



MORPETH FIRST SCHOOL
CHILD PROTECTION POLICY
November 2016

Review Nov 2017

INTRODUCTION

Morpeth First School fully recognises its responsibility for safeguarding and promoting the welfare of children

Rationale

Morpeth First School believes that pupils have a fundamental right to be protected from harm and that they cannot learn unless they feel secure. We also believe that all staff working in school have a right to personal support and guidance concerning the protection of pupils.

There are four main elements to our policy:

PREVENTION through the teaching and pastoral support offered to pupils and a whole school protective ethos.

PROCEDURES for identifying and reporting cases, or suspected cases, of abuse.

SUPPORT TO CHILDREN who may have been abused.

SAFER RECRUITMENT AND MANAGING ALLEGATIONS AGAINST STAFF

Our policy applies to all staff and volunteers working in the school including community education staff and governors. Teaching assistants, mid-day supervisors, secretaries as well as teachers can be the first point of disclosure for a child.

1. PREVENTION

1.1. We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps prevention. We will therefore raise awareness of child protection issues and equip children with the skills to keep them safe.

1.2. The school will therefore:

- 1.2.1. establish and maintain an environment and positive ethos where children feel secure, supported and are encouraged to talk, are listened to, can learn, develop and feel valued;
- 1.2.2. ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty;
- 1.2.3. include in the curriculum, activities and opportunities for PSHE which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help;
- 1.2.4. include, in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills

2. PROCEDURES

- 2.1. We will follow the procedures set out in Interagency Procedures produced by the Northumberland Safeguarding Children Board, and in [‘Working Together’ 2015](#) and the statutory guidance [‘Keeping Children Safe in Education’ 2016](#)
- 2.2. The school will (in accordance with the Education Act 2002 and [Safeguarding and Safer Recruitment in Education 2010](#)):
 - 2.2.1. ensure it has a designated senior member of staff for child protection who has undertaken appropriate training. The training should be updated every two years. There are contingency arrangements should the designated member of staff not be available.
 - 2.2.2. recognise the importance of the role of the designated person for child protection and arrange support and training.
 - 2.2.3. ensure every member of staff (including temporary and supply staff and volunteers, and on-site contracted services) and every governor knows:
 - the name of the designated person and her/his role
 - that they have an individual responsibility for referring child protection concerns using the proper channels and within the timescales set out in the NSCB procedures
 - where the school’s Child Protection Procedures and the NSCB procedures are located
 - ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school brochure
 - 2.2.4. provide training for all staff from the point of their induction, and updated every three years at a minimum, so that they know

- their personal responsibility,
 - the NSCB procedures,
 - the need to be vigilant in identifying signs of abuse
 - how to support and to respond to a child who tells of abuse
- 2.2.5. undertake appropriate discussion with parents prior to involvement of another agency unless the circumstances preclude this.
- 2.2.6. notify the local children's social care team if:
- it should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently)
 - if there is an unexplained absence of a pupil who is subject to a Child Protection Plan of more than two days duration from school (or one day following a weekend or as agreed as part of any child protection or core group plan)
- 2.2.7 work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance and written reports at initial child protection conferences, core groups and child protection review conferences;
- 2.2.8. keep clear detailed written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to the locality team immediately;
- 2.2.9. ensure all records are kept secure and in locked locations;
- 2.2.10. ensure that all staff and volunteers recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies

3. SUPPORTING CHILDREN AT RISK

- 3.1. We recognise that children who are abused or witness violence or abuse may find it difficult to develop a sense of self-worth and may not see the world as a safe place or see adults as safe people they can trust. They may feel helplessness, humiliation and some sense of self-blame.
- 3.2. The school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.
- 3.3. We recognise that some children actually adopt abusive behaviours and that these children must be referred on for appropriate support and intervention and will need to support them in accordance with his/her agreed child protection plan.
- 3.4. The school will endeavour to support the child through:

- 3.4.1. the content of the curriculum to encourage self esteem and self motivation (see section 2);
- 3.4.2. the school ethos which (i) promotes a positive, supportive and secure environment (ii) gives pupils a sense of being valued (see section 2);
- 3.4.3. the school's behaviour recognises the need to support vulnerable pupils in the school. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self worth. The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred;
- 3.4.4. liaison with other services which support the pupil such as targeted support services, CYPS, local Children's Social Care teams, Northumberland SEND Support Services, school health etc;
- 3.4.5. a commitment to develop effective and supportive relationships;
- 3.4.6. recognition that children living in a home environment where there is domestic violence, drug or alcohol abuse are vulnerable and in need of support and protection;
- 3.4.7. vigilantly monitoring children's welfare, keeping records and notifying the local Children's Services social care team **as soon as there is a concern**;
- 3.4.8. transferring information of a pupil subject to a Child Protection Plan to a new school immediately should that child leave the school.

