

Archbishop Beck Catholic Sports College.

Child Protection Policy

C O N T E N T S

1	Introduction
2	Statutory Framework
3	The Child Protection Lead
4	The Governing Body
5	School Procedures
6	When to be Concerned
7	Dealing with a Disclosure
8	Confidentiality
9	Record Keeping
10	Allegations Involving School Staff/Volunteers
Appendix 1	Indicators of Possible Significant Harm
Appendix 2	Child Protection Procedure (flow chart)
Appendix 3	Glossary of terms

1. 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.

This Child Protection Policy forms part of a series of documents and policies which relate to the safeguarding responsibilities of Archbishop Beck Catholic Sports College.

In particular this policy should be read in conjunction with the Safer Recruitment Policy, Rewards and Sanctions Policy and Anti-Bullying Policy.

Purpose of a Child Protection Policy	To inform staff, parents, volunteers and governors about the school's responsibilities for safeguarding children. To enable everyone to have a clear understanding of how these responsibilities should be carried out.
Liverpool Safeguarding Children Board Child Protection Procedures	The school follows the procedures established by the Liverpool Local Safeguarding Children Board; a guide to procedure and practice for all agencies in Liverpool working with children and their families.
School Staff & Volunteers	All school staff and volunteers are well placed to observe outward signs of abuse, changes in behaviour and failure to develop as they have daily contact with the pupils. All school staff and volunteers will receive relevant 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. There is a dedicated Child Protection Team based within the staff structure, responsible for monitoring all issues relating to Child Protection.
Mission Statement	<ul style="list-style-type: none">• Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to when they have a worry or concern.• Establish and maintain an environment where school staff and volunteers feel safe, are encouraged to talk and are listened to when they have concerns about the safety and well being of a child.• Ensure children know that there are adults in the school whom they can approach if they are worried.• Ensure that children who have been abused will be supported in line with a child protection plan, where deemed necessary.• Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

2. STATUTORY FRAMEWORK

In order to protect children from harm the school will act in accordance with the following legislation and guidance:

The Children Act 1989

The Children Act 2004

Education Act (2002), section 175

Liverpool Safeguarding Children Board Child Protection Procedures (2007)

DfES guidance Safeguarding Children and Safer Recruitment in Education (2006)

HM Government 'Working Together to Safeguard Children' (2006)

HM Government 'Working Together to Safeguard Children' (2006) requires all schools to follow the procedures for protecting children from abuse which are established by the Liverpool 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.

DfES guidance Safeguarding Children and Safer Recruitment in Education (2006) places the following responsibilities on all schools:-

- Schools should be aware of and follow the procedures established by the Liverpool Safeguarding Children Board
- Staff should be alert to signs of abuse and know to whom they should report any concerns or suspicions
- Schools 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
- The Child Protection Lead has responsibility for co-coordinating action within the school and liaising with other agencies in relation to Child Protection matters.
- Staff with designated responsibility for Child Protection should receive appropriate training

DfES guidance Safeguarding Children and Safer Recruitment in Education (2006) also states that "All parents need to understand that schools and FE colleges 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 or FE college may need to share information and work in partnership with other agencies when there are concerns about a child's welfare."

This statement forms the fundamental basis of Archbishop Beck Catholic Sports College Child Protection Policy, as highlighted in our school prospectus.

3. The Child Protection Lead

The designated senior person responsible for Child Protection at Archbishop Beck Catholic Sports College is:

NAME: **Sheila McAlister**

The Deputy Child Protection Lead will act in the absence/unavailability of the CPL.

The Deputy Child Protection Lead at Archbishop Beck Catholic Sports College is:

NAME: **Margarita Haddock**

The role of the Child Protection Lead is to:

- Ensure that he/she receives refresher training at two yearly intervals
- to keep his or her knowledge and skills up to date
- 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 by refresher training at three yearly intervals
- 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 Liverpool Local Safeguarding Children Board Child Protection Procedures
- Ensure that the Head Teacher 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's Services, and/or Careline)
- Liaise with Children's Services and/or Careline social care teams regarding child protection concerns
- Ensure that accurate records relating to individual children are kept separate from the academic file in a secure place and marked 'Strictly Confidential' 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/or Careline of the absence of a child who is the subject of a Child Protection Plan or CAF – (Common Assessment Framework – individual support and need profile)
- Provide guidance to parents, children and staff about obtaining suitable support

4. THE GOVERNING BODY

The Governing Body has overall responsibility for ensuring that there are sufficient measures in place to safeguard the children in their establishment.

In particular the Governing Body must ensure:

- Child protection policy and procedures
- Safe recruitment procedures
- Appointment of a CPL who is a senior member of school leadership team
- Relevant child protection training for school staff/volunteers 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 Head Teacher
- Safeguarding policies and procedures are reviewed annually and information provided to the local authority about them and about how the above duties have been discharged
- The Link Governor for Child Protection – Mrs. May Richardson

5. SCHOOL PROCEDURES

If any member of staff is concerned about a child he or she must inform the Child Protection Lead.

