



# **THE JOHN HENRY NEWMAN CATHOLIC SCHOOL**

## **Child Protection Policy and Procedure**



This Child Protection Policy is one of the policies relating to the safeguarding responsibilities of the school. It should be read in conjunction with all safeguarding policies.

**All Staff must read Section 1, Part 1 (pages 6-17) of “Keeping Children Safe in Education – Statutory Guidance for Schools and Colleges (September 2016)”**

### **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.

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

The purpose of a Child Protection Policy is to inform governors, parents, staff, and volunteers of the school’s responsibilities for safeguarding children. It should also enable everyone to have a clear understanding of how these responsibilities should be carried out.

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 families.

School staff 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 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.

### **Our aims:**

To establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to when they have a worry or concern.

To establish and maintain an environment where school staff feel safe, are encouraged to talk and are listened to when they have concerns about the safety and well being of a child.

To ensure children know that there are adults in the school whom they can approach if they are worried.

To ensure that children who have been abused will be supported in line with a child protection plan, where deemed necessary.

To include opportunities in the PSHCE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

## **The Designated Safeguarding Lead Person (DSP)**

The school has a Designated Safeguarding Lead Person for Child Protection and a Deputy Designated Safeguarding Lead Person.

The role of the Designated Safeguarding Lead Person for Child Protection is to:

- complete refresher training at two yearly intervals;
- 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;
- 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 Headteacher 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 Children's Services 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 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 Children's Services 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;
- identify and ensure any learning that is required takes place as a result of the application of this policy.

## **The Governing Body**

The Governing Body has overall responsibility for ensuring that there are sufficient measures in place to safeguard the children at The John Henry Newman Catholic School.

In particular:

- child protection policy and procedures;
- safe recruitment procedures;
- appointment of a Designated Safeguarding Lead Person who is a senior member of the school leadership team;
- relevant child protection training for school staff, volunteers and governors is attended;
- safe management of allegations;
- deficiencies or weaknesses in child protection arrangements are remedied without delay;
- a member of the Governing Body is nominated to be responsible in the event of an allegation of abuse being made against the Headteacher;
- safeguarding policies and procedures are reviewed annually.

## **School Procedures**

**The Designated Safeguarding Lead Person for Child Protection in this school is Miss P Cusack (PC)**

**The Deputy Designated Safeguarding Lead Persons in the school are Miss J Scouller and Mrs R Davies.**

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

Information must be recorded regarding the concerns, on the same day. The recording must be a clear, precise, factual account of the observations.

The Designated Safeguarding Lead Person will decide whether the concerns should be referred to Children's Services. If it is decided to make a referral to Children's

Services this will be done with prior discussion with the parents, unless to do so may place the child at further risk of harm.

Particular attention will be paid to the attendance and development of any child for whom the school has concerns, or who has been identified as being the subject of a Child Protection Plan 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 Safeguarding Lead Person will inform the social worker responsible for the case and transfer the appropriate records to the Designated Safeguarding Lead Person at the receiving school, in a secure manner, and separate from the child's academic file.

## **When to be Concerned**

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

Somebody may abuse or neglect a child by inflicting harm, or by failure to act to prevent harm. A child may be abused by an adult, or adults, or another child or children.

Abuse can also be by someone the child knows, or someone a child thinks he/she knows (e.g. via the Internet)

All staff and volunteers (e.g. mentors) should be aware of the main categories of abuse.

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

All staff and volunteers should be concerned about a child when they present with indicators of possible significant harm – see Appendix 1.

## **Specific Safeguarding Issues**

The categories below are covered by the main categories of abuse but we feel that they need to be highlighted separately as well.

- Female Genital Mutilation (FGM)
- e-safety and cyber-bullying
- Forced marriage and Children Missing Education

- Sexual exploitation
- Preventing Radicalisation

(See Appendix 2 for the full list and details of where to find further information)

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 their 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'.

## **Dealing with a Disclosure**

If a child discloses that they have 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's Services
- reassure the child that what has happened is not their 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; pass information to the Designated Safeguarding Lead 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 themselves and discuss this with the Designated Safeguarding Lead Person.

## **Confidentiality**

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

- All staff, 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's Services 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 tells 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 work should share that information only with appropriate professional contacts.

## **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;
- keep the original notes to give to the DSP (Designated Safeguarding Lead Person), 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 Safeguarding Lead Person (DSP) promptly. No copies should be retained.

## **Allegations involving school staff/volunteers**

If 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 towards a child or children in a way which indicates that he/she would pose a risk of harm if they work regularly or closely with children

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

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

(If the concerns are about the Headteacher, then the Chair of Governors should be contacted. This number is available from the Headteacher's Personal Assistant.)

The Headteacher will not personally investigate the allegation nor take written or detailed statements, but will assess whether it is necessary to refer to the Local Authority Designated Officer. If it is decided that the allegation warrants further action through Child Protection Procedures the Headteacher must immediately refer the concerned to the Child Protection Team on 0300 1234043 so that the allegation can be investigated in accordance with Hertfordshire Safeguarding Children Board Child Protection Procedures. The Schools Out of Hours Service are also contactable on 0300 1234043.

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

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

Child Protection Team 0300 1234043

## **Legislation and Guidance**

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

The Children Act 1989

The Children Act 2004

Education Act (2002), section 175

Hertfordshire Safeguarding Children Board Child Protection Procedures (2007)

What to do if you are worried a child is being abused 2015 Advice for Practitioners

DFE Statutory Guidance: 'Keeping Children Safe in Education' (September

2016) 'Working Together to Safeguard Children' March 2015

All schools are required 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.

All schools have the following responsibilities:

- they 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;
- they 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 Safeguarding Lead Person has responsibility for co-ordinating action within the school and liaising with other agencies;
- staff with designated responsibility for Child Protection should receive appropriate training.
- all staff members should receive appropriate Child Protection Training which is regularly up-dated.

All parents need to understand that schools 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 may need to share information and work in partnership with other agencies when there are concerns about a child's welfare.

**Policy approved by Governors on: Autumn 2017**

**Review date: Autumn 2018**



## **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 injury
- 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 depravation
- Air of detachment – 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 relationship
- 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.**

## **APPENDIX 2 – SPECIFIC SAFEGUARDING ISSUES**

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information on the [www.TES.co.uk](http://www.TES.co.uk) and also on its own website [www.nspcc.org.uk](http://www.nspcc.org.uk) . You can also access broad government guidance on the issues listed below via the GOV.UK website:

- [child sexual exploitation \(CSE\)](#)
- [bullying including cyberbullying](#)
- [domestic violence](#)
- [drugs](#)
- [fabricated or induced illness](#)
- [faith abuse](#)
- [female genital mutilation \(FGM\)](#)
- [forced marriage](#)
- [gangs and youth violence](#)
- [gender-based violence/violence against women and girls \(VAWG\)](#)
- [mental health](#)
- [private fostering](#)
- [radicalisation](#)
- [sexting](#)
- [teenage relationship abuse](#)
- [trafficking](#)