4. ENSURING SUITABILITY OF ADULTS WORKING WITH CHILDREN

- 4.1. **Compliance with the [Disclosure and Barring Service 2012](#)** (previously Vetting and Barring Scheme 2009)
- 4.2. The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.
- 4.3. The school will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents.
- 4.4. The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and will be referred to the Police and LADO for investigation (Sexual Offences Act 2003).
- 4.5. The school will promote an e-safety policy and when appropriate seek guidance and support from the Local Authority e-safety officer (John Devlin).

- 4.6. The school will promote responsible use of social networking sites by education staff. Please refer to the E-Safety policy, Staff Social Networking Policy and [Circular letter \(G10-11\) 9th January 2011](#) and [NCC Social Networking Policy 2013](#),
(Safer Working Practices for Adults)
- 4.7. For advice on dealing with indecent or potentially illegal images of children please see Appendix E.

OTHER RELEVANT POLICIES

4.8. Physical Intervention

- 4.8.1. Our policy on physical intervention by staff is set out in a separate document, is reviewed annually by the governing body, and is influenced by the DfE publication '[Use of reasonable force 2013](#)'. We acknowledge that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person.
- 4.8.2. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

4.9. Anti-Bullying

Our policy on anti-bullying is set out in a separate document and is reviewed annually by the governing body. We acknowledge that to allow or condone bullying may lead to consideration under child protection procedures.

4.10. Racist and Homophobic Incidents

Our policy on racist and homophobic incidents is set out in a separate document and is reviewed annually by the governing body. We acknowledge that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures or referral through the PREVENT initiative (see policy [Morpeth First School Tackling Extremism and Radicalisation policy](#) - Website).

4.11. Health & Safety

Our Health & Safety policy, set out in a separate document, is reviewed annually by the governing body. It reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

4.12. Children with additional needs

We recognise that statistically children with behavioural difficulties and disabilities are vulnerable to abuse. School staff who deal with children with profound and multiple disabilities, cerebral palsy, sensory impairment

and or emotional and behaviour difficulties are particularly sensitive to signs of abuse.

4.13. Confidentiality and Information Sharing

- 4.13.1. Staff will ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubts about confidentiality, staff will seek advice from a senior manager or outside agency as required.
- 4.13.2. The Head Teacher or designated person will disclose any information about a pupil to other members of staff on a need to know basis only.
- 4.13.3. **All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.**
- 4.13.4. All staff must be aware that they cannot promise a child or an adult to keep secrets/confidences/disclosures.

5. GOVERNING BODY CHILD PROTECTION RESPONSIBILITIES

- 5.1. The governing body fully recognises its responsibilities with regard to child protection and to safeguarding and promoting the welfare of children.
- 5.2. It will:
 - 5.2.1. designate a governor for child protection who will oversee the schools child protection policy and practice and champion child protection issues
 - 5.2.2. ensure an annual report is made to the governing body on child protection matters to include changes affecting CP policy and procedures, child protection training received, the number of incidents/cases (no names) and child protection in the curriculum
 - 5.2.3. ensure that this policy is annually updated and reviewed
- 5.3. If the governing body provides extended school facilities or before or after school activities directly under the supervision or management of school staff, the school's arrangements for child protection as written in this policy shall apply.
- 5.4. Where services or activities are provided separately by another body the governing body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

- 5.5. If another organisation uses the school premises as part of a letting arrangement then the school will require copies of that organisation's child protection procedures before the letting commences.

Missing from Education

To view Northumberland County Council's policy on reducing the risk of children going missing from education please see Appendix D.

Promoting E-safety in Northumberland Schools.

Information about e-safety and safeguarding children is available to download on the Safeguarding area of the Northumberland County Council website and the Child Exploitation and Online Protection (CEOP) website.