The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations. (Pro-forma referral form and re-referral for (for follow on information) are available in the staff room.)

The Child Protection Lead 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 would place the child at further risk of harm.

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

6. WHEN TO BE CONCERNED

All staff and volunteers should be aware that the main categories of abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm – **see Appendix 1 for details.**

7. DEALING WITH A DISCLOSURE

If a child discloses that he or she has 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 him or her that what has happened is not his or her 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 (see Record Keeping)
- Pass information to the Child Protection Lead 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 him/herself and discuss this with the Child Protection Lead.

8. CONFIDENTIALITY

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

- All staff at Archbishop Beck Catholic Sports College, both teaching and non-teaching, 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 tell 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 their work should share that information only within appropriate professional contexts.

9. 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
- Not destroy the original notes 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 that is clearly visible
- Record statements and observations rather than interpretations or assumptions

All records need to be given to the Child Protection Lead promptly. No copies should be retained by the member of staff or volunteer

10. ALLEGATIONS INVOLVING SCHOOL STAFF/VOLUNTEERS

Whenever 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 toward a child in a way which indicates s/he is unsuitable to work with children

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

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

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 Head Teacher.

If the concerns are about the Head Teacher, then the Chair of Governors should be contacted. The Chair of Governors in this school is:

NAME: CONTACT NUMBER (through school)

Mr John Southern 0151 530 3002

The Head Teacher will not investigate the allegation itself, or take written or detailed statements, but he/she will assess whether it is necessary to refer to Children's Services in consultation with the Local Authority Designated Officer

If it is decided that the allegation warrants further action through Child Protection Procedures the Head Teacher must immediately make a referral to Children's Services so that the allegation can be investigated in accordance with Section 10 of the Liverpool Local Safeguarding Children Board Child Protection Procedures .

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

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

For further information see:

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

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 injuries
- 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 depreciation
- Air of detachment – ‘don’t care’ attitude
- Social isolation – 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 relationships
- 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 3 Glossary of terms

Child – a young person under the age of 18 yrs

Child Protection Enquiry - A Child Protection Enquiry (usually referred to as a Section 47 Enquiry) is required if there are reasonable grounds to suspect that a child is suffering or is likely to suffer significant harm.

Common Assessment Framework - The aim of the Common Assessment Framework (CAF) is to ensure that every child and young person receives the universal services to which they are entitled and any additional services they need at the earliest opportunity. To achieve this there is an expectation that all agencies, both statutory and voluntary, will work more closely together, share information appropriately and focus the provision of services around the needs of the child or young person. In Walsall the CAF form is also used to make Child Protection referrals to Children's Social Care.

LADO – Local Authority Designated Officer - The Local Authority must appoint a Designated Officer (LADO) whose responsibility it is to be involved in the management and oversight of individual cases which fall within this procedure, providing advice and guidance to employers and voluntary organisations, liaising with the Police and other agencies, and monitoring the progress of cases to ensure that they are dealt with as quickly as possible, consistently, and with a thorough and fair process.

Named Senior Officer – agencies should appoint a Named Senior Officer to have overall responsibility for ensuring that their agency operates procedures for dealing with allegations against those who work with children in accordance with their Local Authority guidance set out in Appendix 5 of Working Together to Safeguard Children (2006), resolving inter agency issues and liaising with the Liverpool Local Safeguarding Children Board / LADO on the subject.

Significant Harm – The Children Act 1989 introduced Significant Harm as the threshold that justifies compulsory intervention in family life in the best interests of children.

Significant Harm is any Physical, Sexual, or Emotional Abuse, Neglect, accident or injury that is sufficiently serious to adversely affect progress and enjoyment of life.

Harm is defined as the ill treatment or impairment of health and development. This definition was clarified in section 120 of the Adoption and Children Act 2002 (implemented on 31 January 2005) so that it may include, "for example, impairment suffered from seeing or hearing the ill treatment of another".

Suspicious or allegations that a child is suffering or likely to suffer Significant Harm may result in a **Core Assessment** incorporating a Section 47 Enquiry.

There are no absolute criteria on which to rely when judging what constitutes significant harm. Sometimes a single violent episode may constitute significant harm but more often it is an accumulation of significant events, both acute and longstanding, which interrupt, damage or change the child's development.

Liverpool Local Safeguarding Children Board (LLSCB) - Safeguarding and promoting the welfare of children requires effective coordination in every local area. For this reason, the Children Act 2004 requires each local authority to establish a **Local Safeguarding Children Board**. They must coordinate what is done by each person or body represented on the Board for the purpose of safeguarding and promoting the welfare of children in the area of the authority and ensure the effectiveness of what is done by each person or body for that purpose.

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