

**COLLATON ST. MARY
CHURCH OF ENGLAND (V.A.)
PRIMARY SCHOOL**

Appendix to:

**Child Protection
Policy**

Review Date.....

Review Date.....

Review Date.....

Review Date.....

Review Date.....

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CHILD PROTECTION CHECKLIST

FOR DESIGNATED TEACHERS

I. If a teacher tells you that he/she suspects abuse.

You need to discuss this and decide whether the class teacher should talk to the child and/or the parents, whether the class teacher should monitor the child's behaviour etc.

You may decide that you need to discuss this with the Child Protection Team or with Social Services.

2. If a teacher tells you that a child has disclosed information

If a teacher tells you that a child has disclosed information to them about an abusive situation or incident(s) then you must refer this to Social Services. For sexual abuse cases you must not contact the parents, but for other categories of abuse, it is often appropriate to discuss some of the concerns with parents and tell them that you are making a referral. Also Social Services may ask you to.

When you contact Social Services, do make it clear that you are making a child protection referral. Also, make sure you are clear about what has been agreed before the end of the conversation. A verbal referral must be followed with a written referral within 24 hours.

IF IN DOUBT CONSULT

Tel: CP Team	01803 208559
Social Services	01803 208500 (Torquay)
	01803 208600 (Paignton & Brixham)

3. Recording

Make sure that you keep a detailed record of all record of all actions and conversations.

CHILD PROTECTION CHECKLIST

FOR CLASSROOM TEACHERS:

1. If a teacher suspects a child has been or is being abused or harmed.

You should discuss this with the designated teacher and/or the department head as soon as possible. It may be that it is decided to talk with the child and or the parents about some of the concerns e.g. about behaviour, lateness etc. but not directly about abusive situations. It will have to be decided who will do this; is it best for the class teacher, the designated teacher etc.

In most cases of suspicion, there will need to be some monitoring of the child in terms of behaviour etc. Notes are for your personal use to help with writing reports (notebooks should be kept securely).

2. When a child chooses to share information i.e. discloses information about an abusive situation.

It is important that the child is supported and feels that she/he has done the right thing by telling you. It is essential that the child is reassured, listened to and treated sensitively. It is best to listen to the child and not directly question and that she/he is allowed to talk.

When the child has finished telling, decide with the child what he/she wants to do whilst you speak with the designated teacher. This will depend upon how upset they are, they may want to stay with you, sit on their own or even go back to class.

As soon as the child has been settled, make some **very quick brief notes** of the information you have received — the date and time, where it took place, the child's demeanour and information about any bruises or marks.

Immediately, tell the designated teacher and share all the information. You will then be part of the decision making and it may be that you will be the main support person for the child and be with the child if there is an interview with Social Services.

You will need to write up a full report but your designated teacher will support you in this. You may also need to attend a case conference.

It is part of your contractual duty to refer on information about child abuse and you must do this as soon as possible.

INFORMATION TO GATHER WHEN MAKING A CHILD PROTECTION REFERRAL

Name Date.....

'Known as'

Age/DOB

Ethnic Group

Address

.....

Telephone number(s)

Family composition

Siblings in school

Preferred language of parents

Education Welfare Officer

School Nurse

GP

Current Concern

.....

.....

Any previous incidents

.....

.....

Child's current circumstances

.....

.....

Information needed

.....

APPENDIX 4

MONITORING INFORMATION

Please complete this sheet as appropriate to support professional judgements.

Date	Detailed observations/incidents of concern	Made by e.g. class teacher, Midday Supervisor	Any Action Taken

ANNEX A.