Our designated member of staff with responsibility for Child Protection issues is/are:

Elaine Reay Headteacher
Last trained May 2015

Deputising arrangements if absent or unavailable

Sarah White Trained March 2015

If neither of these are available contact S Bell (Deputy Head) or K Brennan (SLT)

Designated Governor Mrs M Beck

E-Safety

Our E-Safety Co-ordinator is:

Mr E Jefferson – Key Stage 2 Co-ordinator

Deputy E safety co-ordinator

Mrs S Bell -Deputy Head

Staff Training

Safer Recruitment and Selection on-line training

One member of the selection panel for staff appointments must have completed either the on-line or face-to-face safer recruitment training. The Head Teacher, several senior managers and Governors with responsibility for appointments have completed this training and hold valid certificates.

Child Sexual Exploitation

FGM

Hidden Harm

At least one member of the Senior Management team has undertaken online training in each of the subjects above

This policy will be reviewed November 2017 or sooner if new guidance recommends that it be reviewed or altered.

..... Chair of Governors



APPENDICES

Appendix A	Contacts
Appendix B	Standards for effective child protection practice in schools
Appendix C	Frequently asked questions
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Appendix A

Contacts

Advice Area	School Contact(s)
Discussion about a CP or child welfare referral	Through school to children's social care teams: Alnwick- 01665 626830 Ashington- 01670 629200 Berwick – 01289 334000 Blyth – 01670 354316 Cramlington – 01670 712925 Hexham – 01434 603582 Disabled Children's team – 01670-516131 Leaving Care Team – 01670 714925
Advice on the operation of CP/Safeguarding Procedures , how to refer and where	Steve Day Safeguarding Standards Manager & Principal Social Worker – 01670 624037 /or Independent Reviewing Officers 01670 623965
Lead roles in relation to responding to allegations against staff (including those not employed by school)	Chris O'Reilly (as LADO for all allegations against professionals who work with children) 01670 623979 Suzanne Hendey (01670 623611) or Ian Harbottle (01670 623605) re school staff Hugh Cadwallader (01670 623126) for centrally employed education staff
CP Allegations relating to school transport	Chris O'Reilly LADO (01670 623979)
Model CP Policy for schools	Jane Walker (01670 622734)
Policy on use of restraint in schools	Chris Farley (01670 624184)
Recruitment and Selection/Vetting and Barring	Suzanne Hendey/Ian Harbottle/Hugh Cadwallader
Co-ordination of Training Requirements for Designated staff (CP)	Anne Lambert (01670 623159)
MAPPA – Risk Management re individuals who may pose a risk to children	Patrick Boyle/MAPPA (10670 624035)
Monitoring/Quality Assurance re operation of schools safeguarding arrangements	Tony Mays (01670 622767)
Children Missing from Education	Chris Farley (01670 624184)

Appendix B

Standards for Effective Child Protection Practice in Schools

A school should measure its standards with regard to safeguarding against the expectations of the Ofsted framework for the inspection of schools (section 5) and the arrangements of the Local Safeguarding Children's Board (LSCB).

In best practice, schools:

1. operate safe recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to DfE guidance on safer recruitment, including the maintenance of a single central register of all staff (including volunteers) with DBS numbers and training record;
2. have an ethos in which children feel secure, their viewpoints are valued, and they are encouraged to talk and are listened to;
3. provide suitable support and guidance so that pupils have a range of appropriate adults to whom they can turn if they are worried or in difficulties;
4. work with parents to build an understanding of the school's responsibility to ensure the welfare of all children and a recognition that this may occasionally require children to be referred to investigative agencies as a constructive and helpful measure;
5. are vigilant in cases of suspected child abuse, recognising the signs and indicators, have clear procedures whereby teachers report such cases to senior staff and are aware of local procedures so that information is effectively passed on to the relevant professionals;
6. monitor children who have been identified as at risk, keeping, *in a secure place*, clear records of pupils' progress, maintaining sound policies on confidentiality, providing information to other professionals, submitting reports to case conferences and attending case conferences;
7. provide and support child protection training regularly to school staff every three years and in particular to designated teachers every two years to ensure their skills and expertise are up to date;
8. contribute to an inter-agency approach to child protection by developing effective and supportive liaison with other agencies;
9. use the curriculum to raise pupils' awareness and build confidence so that pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others, taking into account sex and relationships guidance.
10. provide clear policy statements for parents, staff and children and young people on this and on both positive behaviour policies and the schools approach to bullying;
11. have a clear understanding of the various types of bullying - physical, verbal and indirect, and act promptly and firmly to combat it, making sure that

pupils are aware of the schools position on this issue and who they can contact for support;

