

CHILD PROTECTION POLICY/STATEMENT

Mission Statement

- At Preston Primary School we welcome every child
- Children are at the heart of our school and as such we provide a caring environment where everyone is special.
- We nurture pupils to achieve fullness of life through discovering and developing their social skills, academic and wider talents and by putting before them challenging and realistic goals.
- We attach a high priority to the strong links between school, home, Governors and the wider community.
- We promote an attitude of mutual respect and responsibility within a welcoming, attractive and stimulating environment.

Preston Primary School recognises its legal duty under the 1989 Children Act to work with other agencies in protecting children from harm and responding to evidence of abuse.

We will follow the principals and procedures laid down by the Stockton-on-Tees Area Child Protection Committee of which the Local Authority is a constituent member.

If staff have significant concerns about a child which they feel may be an indicator of physical abuse, sexual abuse, emotional abuse or neglect, these concerns will be discussed with the designated person. This person will liaise with staff within the Education Service (Child Protection Officer) and with the agencies responsible for child protection investigation (Social Services Department).

Staff who have concerns about apparent injuries or who are told anything significant by a child must report their concerns as soon as possible to the designated teacher.

The designated persons within the school for child protection issues are:

Mrs S. Winters
Mrs J. Moralee

The Governor responsible for ensuring child protection procedures are in place is:

Mrs Kerry Stockley

Teaching staff do not carry out investigations or decide whether a child is being abused. That is the responsibility of the Social Services Department and/or the Police Child Protection Unit.

A written record of any incident, disclosure or allegation will be made in accordance with the Education Service Child Protection Practice Guidance. Guidelines indicate that staff should make a written record of what the child actually said as soon as possible. Staff should not promise a child that they will keep anything they tell them confidential. Staff should try to ensure that any questioning of the child is open-ended and does not lead them in anyway.

The school aims to:

- encourage all children toward a positive image
- help children view themselves as part of the wider community and to nurture children's abilities to establish and sustain relationships with families, peers and adults in the world outside.
- support personal and emotional development.
- create and encourage an ethos which reflects respect within all relationships. That is staff/staff, staff/student and student/student.
- provide a model for open and effective communication between adults and children/young people.

Parents can feel confident that careful procedures are in place to ensure that all staff appointed are suitable to work with children.

PHYSICAL CONTACT WITH PUPILS

Key principals

- Physical contact should be a conscious act.
- Physical contact should always be such as to show respect for the dignity and physical well-being of the pupil.
- Physical contact should be based on a judgement of the minimum action necessary to meet the needs of the situation.
- Physical contact should never be an act of punishment.
- Physical contact should never be such that it might be interpreted by the pupil or others as physical or sexual abuse.

There are situations in which physical contact with a pupil may be appropriate and necessary to demonstrate exercises or techniques.

- Correcting hand, finger, arm and body position in the use of musical instruments.
- Correcting body position in the acquisition of a skill.
- Preventing inappropriate body movements.
- To administer first aid.
- Where a pupil is in distress and needs comforting.
- Dealing with toilet / sickness incidents

Teachers will use their own professional judgement when they feel a pupil needs this kind of support.

Always preface any physical contact with an explanation.

For example:-

"I am going to show you how to use the violin so I will have to touch your arm to move it to the correct position."

If physical contact is an issue and verbal explanation is difficult you will need to use pictures and diagrams.

Teaching in a group can better demonstrate, for example, correct posture. You may instruct one pupil to correct the posture of another.

Staff should:-

- Avoid contact with parts of the body other than shoulders, arms and hands.
- Avoid any contact when alone with the pupil unless it is clearly necessary e.g. nappy changing.

There may be some children for whom touching is particularly unwelcome and it is important that all staff receive information on these children.

Physical contact between teachers and pupils becomes increasingly open to question as pupils reach and proceed through adolescence.

Teachers should bear in mind that even innocent and well intentioned physical contact however well meant, can sometimes be misconstrued.

December 2005

S. Winters in consultation with all staff.
Head Teacher

To be reviewed Autumn 2007