TORBAY COUNCIL

CHILD PROTECTION CONFERENCE/REVIEW
INFORMATION FROM SCHOOLS AND COLLEGES

To be held at			On:
First Name:		Family Name:	
D.o.B:	Ethnic Origin:	SEN: Y/N	Gender:
Address:			
Siblings (if attending same School):			D.o.B.
Name of Report Writer:		Name of School/College:	
Position:		Date pupil joined school:	

Report to Case Conference/Review

When completing this report it is important to consider how the information you give relates to the pupils welfare as the information you provide will influence the professionals response to the pupils needs, especially with regard to their safety and protection.

Please distinguish between fact and opinion within your report. Copies of the report will be given to the family (including the child/young person when aged 10 and over) prior to the meeting unless issues are identified which may put individuals at risk, in such cases a risk assessment will be undertaken.

ABOUT THE FAMILY/CARERS

Please describe any aspects of the pupil's home life that they have discussed with you that is relevant this meeting. What is the level and quality of contact that the parents/carers have with the school? Is there any additional information with regard to the family/carer, which is relevant to the meeting?

EDUCATIONAL NEEDS

What are the child's/young person's areas of strength? Are there any aspects in which the child/young person requires extra support and how is this provided? Please identify any specific difficulties (for example, if they have been at risk or have been excluded). Have there been any changes in the child's/young person's educational performance during the time that you have known them (please state period and change).

REGISTRATION

Please state your opinion as to whether the child/young person name should be on the Child Protection Register, if so under what category? With reference to the criteria for the registration of children/young people on Child Protection Register, please give your reasons for this assessment.

Signed

Date

Report For Child Protection Conferences (Professionals in Education)

- I. Conferences will normally take place within eight working days of a referral/investigation. Their aim is to bring together all those who can provide relevant information about the child and the child's family and to make plans for the protection of the child, if required, by the involvement of those who share professional responsibility for the care of the child and/or the provision of services.
2. Educational professionals should play an active, participatory role at the Conference. The Conference report is often the initial step in the process of interagency working to protect the child.
3. Torbay Area Child Protection Committee (ACPC) policy is to invite parents or carer to the Conference. It is, therefore, good practice to share the content of the report with parents/carers in advance of the Conference.
4. The report should be factual, non-judgemental, clear, balanced, accurate and relevant. Supportive evidence should be included and the source of evidence identified.
5. Options may be included in the report but should be clearly identified as such. Third Party information may also be included, but this again should be clearly identified.
6. The report may be a compilation by more than one person. The author(s) should be identified.
7. It is the responsibility of the author(s) to decide what information is relevant who, amongst the various education professionals involved, may be best placed to comment in greater detail under some headings. Liaison will assist the conference by avoiding unnecessary repetition. **It is important, where possible, to include positive statements about the child and/or family.**
8. Where a Conference is held about a number of children in the same family, a separate report should be prepared for each child.
9. Where possible, reports should be submitted in advance to the Child Protection Team at Union House, Union Street, Torquay. However, time may not always permit this so it is important to take a copy of the report(s) for the Child Protection Teams file.
10. It may also be useful to refer to the Section on Child Protection Conferences in the Torbay ACPC Multi-Disciplinary Child Protection Handbook. (Page 126.) Further support and information regarding report writing and preparation for Conferences is available from:

Child Protection Team: Tel.01803 208559

The appropriate Social Work Team

The SEWO in the Education Department:

For Child Protection Conferences **(Guidance and Structure Notes for Professional in Education)**

The following notes are for guidance only. Dependant upon individual circumstances some, all or none of the following may apply. They are intended only as prompts and as a means of shaping your report so that it's content is clear and balanced and appropriate to the general needs of the Conference and the subsequent Protection Plan for the child, if required.)