12. take particular care that pupils with additional needs in mainstream and special schools, who may be especially vulnerable to abuse, are supported effectively with particular attention paid to ensuring that those with communication difficulties are supported to express themselves to a member of staff with appropriate communicative skills;
13. have a clear policy about the handling of allegations of abuse by members of staff, ensuring that all staff are fully aware of the procedures and that they are followed correctly at all times, using the guidance in [‘Keeping Children Safe in Education 2015](#), and [Guidance for Safer Working Practice for those working with children and young people in education settings 2016](#)
14. have a written whole school policy, produced, owned and regularly reviewed by schools staff and which clearly outlines the school’s position and positive action in respect of the aforementioned standards.

Appendix C

Frequently Asked Questions

What do I do if I hear or see something that worries me?

Tell the designated member of staff or head teacher.

If that is not possible, telephone Children’s Services (Children’s Social Care Locality Team) as quickly as possible. (In an emergency call 999 for the police)

What are my responsibilities for child protection?

To know the name of your designated member of staff for Child Protection and who to contact if they are not available

To respond appropriately to a child

To report to the Designated Person

To record your concerns - ‘Don’t do nothing’

Can I go to find someone else to listen?

No. You should never stop a child who is freely recalling significant events.

Can I promise to keep a secret?

No! The information becomes your responsibility to share in order to protect. As an adult, you have a duty of care towards a child or young person

Can I ask the child questions?

No! Nor can you make judgements or say anything about the alleged abuser; it may be construed as contriving responses.

*You **can** ask a child to repeat a statement.*

Do I need to write down what was said?

Yes, as soon as possible, exactly what was said. (Date and signature)

Appendix D

Children who go missing from education



FINAL Revised 2009
Missing Out - (Childre

Appendix E

Dealing with indecent or potentially illegal images of children



07-01-10 Dealing
with indecent pupil im

Appendix F

Dealing with allegations against people who work with children

What is a Local Authority Designated Officer or LADO?

The role of the LADO was initially set out in the HM Government guidance Working Together to Safeguard Children 2010 and continues in Working Together 2015.

Appendix 5 outlines the procedures for managing allegations against people who work with children, for example, those in a position of trust.

The LADO works within Children's Services and should be alerted to all cases in which it is alleged that a person who works with children has:

- behaved in a way that has harmed, or may have harmed, a child
- possibly committed a criminal offence against children, or related to a child
- behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

This role applies to paid, unpaid, volunteer, casual, agency and self-employed workers and all adults outside the school workforce. They capture concerns, allegations or offences; this can include concerns about their own personal life, e.g incidents of domestic violence or child protection concerns relating to their own family.

If there is an allegation against the Headteacher then concerns should be reported directly to the Chair of Governors and LADO.

The LADO is involved from the initial phase of the allegation through to the conclusion of the case. They will provide advice, guidance and help to determine whether the allegation sits within the scope of the procedures.

