



CHILD PROTECTION POLICY

Rationale

Brighter Futures staff should always be mindful of local policies and procedures, that must be followed, and which are under the direction of the Local Safeguarding Children's Board. This policy complies with South West Child Protection Procedures (www.swcpp.org.uk).

Everyone working for Brighter Futures has a responsibility in relation to child protection. In most cases this will be the referral of concerns to the Designated Teacher for Child Protection at the relevant school and informing the Director of Brighter Futures that a referral has been made.

It is essential that schools and agencies work together to enable the most appropriate form of intervention to take place. This policy aims to outline the role of Brighter Future, the procedures that staff should follow and guidance on issues related to child protection generally. It is not exhaustive. All staff should use as a rule of thumb the needs and safety of the child as being at the centre of any decision they may need to take.

Legislation

Working Together to Safeguard Children 2015 and Keeping Children Safe in education (DfE 2016) are the primary pieces of legislation covering the care and protection of children young people and inform this policy.

Aims of our policy

- ➔ to raise awareness of individual responsibilities in identifying and reporting possible cases of abuse
- ➔ to provide a systematic means of monitoring, recording and reporting of concerns and cases
- ➔ to provide a safe culture for all to promote positives outcomes for children and young people
- ➔ to provide guidance on recognising and reporting suspected child abuse

Responsibilities

Designated person

The Designated Teacher for Child Protection (DTCP) for Brighter Futures is the Headteacher of Three Ways School. For staff providing outreach services in schools the Designated Teacher for Child Protection at the client school is the first point of contact.

The DTCP is responsible for:

- ➔ co-ordinating action within the school/service and liaising with Social Care and other agencies over cases of abuse and suspected abuse
- ➔ acting as a source of advice within the school/service
- ➔ ensuring that staff are familiar with the policy and procedures
- ➔ referral of individual cases of suspected abuse
- ➔ liaising with agencies about individual cases
- ➔ organising training on child protection within school/service

Where verbal referrals are made to social care, the referral should be confirmed in writing within 24 hours.

Where there is uncertainty about making a full referral, advice can still be sought from the Children and Families Assessment Intervention Team tel: 01225 396312/313 (Out of office hours 01454615165 without giving the child's details.

Full training for all staff will be provided by the DTCP. Other staff will be updated by the DTCP on a rolling programme.

Brighter Futures staff

Brighter Futures staff must notify the Designated Officer in the host school of any concerns and put this in writing before they leave the premises of the school or by the end of the same day.

New staff are informed of the main points of this child protection policy on induction. All staff will need to be familiar with the Child Protection policy and procedures for the school in which they are working.

All staff need to be alert to the signs of abuse as detailed in this policy. They should report any concerns immediately, where possible to the designated person or school DTCP. If in any doubt they should consult with the designated person.

All staff should apply the procedures detailed below for responding to a suspected case remembering that:

- ➔ you cannot promise confidentiality
- ➔ information should only be shared with those who need to know
- ➔ it is important to stay calm and reassuring
- ➔ the needs and safety of the child must always come first
- ➔ when in doubt - ask

Guidance on recognising suspected abuse (see Appendix 1)

Child abuse is a term used to describe ways in which children are harmed by someone often in a position of power. It may not be our responsibility to

decide whether child abuse is occurring but we are required to act on any concerns and report it to the appropriate party. **The health, safety and protection of a child is paramount.**

Guidance on dealing with suspected abuse (see Appendix 2)

All staff should refer concerns to the DTCP as soon as possible.
In the meantime, they should:

- listen to the pupil, keeping calm and offering reassurance
- observe bruises but should not ask a child to remove or adjust their clothing to observe them
- If a disclosure is made the child should lead the discussion. Do not press for details by asking questions “what did they do next?”.
- Listen – don’t investigate using questions such as “is there anything else you’d like to tell me?”
- Accept what the pupil says without challenge – reassure them that they are doing the right thing and that you recognise how hard it is for them
- Don’t lay blame or criticise either the child or the perpetrator
- Don’t promise confidentiality – explain that they have done the right thing and who you will need to tell and why

Procedures for monitoring, recording and reporting

At the time

Brief notes at the time or immediately after will help you to complete the **concern form** when you are able. You should note:

- Name of child, their date of birth, home address, parents contact details
 - Date and time of disclosure/incident observed
 - Place and context of disclosure or concern
 - Is the person reporting their own concerns or passing on those of someone else? If so, include details
 - What has prompted the concerns
 - Has there been discussion with the child/young person? If so, what was said
 - Has anyone been alleged to be the abuser? If so, record details
 - Who has this concern been passed to? E.g. School Designated person
 - Has anyone else been consulted?
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- Remember to keep to factual information and not assumption or interpretation. Use the child’s own language to quote rather than translating into your own terms. Be aware that these sheets may be used at a later date to support a referral to an external agency

The Designated Teacher for Child Protection (DTCP)

The designated person will undertake all actions required by the local Authority policy and procedure. This will include:

- ➔ Follow-up the referral using the concern sheet as a basis for consideration before action
- ➔ Make additional records of discussions and any investigation that takes place
- ➔ Make a decision whether to continue to monitor the situation or take the referral further. This decision should be communicated to the individual making the initial referral
- ➔ Where a child is referred to social care a referral form should be completed and sent within 24 hours

Any information from social care meetings should be handed to the DTCP in the host school for inclusion in the student's CP file.