1. **Front-sheet** (or adaptation.) This **in itself** does not constitute an adequate report.
2. **Information Relating to the child's Attendance at School:**
 - Does the child's attendance rate cause concern? If so, how?
 - Does the child arrive punctually?
 - Are there any specific factors which affect the child's attendance or punctuality?
 - Is school notified of absences appropriately? Are reasons given consistently acceptable?
3. **How does the Child Perform Educationally?**
 - What is the child's approach and attitude to learning?
 - In which areas is the child achieving potential?
 - In which areas is the child underachieving?
 - Are there any particular areas of concern?
4. **Child's Behaviour in School.**
 - How does the child relate to peers and staff?
 - Is the child's behaviour consistent and age appropriate?
 - Has the child's behaviour changed?
 - Has the child's demeanour changed?
 - Are there any significant patterns of behaviour?
 - Are there any concerns about the child's emotional or physical development?
5. **Home/School Factors.**
 - What is parent/carers relationship with the school? Does the child talk about home at school?
 - How does the child appear to relate to his/her parents or carers?
 - How do parents or carers relate to the child?
 - Is there any concern about the physical care/hygiene of the child?
 - Are there any factors in the child's home, family or environment which affect the child's presentation for, or performance in school?
 - Is there any concern about the social development of the child?
 - Are parents/carers fully aware of any concerns you may have?
 - How do they respond?
 - Are parents/carers prepared to work with school and the child to address any concerns?
6. Date, name and signature of report author(s)

APPENDIX 7

“Parents should be aware that the school will take any reasonable action to ensure the safety of its pupils. In cases where the school has reason to be concerned that a child may be subject to ill-treatment, neglect or other forms of abuse, staff have no alternative but to follow the local Authority Child Protection Procedures and inform the Social Services Department of their concerns”

“Our first concern is your child’s welfare and therefore there may be occasions when we have to consult other agencies even before we contact you. Should this be necessary we want to reassure you that any concerns we have about your child will then be fully discussed with you after we have talked with the other agency.

The Torbay Area Child Protection Committee has laid down the procedures we follow. If you want to know more about this procedure - please speak to the Headteacher or the designated teacher.”

RECORD OF CHILD PROTECTION TRAINING IN SCHOOL

This form should include both teaching and non-teaching staff and it is important to also record any awareness sessions with parents.

The type of training will generally be related to awareness of issues related to abuse, procedures, the curriculum or some particular aspect of co-ordination and practice.

Type of Training	Target Group	Future Needs	Date

CHILD PROTECTION DESIGNATED TEACHERS TRAINING RECORD

Designated Teacher

NAME.....

LEA courses

Dates

Torbay ACPC Multi-agency courses

Dates

Other Courses

Dates

Child Protection in Torbay Schools — Advice for Staff

This guidance should be read in conjunction with the Torbay Child Protection Multi-Disciplinary Handbook.

It is recognised that school staff have the best of intentions in their daily interactions with children: any form of abuse of children by staff is very rare. There has, however, been a welcome awareness of child protection issues as a result of the Children Act legislation.

This advice is offered to all staff working in schools and it is hoped that it will be used to promote discussion of the issues raised on a whole staff basis.

One-to-One Meetings with Pupils

Staff should be aware of their vulnerability when undertaking one-to-one interviews with pupils. It is recognised and there will be occasions when one-to-one interviews must take place, but where possible, such interviews should be conducted in a room with visual access or with the door open, or in a room or area which is likely to be frequented by others.

Physical Contact with Pupils

As a general principle, staff are advised not to make unnecessary physical contact with their pupils. Physical contact which may be misconstrued by the pupil, parent or other casual observer should be avoided.

There may be occasions when a distressed child needs comfort and reassurance, but staff should use their discretion in such cases to ensure that their actions are not misinterpreted.

Staff who administer First Aid should ensure, wherever possible, that other children or another adult are present.

Anyone with responsibility for the management of other staff may wish to consider if there is any need for extra guidance in connection with behaviour management programmes, provision or personal care, and specific curriculum needs (eg, PE, *Art*)

Staff should be aware of their vulnerability when supervising pupils out of school, in a residential setting or on a trip, because of the more informal nature of such contexts. Staff in some schools may wish to consider carrying identification when undertaking these activities.

