

## Child Protection Policy

### 1 Introduction

- 1.1 At St Anne's every child and adult is cherished, valued and enabled to grow in confidence. If this is to happen it is vital that an environment is created in which children feel safe and secure and where responsible adults are aware of indicators that may signal and abuse of the welfare, rights and dignity of all children. In accordance with the Shrewsbury Diocesan Child Protection Policy we are in full agreement with the Bishop's statement:

*'As Roman Catholics, we believe that human life is sacred because from its beginnings it involves the creative act of God and it remains forever in a special relationship with Him.*

*Accordingly, we recognise that each human being, irrespective of age or circumstance, should be accorded the dignity and respect due a child of God. In particular, we recognise the personal dignity and rights of children towards whom we have a special responsibility of duty and care. As individuals we undertake to do all in our power to prevent the physical, sexual or emotional abuse of children....'*

### 2 Aims

If we are to strive to 'maintain the dignity and respect due to a child of God' then we should aim to **prevent, protect and support**.

**Prevention** – for children, high self esteem, confidence, supportive friends and clear lines of communication with a trusted adult will help to prevent abuse. We therefore strive to maintain the established ethos in which children feel secure, are encouraged to talk and are listened to. A relationship of care and understanding will be built with their class teacher in particular, in order to ensure that children know there is someone there they can approach if they are worried or upset.

**Protection** – we do not operate in isolation. Child protection is the responsibility of all adults but especially those working with children. It is our intention to follow the procedures set out by the Cheshire Child Protection Committee, a copy of which is held by the designated child protection teacher.

**Support** – At St Anne's we recognise that children who are abused or who witness violence may find it difficult to develop a sense of self worth and to view the world in a positive way. School may be the only stable, secure and predictable element in the lives of children at risk. It is vital therefore, that the school ethos, through the message of Christ, promotes a positive, secure and supportive environment in which children are given a sense of being valued. A consistent approach is essential and one which recognises and separates the cause of behaviour from that which the child displays is vital – a child is not 'angry' but has anger within them.

### 3 Objective

The key objective for all staff is to recognise and act on any signs of abuse. To this end, the following serves as a reminder / checklist:

**Physical Abuse**

Changes in behaviour pattern  
Improbable excuse to explain injury  
Refusal to discuss injury  
Untreated injury  
Withdrawal from physical contact  
Excuses for not doing PE  
Fear of returning home  
Running away from home  
Fear of medical treatment  
Deliberate self-harm  
Aggression to others  
Withdrawal from social situations  
Low self esteem  
Poor school attendance  
Fearful reaction to parent / carer disapproval  
'Frozen watchfulness'  
Extreme reactions to sanctions

**Neglect**

Cold, inappropriately dressed  
Undernourished, unkempt  
Changes in behaviour pattern  
Unexplained absence from school  
Lethargy, tiredness or aggression  
Constant hunger  
Untreated medical problems  
Deliberate self-harm  
Poor social relationships  
Bullying or being a victim  
Running away  
Compulsive stealing / scavenging  
Unacceptable levels of responsibilities at home  
Low self esteem

**Sexual Abuse**

Disclosure  
Genital injuries  
Sexually transmitted diseases  
Forensic / medical evidence  
Vivid details of sexual activity  
Compulsive masturbation  
Sexualised drawings / writing / behaviour  
Chronic urinary / vaginal infections  
Soreness of genitals / bottom  
Developmental regression

**Emotional Abuse**

Physical, mental and emotional development lags  
Changes in behaviour pattern  
Admission of excessive punishment  
Self- depreciation / low self esteem  
Sudden speech disorders

Inappropriate responses to painful situations  
Regressed behaviour patterns  
Deliberate self-harm  
Fear of parents / carers being contacted  
Extreme passivity or aggression

These lists are by no means exhaustive and there are obvious overlaps in terms of behaviour that could indicate any one form of abuse. Obviously children may indicate one or two of these symptoms and not be suffering any form of abuse – clusters of symptoms give higher validity to suspicions. **Remember that the child's welfare is your paramount consideration.**

#### **4 Personnel Structure**

The named Child Protection teacher at St Anne's is:

**Mrs S M Fau-Goodwin**

Whose specific duties include:

- To make available the Cheshire Child Protection Manual of Procedures
- Liaise with all staff having pastoral responsibilities with children
- Liaise with Area Education Office, Social Services and other agencies concerning individual cases of actual or suspected child abuse
- Monitoring of curricular provision through PHSCE in connection with Child protection
- Attendance at multi- disciplinary training courses
- Ensure appropriate training and updating for all staff as a result of the latter

The nominated governor with regard to Child Protection issues is:

**Mr G Smith**

Whose specific duties include:

- Ensuring through liaison with the Child Protection designate that the policy and procedures are in place
- Ensure awareness of policy review and training having taken place
- Liaison with Child Protection designate re allegations of abuse

**Advice can always be obtained from the 'County Education Advisor, Child Protection' : Chris Greenwood 01606 814 300**

#### **5 Assessment & Referral Process**

- 5.1** All staff should be aware of signs of child abuse as previously highlighted and immediately they have any suspicion of any form of abuse **MUST** inform the Child Protection designate.