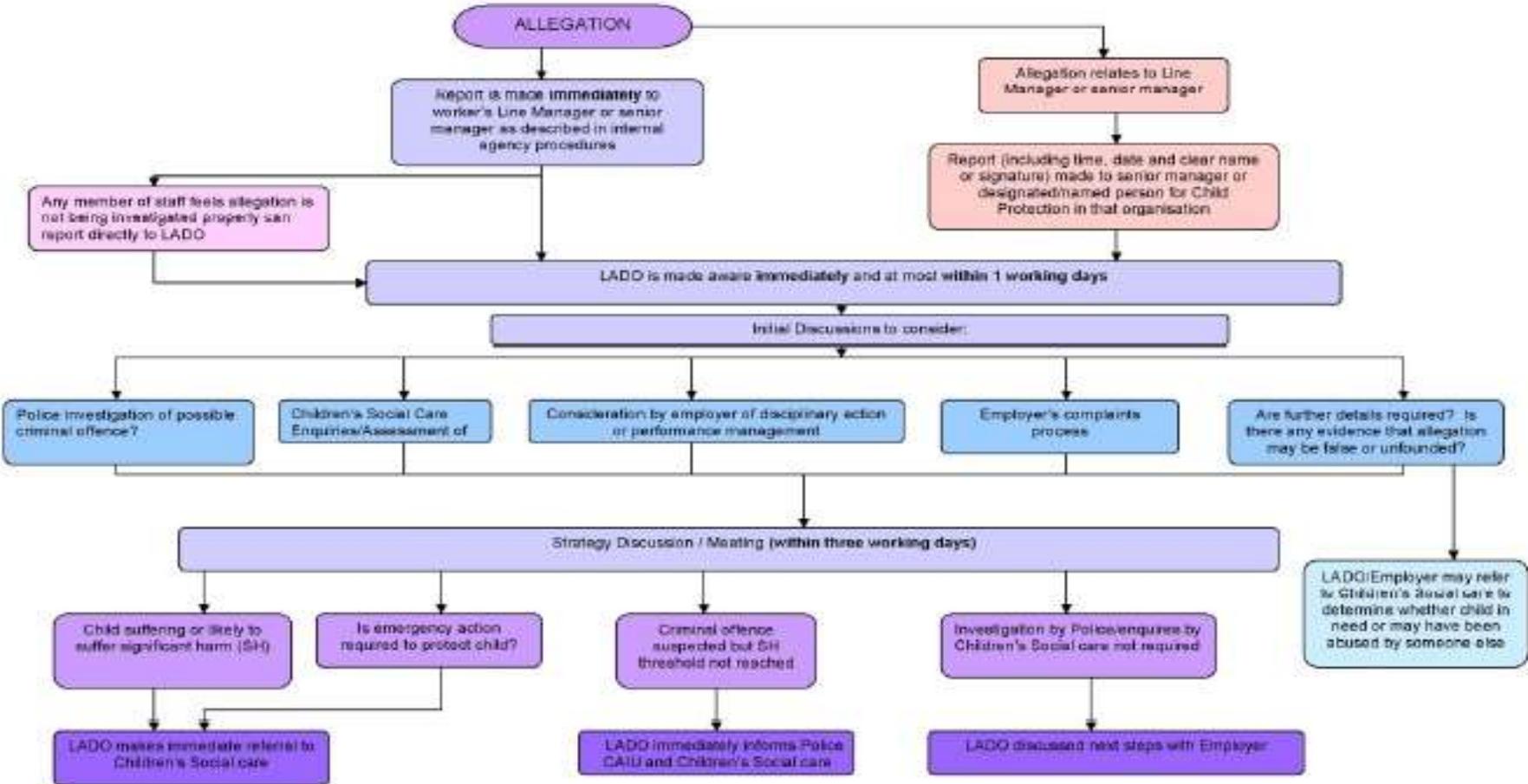
The LADO co-ordinates information-sharing with the right people and will also monitor and track any investigation, with the aim to resolve it as quickly as possible – see flow chart below.

The LADO for Northumberland is **Chris O'Reilly**.

Chris can be contacted by email or telephone:

Chris.O'Reilly@northumberland.gcsx.gov.uk
01670 623979

Dealing with allegations against people who work with children



Appendix G

School Child Protection Files – a guide to good practice

Child protection file should include:

- Copy of referral form
- Minutes of strategy meetings
- Any written submission to a child protection conference / child protection plan review
- Minutes of child protection conference / child protection plan reviews
- Log of phone calls / contact with parent/carer and professionals

All safeguarding concerns raised with the DP (whether or not they require referral to Children's Social Care) should be recorded. This should include any action taken by the member of staff raising the concern and also any action taken by the designated person (eg talking to child individually, contacting parents, taking advice from other professionals etc). These records should be kept, as with a child protection file, securely, separate to the child's main school file.

At the point of transfer to another school, child protection records should be transferred directly from DP to DP, separate to the child's main school file.

The main school file should have a 'flag' which shows that additional information is held by the DP.

Appendix H

Further references

For further information, advice and guidance please visit the [Safeguarding](#) web area of the Northumberland County Council website.

Appendix I What to do if you feel a child is being abused

In line with the Children's Act 1989 and the DFEE Circulars 10/95 & 10/98: Protecting Children from Abuse, children's welfare is paramount, this policy has been drawn up to inform staff of child protection procedures within the LEA. The designated Child Protection Coordinator is the Deputy Headteacher, Mrs S Bell.

OFSTED monitor the effectiveness of the school in promoting the welfare, health, safety and guidance of its pupils. As evidence for

this judgement they will examine the school's child protection policy.