Choice of Teaching Materials

When using teaching materials of a sensitive nature teachers should be vigilant as to the possibility of misinterpretation and, if in doubt, consult with senior staff.

Day-To-Day Interaction with pupils

Staff should ensure that their relationships with pupils are appropriate to the age and gender of the pupils. Attitudes, demeanour and language all require care and thought, particularly when dealing with adolescents.

Action to be taken by Staff

(i) Who suspect child abuse

Guidance on general procedures where child abuse either inside or outside the school is suspected is given in the Multi-Disciplinary Child Protection Handbook.(Page 52).

If staff have disquiet about the behaviour of a colleague, they should inform the designated school co-ordinator or Headteacher immediately.

If their concerns relate to the Headteacher who is the designated school co-ordinator, then staff should contact directly the Director for Education Services.

A full written report must be given to the school co-ordinator or the Director of Education Services immediately and a copy retained safely.

(ii) Who realise that their action has been misconstrued

Following an incident where a member of staff feels that their actions have been misinterpreted, then that member of staff should speak with a senior member of staff and/or their professional association.

Summary

In considering this advice, staff are reminded that the welfare of the pupils remains paramount, and therefore the protection of the pupil must remain their primary consideration.

This document is aimed at providing guidance which should not inhibit any staff's ability to use their own professional judgement when interacting with pupils.

The Designated Teacher of Collaton St. Mary Church of England (V.A.) Primary School is Mrs. Bev Jackson.

The Multi-Disciplinary Child Protection Handbook is to be found in Mrs. Jackson's Class (Class 1).

14. Monitoring and evaluation of policy and practice

As with all policies, it is important to monitor the effectiveness and review and evaluate the policy regularly. It is particularly useful to review the child protection policy shortly after an incidence of abuse to ascertain how well the policy worked.

The following questions may be helpful to the process.

- How evident is a positive and relaxed relationship between pupils and staff?
- If a pupil had a problem who would they talk to?
- What information is available to parents and how is it made available?
- What is the staff knowledge of the designated teacher and their role?
- How aware are the whole staff of the Torbay ACPC Child Protection Procedures and school policy?
- Who would staff talk to if they had suspicions of child abuse?
- Are designated teachers aware of where records are kept and who has access?
- What is the level of training for designated teachers and all staff?
- What is the level of contact with other services?
- Is the role of the EWO understood?
- Are child protection curriculum activities included in the curriculum?
- What is the level of such activities?
- How are they assessed?
- Are curriculum practices consistent with and complemented by pastoral responses?
- Are supportive policies in place e.g. anti-bullying, sex education, pastoral care?
- Is data collated about incidents in school such as verbal abuse, harassment etc and used to inform policy and practice?

**COLLATON ST. MARY
CHURCH OF ENGLAND (V.A.)
PRIMARY SCHOOL**

Child Protection Policy

Review Date.....

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Collaton St. Mary Church of England (V.A.) Primary School

CHILD PROTECTION POLICY

1. Introduction/Rationale:

THE CHILDREN ACT 1989

The Children Act identifies schools as having a major preventable role in Child Protection by developing policies and procedures for managing situations where there is suspected abuse, and by working preventatively through the curriculum.

DIEE CIRCULAR 10/95

Protecting Children from Abuse: The Role of the Education Service

This circular suggests that schools can and do play a part in the prevention of child abuse through the curriculum and identifies Personal and Social Education and Education for Parenthood as key elements of this work. It also suggests that, through the curriculum, children can be taught about the risks of different kinds of abuse and be equipped with the skills they need to help them keep safe.

WORKING TOGETHER, UNDER THE CHILDREN ACT 1989

‘Because of their day to day contact with children during the school term, teachers and other staff are particularly well placed to observe outward signs of abuse, changes of behaviour or failure to develop.’

The protection of children is an integral part of the ethos of this school. We strive to create an atmosphere in which children feel secure, their views are valued, and they are encouraged to talk and are listened to.