- 5.2 This referral process stems from the ' National Assessment Framework for Children in Need and their Families' implemented nationally in April 2001.
- 5.3 The attached appendix contains the appropriate forms that are referred to below

- **Initial Assessment**

The child's perception as to the cause of injury or distress should be sought, recorded and discussed with the Child Protection designate.

If the result is 'significant concern' then the Child Protection designate should discuss the welfare issue with the child's parents / carers and form CIN 1 should be completed.

Form CIN 1 An initial identification form to record the event or concern that has triggered a suspicion. This should include diagrams to record evidence of physical abuse. This would become the formal 'referral form' if the Child Protection designate who is the sole person responsible for making a referral after discussion with all staff up to that point, was to proceed the case.

NB if the assessment indicates that circumstances may require a resource from Social Services then the parent's permission must be sought unless permission seeking itself may place a child at risk of significant harm and form CIN1 should be sent to Social services within 24hours of making the referral.

**Social Services ( Crewe & Nantwich ) 01270 505 134**

- **If a referral is made**

A diary of all concerns should be kept – contemporaneous notes are more valid than those made at a later date – and if Social Services agree to undertake an initial assessment of need form CIN 2 must be completed.

Form CIN 2 Pertinent information gathering to be completed with the Child Protection designate and sent to Social Services within 5 days on the initial referral.

- **If a referral is not made**

It is essential that a diary is still maintained recording the initial cause for concern and any further concerns – again contemporaneous notes are more valid than those made at a later date. This can be used to support a case that may ultimately result in referral if not immediately.

- **Result**

Once the initial assessment has been completed by Social Services they will complete the final section of CIN 2 and return this to the Child Protection designate to inform the school as to what action is to be taken.

## **6 Records, Monitoring & Confidentiality**

- 6.1 The forms, upon completion should be kept securely by the Child protection designate. Well kept records are essential to good child protection practice and it will be by agreement between the member of staff who have monitored and recorded evidence ( Forms CIN 1 & diary )

and the Child Protection designate as to when sufficient concern is indicated to warrant a referral.

- 6.2** Confidentiality is vital to protect the child concerned. When a child discloses abuse they do so in the probable expectation that help will result. There will be appoint in disclosure when it is necessary to tell the child that the information needs to be shared with other professionals ( at this point the Child Protection designate) and it will be for the member of staff involved to decide when the appropriate time is. Every situation is different, every child's particular situation is different and it can only be your professionalism that decides.
- 6.3** Due to day to day contact with children, schools are particularly well placed to observe outward signs of abuse, changes in behaviour or failure to develop. Parents should be aware therefore, that where it appears to a member of staff that a child may have been abused, the school is required as part of the Cheshire Child Protection procedures to report their concerns to the Social Services department.
- 6.4** Parents have no right to information contained in school records which relate to child abuse, however, all factual information will be required in any subsequent case conference or Court proceedings which may be attended by the parents or the child.

## **7 Conclusion**

- 7.1** This policy contains decision making procedures that are difficult to take. Suffice to say, that all situations should be viewed to reflect the Gospel values given to us by Christ and that if we truly believe in the sacredness of human life we will do our utmost to preserve the personal rights and dignity of the children in our care.

**Signed:**

**Agreed by Governors:**

**Date:**

**Review Date:**

# **APPENDIX**

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# **FORMS AND RECORDS TO BE USED IN CHILD PROTECTION**

**Form CIN1**

## **Referral Confirmation Children and Families In Need - Support/Services/Protection**

If you have concerns about Child Protection discuss concern with your Line Manager, Designated Teacher, Headteacher or Child Protection Adviser telephone number 01606 814300.

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If you decide to share your concern with Social Services it will be helpful if you can have gathered as much of the following information as possible.

This form provides written confirmation of a (telephone) referral to Social Services.

- **Name of Child**
- **School**
- **Is this pupil in need of child protection?**  yes  no
- **Time, Date Contact with SSD**
- **Name of Referee**
- **Aim of Contact**  
*Advice, clarification, general discussion, to make referral.*
- **Details of Child in Need**  
*D.O.B., Sex, Special Needs, Address, who they live with.*
- **Allegation**  
*What child has actually said in the child's own words.*
- **Present Concern**  
*Description of incident/injury, observation of child's behaviour. Time, date of alleged incident or changes in behaviour.*
- **Previous Concerns/Incidents/Referrals**
- **Referrers Perception**  
*Idea of urgency/risk  
Why they feel level of urgency*

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▪ **Basic Information**

*Family Content - siblings + previous concerns / incidents - parent responsibility. Relevant family history. Any family members who would present risk to child or to worker. Other adults who have regular care of child.*

▪ **Action**

*Clarify what is likely to happen next or who is responsible for further contact.*

*Child's GP*

*Child's Social Worker*

▪ **Education Referrer (Name)**

**(Status)**

▪ **School:** .....

**Address:**

**Signature:** .....

Send a copy of this form within 24 hours to Social Services Access (Duty) Team and Senior Education Welfare Officer in your location.