The Nature of Child Abuse

Where a child is under 'Significant Harm', child abuse may involve ill treatment (sexual abuse, neglect) or the impairment of physical or mental health or development.

The following are the working definitions of abuse and neglect which are accepted by Northumberland Child Protection Committee, under which children can be registered.

a. Neglect

"The persistent or severe failure to provide for a child on adequate standard of physical and/or emotional care, or failure to protect a child from any kind of danger, resulting in the significant impairment of the child's health or development, including failure to thrive."

This includes the following:

- persistent failure to provide the basic and essential needs of the child appropriate to their developmental stage such as food, clothes, warmth, hygiene and medical care.
- persistent exposure of the child to danger, by leaving the child alone, unsupervised or with unsuitable carers.
- persistent failure to provide stimulation, affection and age appropriate opportunities for social development.

b. Physical Abuse

"Physical injury which has been inflicted or knowingly not prevented."

This includes physical injury which is known to have been inflicted (or not prevented) or which is strongly suspected to have been inflicted (or not prevented) because of one of the following factors:

- absence of acceptable explanation.
- explanation is confused or inconsistent.
- explanation is not consistent with child's developmental stage.

It occurs when a child is physically hurt, injured or killed by another person. This can involve hitting, shaking, squeezing, burning and biting. It also includes giving a child poisonous substances, inappropriate drugs and alcohol and attempted suffocation or drowning. It may also be caused when a parent/carer fabricates the symptoms of, or deliberately

induces illness in a child. Certain religious, spiritual or cultural practices such as FGM are also instances of physical abuse.

c. Sexual Abuse

“The involvement of dependent, developmentally immature children and adolescents in sexual activities which they do not truly comprehend, to which they are unable to give informed consent or which violate the sexual taboos of family roles.”

It may involve sexual intercourse, fondling, masturbation, oral sex, anal intercourse or encouraging children to act in sexually inappropriate ways whether or not the children are aware of what is happening. The activities may involve physical contact, including assault by penetration (eg rape of oral sex) or non penetrative acts such as kissing, rubbing and touching outside of clothing. Exposing children to pornographic material, including internet or other digital images, videos and watching sexual acts, is also a form of sexual abuse. It also includes grooming a child in preparation for abuse (including the internet).

Sexual abuse is the exploitation of a child by someone who has power over that child as a result of either their role in relation to the child and/or age, gender or physical strength. It is a behaviour which the abuser expects will gratify their own needs. Pressure imposed upon the child either by threats, coercion or by more subtle means, is commonly associated with child sexual abuse, and there is an absence of true consent. This type of abuse does not necessarily involve a high level of violence. It should be noted that sexual abuse is not solely perpetrated by adult males. Women can also commit acts of abuse, as can children.

d. Emotional Abuse

“The emotional adverse effect on the emotional, physical or behavioural development of the child, or on the child’s health, including failure to thrive, as a result of persistent or severe emotional ill-treatment or rejection.

Emotional abuse includes:

- persistently acting towards the child in a negative way, eg by ridiculing, humiliating, scape-goating, name calling, taunting, shouting leading to a child’s loss of self-esteem and withdrawn behaviour.

- not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- persistently punishing for normal and desirable behaviour.
- persistently expecting the child to act in a way which is beyond his/her capabilities, age or level of development.
- persistently failing to give love and affection.
- Persistently causing children to feel frightened or in danger
- Seeing or hearing the ill treatment of another, severe bullying (including cyberbullying) causing them to feel frightened or in danger, or the exploitation or corruption of children

All abuse or neglect of a child will involve a degree of emotional abuse.

Signs and Symptoms of Possible Child Abuse

See also County booklet 'The Role for Schools in implementing the Northumberland Child Protection Guidelines'.