2. Aims of the policy:

This policy has been developed to enable us to follow the Torbay Area Child Protection committee procedures effectively.

3. Role of the Headteacher and the Designated Teacher.

Names: Philip Mantell (Head)

Bev Jackson (Designated teacher)

Areas of responsibility:

- to keep the suffering of the child to a minimum
- to ensure that all staff, including non — teaching members, know who the designated teacher is and about the role.
- to raise awareness of all staff in school about:
 1. Child Protection
 2. The action to be taken in cases of suspected abuse or when a child chooses to disclose to a member of staff
 3. The school policy and Torbay ACPC procedures.
- to facilitate and support the development of a whole school policy, involving all staff
- to co-ordinate action when child abuse is suspected. I.e. To initiate procedures.
- to maintain records in a secure and confidential files.
- to be the keyholder to the Child Protection files and case conference minutes, with the authority to limit access to such information, to those working directly with the children concerned.
- to pass on records when a child, who is on the Child Protection register leaves school.
- to encourage the staff to consider a curricular response to prevention.
- to ensure that procedures for involving parents are known and followed.
- to liaise with Social Services and other agencies on matters relating to child protection.

- to offer support to staff who have suspicions about a child or have handled a disclosure, attended a case conference or given evidence in court.
- to brief members of staff attending a case conference about procedures.
- to co-ordinate support for the child during and after a referral has been made to Social Services.

A checklist for the designated teacher will be found in appendix 1

4. Roles and Responsibilities of All Members of Staff:

In the event of a member of staff (whether teaching or non-teaching) having a child protection concern about a pupil(s), he/she will immediately inform the designated teacher and record accurately the event(s) giving rise to the concern.

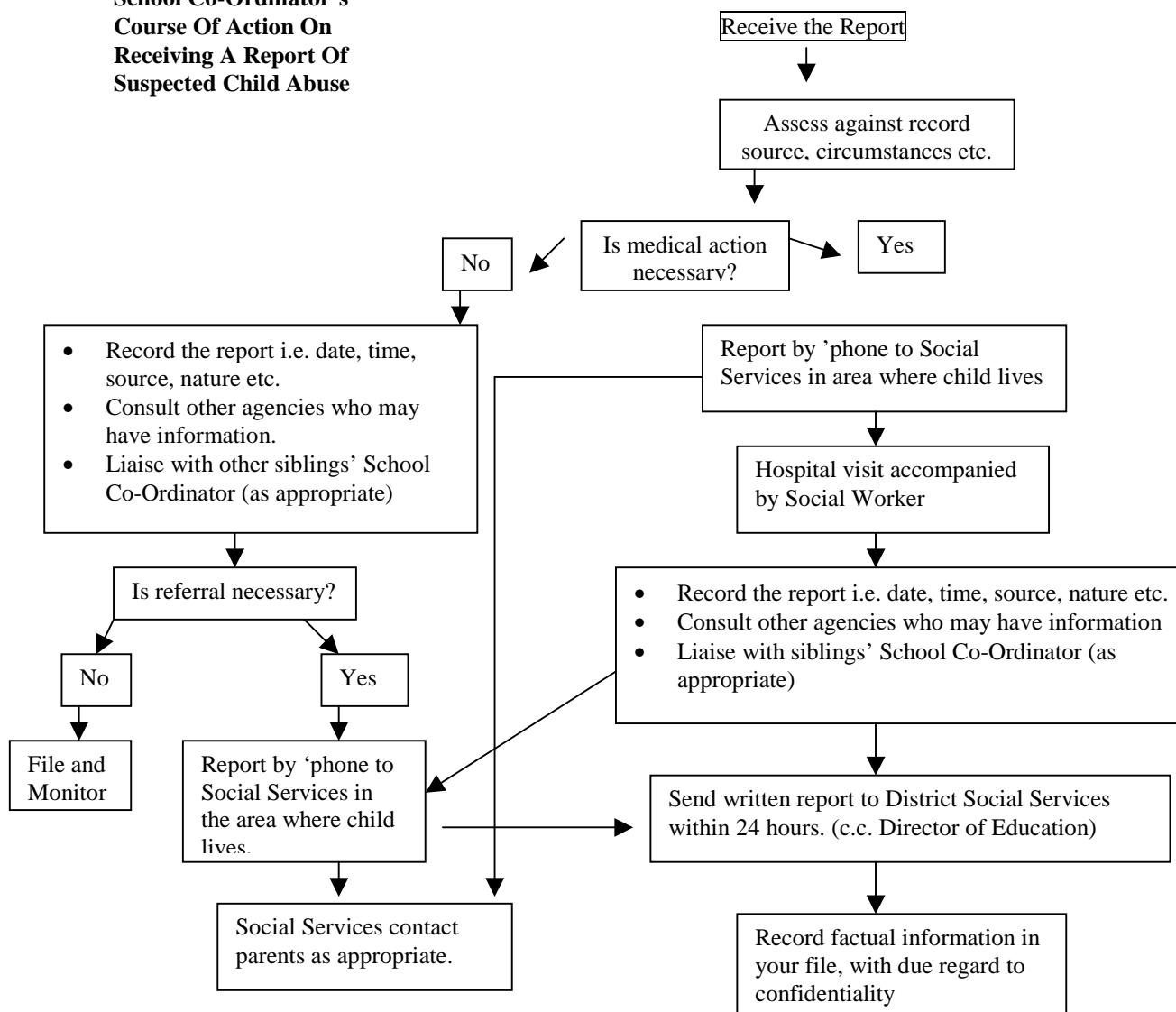
Checklist for Classroom teachers: see appendix 2

5. Implementing Procedures

The action to be taken subsequent to a referral from a member of staff to the designated teacher is as follows and will be followed scrupulously.

Multi-Disciplinary Child Protection Handbook

**School Co-Ordinator's
Course Of Action On
Receiving A Report Of
Suspected Child Abuse**



6. **Liaison with other agencies.**

- The designated teacher will make herself known to agency personnel and will attempt to meet them informally in order to discuss concerns before action.
- She will attend a multi- disciplinary training course.

7. **Confidentiality:**

The purpose of confidentiality is to protect the child. The concept of confidentiality will be discussed with all staff so everyone understands why information cannot be available to all.

When children disclose an abusive situation, they need to know that the information they are sharing must be passed on to others, but this needs to be addressed sensitively. They should be told who the information will be passed onto and the reasons why this needs to happen.

There will be a full discussion amongst staff, once a year, about who 'needs to know' within the school.

Information on how to deal with disclosure to teachers/ support staff is to be found in Section 9

8. **Record Keeping and Monitoring:**

Records will include:

- Copies of letters
- Reports
- Details of phone conversations
- Details of any contact with parents.
- Medical reports.
- Details of behaviour in a range of settings
- Where this behaviour takes place
- When it takes place
- Who else is involved
- The frequency of the behaviour
- The sequence eg. following what and before what does the behaviour occur.

Records must:

- Have note of dates, times and members of staff involved
- Be relevant, factual and objective.
- Subjective comments must be labelled as such.
- Be kept separately from the pupil's academic record in a secure place, available only to those in em bers of staff who need to know.
- Be shared with the parents as part of good practice.
- Be immediately passed on to the child's next school when he/she leaves.
- Include a copy of **Form EWS 18** which is completed by the designated teacher upon referral. **See Appendix 3**
- Include the form for monitoring information **see Appendix 4.**

9. Signs of Child Abuse:

It is the teacher's responsibility to be alert to the threat of child abuse, to be aware of and able to recognise different forms of abuse and to refer any suspicion of abuse to the school co-ordinator. Teachers must be familiar with the procedures within the school for referral, recording and monitoring a suspected case.