**Additional Information:**

Form CIN2

**EDUCATIONAL INFORMATION FOR INITIAL ASSESSMENT**

**Children and Families In Need - Support/Services/Protection**

This form provides additional information which will contribute to the assessment of a child in need as a result of a referral to Social Services either from education or another agency.

**Name of Child:** .....

**D.O.B.:** .....

**School history**

Name of Present School:..... Date Admitted: .....

Address:

.....  
.....  
.....  
.....  
.....

Previous School(s):..... Dates:.....

..... Dates:.....

If you are the referrer please outline the reason for referral to include: Child Welfare concerns, Family and Environmental factors, parenting capacity.....

Have you made a previous referral to Social Services regarding this pupil?

yes

no

### Attendance

Number of possible sessions

Number of actual sessions

Number of authorised absences

Number of unauthorised absences

**YES**

**NO**

i. Are there any concerns about the child's attendance?

ii. Have you put in any strategies to overcome this?

iii. Has this triggered help from outside agencies?

iv. Have parents been actively involved?

Details of any exclusions:

### Attainment

Is his/her ability above average   
average   
below average

Is the child on the SEN Code of Practice?  **YES**  **NO**

Stage 1.  2.  3.  4.  5.

Reason:

	YES	NO
i. Are there any concerns about the child's attainments?	<input type="text"/>	<input type="text"/>
ii. Have you put any strategies to overcome this?	<input type="text"/>	<input type="text"/>
iii. Has this triggered help from outside agencies?	<input type="text"/>	<input type="text"/>
iv. Have parents been actively involved?	<input type="text"/>	<input type="text"/>

Comments including any factors, which might inhibit the child's ability to learn.

### Emotional and Behavioural Development

	YES	NO
i. Do you have concerns about the child's emotional and behavioural development?	<input type="text"/>	<input type="text"/>
ii. Have you put in any strategies to overcome this?	<input type="text"/>	<input type="text"/>
iii. Has this triggered help from outside agencies?	<input type="text"/>	<input type="text"/>
iv. Have parents been actively involved?	<input type="text"/>	<input type="text"/>

Comments including how or if the child is different from peers and how well s/he is able to demonstrate appropriate feelings towards others. Including nature and quality of early attachments, characteristics of temperament, adaptation to change, response to stress and degree of appropriate self control.

**Health**

	YES	NO
Are there concerns about the child's health?	<input type="checkbox"/>	<input type="checkbox"/>
i. Have you put any strategies to overcome this?	<input type="checkbox"/>	<input type="checkbox"/>
ii. Has this triggered help from outside agencies?	<input type="checkbox"/>	<input type="checkbox"/>
iii. Have parents been actively involved?	<input type="checkbox"/>	<input type="checkbox"/>

Comments including child's health compared to other children

**Social/Presentation**

	YES	NO
i. Are there concerns about the pupil's social or presentation skills?	<input type="checkbox"/>	<input type="checkbox"/>
ii. Have you put any strategies to overcome this?	<input type="checkbox"/>	<input type="checkbox"/>
iii. Has this triggered help from outside agencies?	<input type="checkbox"/>	<input type="checkbox"/>
iv. Have parents been actively involved?	<input type="checkbox"/>	<input type="checkbox"/>

Comments including how s/he relates to others and how s/he describes herself/himself.

**Self Care Skills**

	YES	NO
i. Are there concerns about the pupil's self care skills?	<input type="checkbox"/>	<input type="checkbox"/>
ii. Have you put any strategies to overcome this?	<input type="checkbox"/>	<input type="checkbox"/>

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- iii. Has this triggered help from outside agencies?
- iv. Have parents been actively involved?

Comments including how the child is able to carry out independent tasks and is able to care for himself/herself. S/he is able to use social problem solving approaches.

### Interests and Strengths

Does the child/young person participate in extra curricular activities:

	YES	NO	DON'T KNOW
In School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Out of School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Has the child/young person any special interests or strengths?

### Support

Does the child receive support in school?

				Contact Person
School LSA	LEA	<input type="checkbox"/>	LSA	<input type="checkbox"/>
Pastoral Support Programme			<input type="checkbox"/>	

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Mentor	<input type="checkbox"/>	
Small group	<input type="checkbox"/>	
Individual Behaviour Programme	<input type="checkbox"/>	
Individual Education Programme	<input type="checkbox"/>	
Personal Education Programme	<input type="checkbox"/>	
Other		

**Are there other agencies involved?**

Please list

<b>Name of Service</b>	<b>Contact Person</b>	<b>Telephone No.</b>

▪ **Is the parent/carer aware of the referral.**  yes  no

**If not, why not?**

Is there any other information you feel would inform this initial assessment?

Name: .....

Date:

.....

Position: .....

Signature:

.....

**Action taken by Social Services  
(Please return to the Education Contributor)**

Name of Child: \_\_\_\_\_ D.O.B. \_\_\_\_\_ Gender: \_\_\_\_\_

**Action Taken:**

Completed for Social Services by:

Name:

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Status:

Signature:

Date:

Education Referrer/Contributor:

Name:

Status: