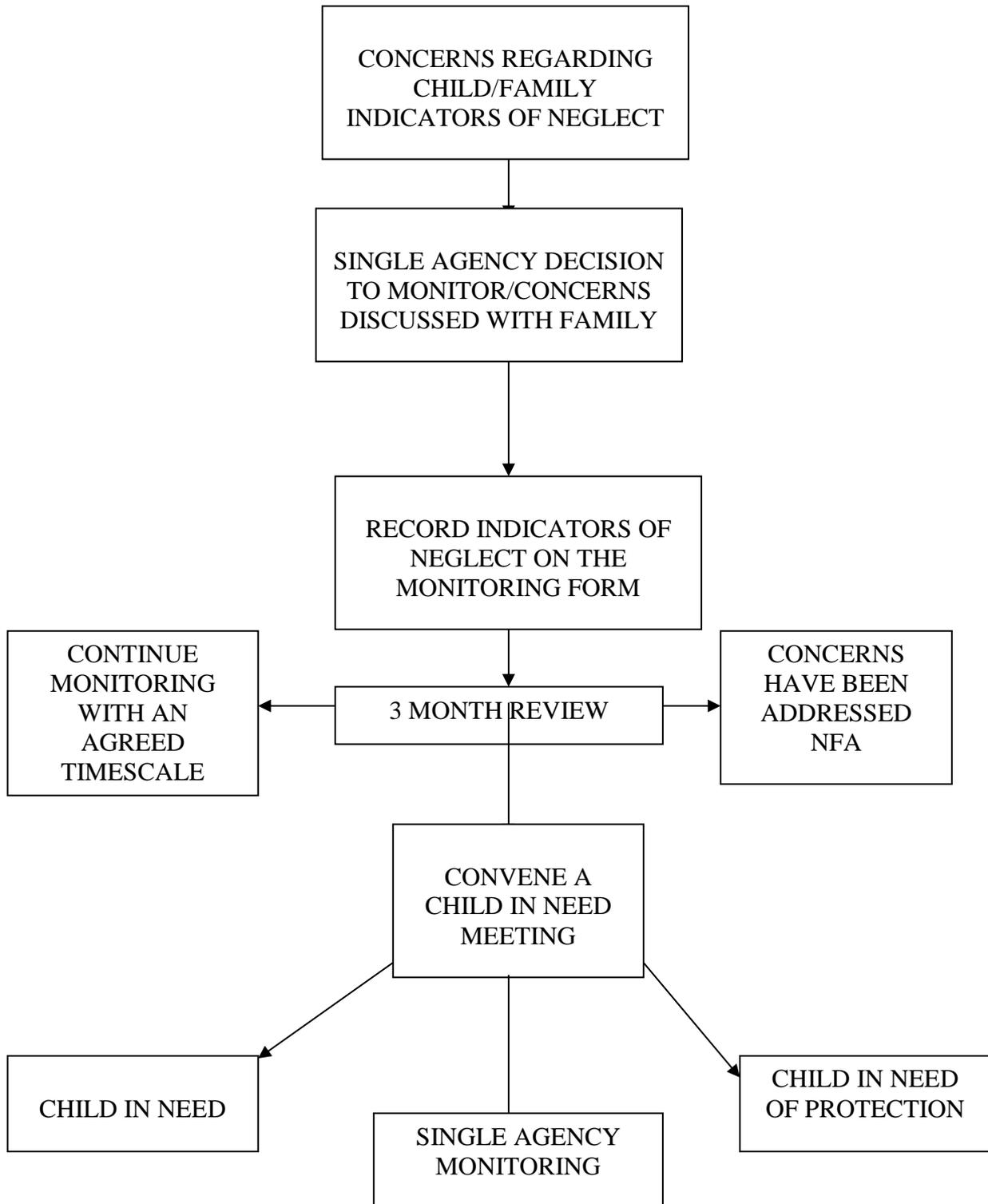
Additional information from the new All Wales Procedures:

- 1. During the course of an initial assessment, if Safeguarding and Support establish that a school age child is not attending school, they should alert the Learning and Achievement Department, and ensure that in the interim, the child is subject to adequate daytime care and supervision arrangements.**

- 2. Where a teacher or other member of staff have cause to believe that a child is at risk from, or is the subject of, fabricated or induced illness, the teacher with designated responsibility for child protection should be immediately informed. As with all forms of suspected harm, the *All Wales Child Protection Procedures* will apply and the designated teacher will take responsibility for making an appropriate referral to Safeguarding and Support. All evidence relating to the concern should be kept safely as it may be needed to inform decision making or contribute to any consequent investigation.**

Teachers and other school staff should not carry out their own investigations or discuss the matter with the child's parent/caregiver.

NEGLECT PRACTICE GUIDELINES



SHOULD THERE BE CONCERNS OF A CHILD PROTECTION NATURE THROUGHOUT THIS PROCESS CHILD PROTECTION PROCEDURES SHOULD BE FOLLOWED.

St Mary's Catholic Primary School
Child Protection SPOA Incident/ Welfare Check Log



<u>Date/ Time:</u>	<u>Child's Name:</u>	<u>DOB</u>	<u>Call received from:</u>
Concern/ Discussion			
Action Taken:			
Further Action to be taken:			