Categories of Abuse as defined by DHSS

- Neglect
- Physical abuse
- Sexual abuse
- Emotional abuse
- Grave concern

Some Signs of Possible Abuse

- Over demanding or over compliant behaviour
- Frozen expression eg. emotional behaviour
- Abnormal reaction to a situation or a person
- Abnormal behaviour eg. appetite .energy level.
- Pseudo mature or promiscuous behaviour or language
- Aggressive behaviour
- Unusual creative work eg. stories, drawing, painting, play
- Small, underweight, pot belly, thin hair and cold, pink hands and feet
- Bruising, weal marks, burn marks, bites, lacerations, black eye(s)

Dos and Don't's

A) If you suspect child abuse:

Do

Do refer to your co-ordinator
Do write up a full report for the co-ordinator
Do retain a copy of the report safely

B) If a child discloses information to you:

Do allow the child to do the talking

Do listen quietly and encouragingly
Do remain calm and caring

Do allow the child to finish
Do explain that you have to tell someone

Do record the conversation as soon as possible
Afterwards. (Use the child's own words where Possible)

Do write up a full report for the co-ordinator
and retain a copy safely

Don't's

Do not examine the child
Do not ask leading questions
Do not allow any breach of confidentiality

Do not postpone or delay the
opportunity to listen
Do not ask leading questions
Do not allow your own feelings, such as
anger, pity, shock, to surface
Do not make promises of secrecy
Do not makes notes during the
disclosure

Do not interpret what you have been
told, just record it.

Do not allow any breach of confidentiality

Follow up

In accordance with this policy, the child's behaviour must be monitored, information collated and the Co-ordinator kept informed. Any change should be immediately reported to the co-ordinator.

When a child moves classes within a school, any information of child abuse should be passed onto the

Appropriate teacher and the monitoring role appropriately assumed.
All teachers have the right to refer suspected cases of child abuse straight to the Education Welfare Officer if the teacher feels the referral has not been dealt with adequately.

Reports to and attendance at Child Protection Case Conferences

- The report must be submitted to the child protection team prior to the conference whether or not a member of staff is attending the conference.
- The person who attends the conference should know the child well.
- The person attending can talk to the Child Protection Management beforehand if necessary.
- The teacher will be asked to join a core group which will develop and monitor a protection plan for the child and will also be asked to attend Review Conferences

Torbay Proforma to be found in Appendix 5

Notes for Child Protection Reports are to be found in Appendix 6

10. Working With Parents

- The responsibilities of the school to follow ACPC procedures will be made known to the parents in the School Prospectus

For a sample statement see Appendix 7

11. Governing Bodies

The role of the governing body is only in the monitoring and review of the Child protection Policy. Governors do not have a role in individual cases and should not attend Child Protection Case Conferences.

12. Training

- The Head will ensure that teachers joining the school receive appropriate training as soon as possible and that all staff are kept up to date on procedures on an annual basis.
- The Head will keep records of all training which will be kept with the policy.

For an appropriate proforma see Appendix 8

13. Abuse by staff

Because of their daily contact with children in a variety of situations, Headteachers and other staff are vulnerable to accusations of abuse. Those allegations may be false or may be true. Any such concerns will be referred to Social Services and to the Local Education Authority immediately. The member of staff should speak contact their professional association immediately.

Advice for staff in this matter is to be found in Appendix 9

Staff following this advice will receive the full support of the governors of Collaton St. Mary Church of England (V.A.) Primary School.

14. Monitoring and evaluation of policy and practice

This policy will be reviewed annually. Should there be an incidence of abuse the policy will be reviewed shortly after the incident to ascertain how well the policy worked.

Questions which could be used in the review can be found in Appendix 10

Signed _____ Chair of Governors

Date _____

Signed _____ Headteacher

Review date _____