Many of the signs below can be associated with stress and DO NOT in isolation indicate that a child is being abused or has been abused.

a. Physical Injury

- Cuts
- Bruising
- Fractures
- Inappropriate clothing
- Aggressive, withdrawn behaviour
- Bullying, nervous reactions, fear, flinching
- Attention seeking, avoiding attention
- Consistently loo going, constant/pattern of absences
- Burns weals
- Patches of hair missing
- Arms/legs kept covered in hot weather
- Evidence of female genital mutilation

b. Sexual Abuse

- Reluctance to undress (PE)
- Frequent visits to loo
- 'Activity' in home corner/role play
- Explicit drawings/paintings
- Talk
- A seemingly advanced sexual knowledge
- Change in behaviour

- Pupils with wide eyes who may flinch when approached

c. Neglect

- Inadequate clothing
- Inappropriate clothing
- Dirty
- Smelly
- Hungry
- Tired
- Withdrawn/demanding
- Underweight/height
- Timekeeping
- Pupils who are persistently hungry/reluctant to go home

For signs of bullying and procedures see school 'Bullying Policy' and 'PSE Scheme'.

Effective Practice in Child Protection at Goosehill

- In line with the school aims we have an ethos in which children feel secure, their viewpoints are valued, they are encouraged to talk and are listened to.
- The curriculum (Speaking and Listening activities, collaboration times, response partner presentations, PHSE tasks) and trusted staff/pupils relations make our children aware and confident that teachers will ensure their protection and there is a range of appropriate adults whom they could approach if they were in difficulties or worried.
- Staff are aware of the Child Protection procedures and are trained by the designated teacher to provide an appropriate response in cases of suspected abuse or disclosure. Training takes place every 3 years (minimum) and the Designated teacher for child protection attends the relevant update courses at least every two years. Staff have access to a file containing techniques for effective listening.
- New staff and lunchtime supervisors are provided with training and are aware of procedures and appropriate responses.
- Parents are aware that it is the school's responsibility to ensure the welfare of all children and a recognition that this may require cases to be referred to other investigative agencies as a constructive and helpful measure. As part of the Healthy School initiative parents are regularly informed of Health and Safety policies, Bullying and Child Protection procedures.
- Staff are expected to maintain the health and wellbeing of all children within their care. At times this may mean that staff have

to restrain children in order to prevent injury to themselves or others. The Headteacher holds an up to date list of the members of staff who are allowed to use physical control with children.

- Staff are vigilant in cases of suspected child abuse, recognising the signs and symptoms (as informed above). They are aware and clear of the procedures (see below) whereby teachers report such cases to the school's senior staff and are aware of County procedures that information is effectively passed on to the relevant professionals, normally social services. They know that it is not within their remit to inform/discuss incidents with parents. They support the County's inter-agency approach and willingly liaise with other agencies, writing reports and attending case conferences.
- Staff who need to attend case conferences have the opportunity to talk through the format with the Headteacher or designated Child Protection Coordinator. Usually a report will be required describing the child's well-being and situation. Parents will be present.
- Staff monitor children who have been identified/registered at risk by keeping clear records confidentially in a secure location.

Procedure when suspicion or child disclosure of abuse

1. Report immediately any disclosure or suspicion of child abuse to the designated Child Protection Coordinator and the Headteacher.
2. The Headteacher or Designated co-ordinator will make a decision as to whether the Morpeth area Social Services Department is informed. If this is to be done, the concerns must be reported as soon as possible and certainly before the end of the school day.
3. A Child/Young Person Assessment form will be completed by the designated Child Protection Coordinator or the Headteacher when a referral to Social Services is made. Supplies are kept in the Child Protection File.
4. It is not the Headteacher or designated Coordinator's responsibility to make enquiries of parents/guardians. It is for the statutory agencies - Social Services Department and the police - to investigate suspected abuse.

5. It is essential to have a record of all the information available whether or not a referral to Social Services is made. Staff should record what they have observed, when they observed it and record only factual information (in child's language if it is a disclosure). Signs of physical injury should be described in detail or sketched. These records are confidential. Parents do not have automatic access. Continued logs ie concerns should be kept. A sample form is attached.
6. Incidents of disclosure involving a member of staff should be made directly to the Headteacher who will contact the LEA Officer for Child Protection matters for further support and advice. If the disclosure involves the Headteacher, the Chair of Governors should be contacted directly as well as the appropriate agency.
7. If a member of staff believes that there is a strong case for referral to the appropriate agency, they have a right to report even, if the designated teacher and Headteacher do not hold the same opinion.

A child has a right to be:

- Protected
- Listened to in private
- Believed
- Cared for
- Treated with discretion
- Helped to protect him/herself

Your responsibility in relation to the children with whom you work and their potential abuse is:

- To detect
- To respond
- To listen
- To believe
- To record
- To report immediately any unusual comment or occurrence
- To be discreet
- Not to investigate