Managing Allegations against staff

All allegations should be dealt with according to guidance set out by the LSCB.

In the event of an allegations concerning any Brighter Futures member of staff, the allegation must be passed to the Headteacher of Three Ways School who will follow BANES LSCB Managing Allegations Protocol. The Local Authority Designated Officer (LADO) should be contacted immediately with any concern, by the designated person, within 1 working day.

In the event of an allegations concerning both the Designated Officer of Three Ways School the allegation will be made directly to the LADO

The Local Authority Designated Officer for managing allegations or safeguarding concerns against staff is Mel Argles who can be contacted on 01225 396810 (secure email box: lado@bathnes.gcsx.gov.uk). Local authority safeguarding contacts 01225 396312 or 01225 396313

Multi-agency meetings

At times staff will be called to participate in meetings organised and chaired by social care.

These might be:

- ➔ Strategy discussions
- ➔ the child protection review conference
- ➔ Child protection conferences
- ➔ family group conferences - for children in need, in a range of circumstances where a plan is required for the child's future welfare
- ➔ professionals' meetings – in which representative professionals from different agencies are asked to meet to discuss children and their

families with a view to providing support or making recommendations in terms of next stages of involvement

- core group meetings – meeting in which a ‘core’ group of professional associated with the family are asked to meet to review the progress of actions decided at case conferences and register reviews

At these meetings, representatives from Brighter Futures should be ready to report providing information about:

- attendance and punctuality
- academic achievement
- the child’s behaviour and attitude
- relationships with peer group and social skills generally
- child’s appearance and readiness for school
- contact with parents/ carers
- any specific incidents that need reporting

Prior to the meeting, classteachers and other adults working closely with the child should be asked for their comments. Following the meeting feedback should be given and staff brought up-to-date with any actions that are needed.

Multi Agency Child Protection Plans

Confidentiality

Where children have a multi agency child protection plan and leave one school for another, the designated person must inform the receiving school and the key worker at the social care department. If the child leaves the school with no receiving school, details should be passed to the Children Missing Education Officer.

Education staff have a professional responsibility to share relevant information about the protection of children with the investigative agencies. Members of staff should not promise confidentiality but can let the child know that only those who need to know will be informed and that that will be for the child’s own sake.

Time should be taken to reassure the child and confirm that information given will be treated sensitively. Reassurance should be given and the adult involved listen sympathetically and non-judgementally.

Staff should be careful and ensure that information is only given to the appropriate person. All staff should be kept aware of issues relating to confidentiality and the status of information they may hold.

Members of staff, other than the DTCP and those involved closely, should only have enough details in order to help them to act sensitively and appropriately to a pupil. Sensitive information regarding pastoral issues and for children with a multi agency child protection plan is kept in a locked cabinet.

Discretion should be used when talking about the personal, and changing circumstances of children e.g. when a child goes into care. Care is particularly necessary after attending child protection meetings. Information received should be treated sensitively and discretion will be needed as issues emerge on a formal and informal basis.

Physical contact with pupils

Some form of physical contact with pupils by teachers is inevitable. In some cases it is necessary for reassurance. However, all teachers should be aware of issues related to touching and the way in which this might be misconstrued. This relates particularly to any sensitive areas of the body.

Staff should never allow or engage in inappropriate touching of any kind.

In the event of physical restraint being used it is important that only the minimum amount is used in order to prevent the pupil from causing injury to themselves, others or property. Safe Touch/Safe Holding procedures should be followed to the letter.

Preventing Radicalisation

Procedures for preventing radicalisation are detailed in the Child Protection training and Induction procedures for staff. Any concerns should be immediately reported to the Designated Officer who will act on concerns as required.

CSE and FGM

Child sexual exploitation and Female Genital Mutilation safeguarding concerns are also detailed in the Child Protection training and induction procedures for staff.

Any concerns should be immediately reported to the Designated Officer who will act on concerns as required.

Training

The Designated Teacher must receive the appropriate level of training in Child Protection every 2 years.

All staff will have appropriate training in Child Protection at least every 3 years.

Recruitment of staff (see Safer Recruitment Policy)

Staff recruitment is carried out in line with LSCB/SCCPP safe recruitment procedures.

Working with parents

Parents' and children's need for privacy should be respected. Attitudes to and contact with parents should be non-judgemental in order to obtain the most

conducive working relationship. The priority is the needs of the child and effective liaison is crucial for this.

It should be recognised that families from different backgrounds and cultures will have different approaches to child-rearing. These differences should be acknowledged and respected provided they do not place the child at risk as defined earlier in the document.

Record Keeping

All records, information or confidential notes will be kept in separate files in a locked drawer or filing cabinet.

Only the designated persons will access to these files

Review and monitoring of the policy

This policy will be reviewed on an annual basis, or earlier if legislation should change, as part of the annual Safeguarding Audit for Brighter Futures. The Director/Governors will ensure that the policy is in place and that safe recruitment procedures are implemented.

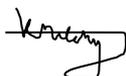
Further information

More detailed information is available on the LSCB website

<http://www.bathnes.gov.uk/services/children-young-people-and-families/child-protection>

Further Information can also be obtained from the Designated Teacher for Child Protection, Headteacher of Three Ways School.

Signed :



Director

Print Name:

Kieran McCarthy

Date:

April 2018

Review Date: April 2019

APPENDIX 1 Guidance on recognising suspected abuse

PHYSICAL ABUSE

Can include hitting, shaking, throwing, poisoning, burning, scalding, suffocating or causing any form of physical harm to a child.

Possible signs include:

Unexplained injuries or burns
Refusal to discuss injuries
Improbable explanations of injuries
Untreated injuries or lingering illness
Admission of punishment which appears excessive
Shrinking from physical contact
Fear of returning home or parents being contacted
Fear of undressing
Fear of medical help
Aggression/ bullying
Over compliant behaviour
Running away
Significant changes in behaviour
Deterioration in work
Unexplained pattern of absences

EMOTIONAL ABUSE

This is persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on a child's emotional development. It can include:

- conveying to a child that they are worthless or unloved
- placing inappropriate age-related expectations on children
- making children feel frightened or in danger on a frequent basis

Possible signs of emotional abuse include:

Continual self-deprecation
Fear of new situations
Inappropriate emotional responses to painful situations
Self-harm or mutilation
Compulsive stealing/ scrounging
Drug/solvent abuse
'Neurotic' behaviour – obsessive rocking, thumb-sucking
Air of detachment 'don't care' attitude
Social isolation
Attention-seeking behaviour
Eating problems
Depression, withdrawal

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. They can include non-contact activities such as involving children looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Possible signs include:

Bruises, scratches, burns or bite marks
Scratches abrasions or persistent infection in the anal or genital regions
Pregnancy
Sexual awareness inappropriate to the child's age
Frequent public masturbation
Attempts to teach other children about sexual activity
Refusing to stay with certain people or go to certain places
Aggressiveness, anger, anxiety, tearfulness
Withdrawal from friends

NEGLECT

Neglect is also a form of abuse. It is the persistent failure to meet a child's basic physical and/ or psychological needs and can affect the child's health and development. It might include failure to provide adequate food, shelter and clothing, failure to protect a child from physical harm or danger, failure to ensure appropriate access to medical care and treatment.

Possible signs include:

Constant hunger
Poor personal hygiene
Inappropriate clothing
Frequent lateness or non-attendance
Untreated medical problems
Low self-esteem
Poor social relationships
Compulsive stealing or scrounging
Constant tiredness

BULLYING

Bullying can be defined as using deliberately hurtful behaviour, usually over a period of time, where it is difficult for those bullied to defend themselves. The three main types of bullying are:

- physical
- verbal
- emotional

SELF HARM

If it comes to the attention of a teacher/ member of staff that a child is self-harming, they should alert the designated person for child protection. Actions by the DTCP might include:

- contacting parents
 - contacting Child Adolescent Mental Health Services
- contacting Social Care if the child meets the referral criteria

APPENDIX 2

Dealing with disclosure

- Allow the child to talk but do not interrogate or ask leading questions – use questions such as ‘ Do you have anything else to tell me?’
- Be objective in your recording
- Don’t make promises about what might or might not happen next
- Do not make judgements about the people children refer to – they may be people they love
- Explain what will happen next and who you will need to talk to
- Listen to the child
- Make brief notes at the time and write them up afterwards – keep both sets just in case
- Stay calm and reassure them that they have done the right thing in telling you
- Use diagrams to record the position of any bruising or marks.
- Try not to show any shock you might feel
- Take what they say seriously
- You cannot promise confidentiality

→ You might consider using phrases such as 'you've done the right thing' or 'you're not to blame' or 'I understand'

After the disclosure, appropriate support should be given to both the child and the members of staff receiving and dealing with the disclosure.