

F5 CHILD PROTECTION POLICY

F5.1 Introduction

This policy applies to the whole Foundation (Sixth Form, Boys' Division, Girls' Division, Junior and Early Years Foundation Stage)

All visitors to the school who are likely to come into contact with pupils are vetted appropriately. Under no circumstances are people invited into school without prior permission of the Head of Foundation.

Safeguarding and Promoting Welfare

“Safeguarding” is an umbrella term encompassing the whole wellbeing of a child and recognises the importance of the preventative agenda. Child Protection is an important component of “safeguarding”

Definition

All adults working in education have a duty to safeguard and promote the welfare of children which is defined in the Children Act as:-

- Protecting children from maltreatment
- Preventing impairment of children's health and development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and
- Undertaking that role so as to have optimum life chances and to enter adulthood successfully.

Working Together 2006 P34

This school recognises that every member of its staff has a key role in prevention of harm, early identification, intervention and support for pupils at risk of significant harm and will endeavour to provide an environment where children are valued and know that their concerns will be taken seriously, where young people are safe and feel safe.

All members of the school staff should be alert to the possible signs of abuse of a pupil. Abuse may take several forms, which are not mutually exclusive. Staff have an obligation to report all suspicions of abuse either to the Designated Member of Staff, or to the Head of Foundation. This is an inescapable personal and professional responsibility for the protection of children from harm.

The following definitions are taken from “Working Together to Safeguard Children” (DCSF 2005)

Abuse and Neglect: Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those

known to them or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

Physical abuse: Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

Emotional Abuse: Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse: Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect: Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Domestic Violence: Prolonged and/or regular exposure to domestic violence can have a serious impact on a child's development and emotional well-being. Children may be greatly distressed by witnessing the physical and emotional suffering of a parent. Domestic violence can have a negative impact on a parent's ability to look after children. This negative impact may be exacerbated when children are drawn into the violence or are pressurized into concealing the assaults. Children's exposure to parental conflict can lead to serious anxiety and distress.

This school acknowledges that anxiety undermines good practice and has identified clear lines of accountability to ensure that staff dealing with child welfare concerns are

supported and have access to appropriate training and advice. In this school any individual can contact the following if they have concerns about a young person;-

The Designated Child Protection officer and Safeguarding Lead is Eileen Olsen at Fence Avenue and Hannah Barton at Cumberland Street. Each will deputise for the other in the event of absence. Eileen Olsen is the designated Child Protection Officer for the Early Years Foundation Stage. Caroline Hulme-McKibbin is the first point of contact for Early Years Foundation Stage.

The Child Protection/Safeguarding Governor is Mrs Catherine Buckley

F5.2 Training

“Staff across frontline services need appropriate support and training to ensure that as far as possible they put themselves in the place of the child or young person and consider first and foremost how that situation must feel for them. “ Lord Laming 2009

All frontline staff in Education should be aware of the signs and symptoms of abuse and know how to respond appropriately to these concerns. Every one has a duty to make a brief, accurate record of the concerns and to discuss these without delay with the safeguarding lead.

All staff need to attend safeguarding training accredited by the local Safeguarding Child Board every 3 years.

The Child Protection officers need updating every 2 years and must attend additional multiagency training in order to ensure the school works well with partner agencies to safeguard children.

Listening to and responding to children

**“Every child should be listened to, no matter how difficult they are to talk to”
Laming Report 2009**

This school acknowledges that empowering young people to talk to adults that they trust and ensuring that these individuals respond appropriately is the most effective way of keeping children safe from abuse. This school has developed strategies to ensure that its pupils have a range of adults with whom to share their concerns eg Tutors, Head of Year, School Nurse, School Counsellor.

F5.3 PROCEDURES

Any member of staff who has concerns about the welfare of a child must share this information, without delay with the Child Protection Officer

Staff must make a brief accurate record of these concerns. Any allegations of abuse made by a child should be recorded using the child’s own words. All staff must be aware that they cannot make a promise to a child to keep secrets. Access to child protection related

records kept on individuals will generally be confined to the Head of Foundation and the Designated Member of Staff for Child Protection. Other members of staff will have access to records on a “need to know” basis. Transfer of any child protection-related records will be to the Designated Member of Staff for child protection at the receiving school. They will be marked “private and confidential”. Copies of Child Protection records will be retained for at least six years after a child has left the King’s School.

In all cases, accurate, contemporaneous records should be kept including details of all observations, actions taken, liaison and communications. Records must be kept in which fact, opinion and hypothesis are clearly identified. They should be dated, timed, signed and kept in a secure place.

(i)Referral

The designated Child Protection Officer should assess all information available to the school about a child and refer to the Social Care Access Team if appropriate and confirm this referral in writing by completing a Safeguarding Children in Education Referral Form (within 48 hours).

This form can be found on the Local Safeguarding Children Board website and also in the Record Keeping and Referral Document on the S Drive.

Contact Number

Access East Tel No: 01625 374700

(ii) Cases where there are suspicions about abuse but no clear evidence:

The presenting signs/symptoms must be carefully observed and a history taken in a nonjudgmental way. A watching brief should be kept and the suspicions should be re-evaluated. The Local Safeguarding Children Board should be consulted if concern is not alleviated. If necessary it is the responsibility of the Designated Member of Staff, working with the Head of Foundation, to pass these concerns on to the LSCB.

(iii) Cases where abuse may have been inflicted by parents or external agencies:

Suspicion or knowledge of abuse must be reported immediately to either the Head of Foundation or the Designated Member of Staff. If a child alleges deliberate harm by an adult, attempts to establish how the injury was sustained should be made, except where such enquiries present a risk to the child. The Access Team should also be notified, as a matter of urgency. Any adult to whom abuse is reported by a pupil has a duty to listen to the pupil, to provide reassurance, and subsequently record the pupil’s statements. He/she must **not press the pupil, ask probing questions or suggest answers**. The situation will then be discussed with the Head of Foundation or the Designated Member of Staff. The East Cheshire Area Child Protection Manual must be referred to at all stages. This can be found on the East Cheshire LSCB website which is updated regularly. Expert diagnosis may be required quickly. The Head of Foundation or the Designated Member of Staff will arrange this. The parents’ co-operation should be obtained wherever possible. If a

child makes an allegation about sexual abuse, Social Services Access Team and/or police must be informed immediately. PARENTS MUST NOT BE CONSULTED.

(iv) Cases where allegations of abuse by staff have been made:

If an allegation is made against a member of staff at the school, there is an obvious need to act immediately and with the utmost discretion. The informant should be told that the matter will be referred in confidence to the appropriate people. This must be done, and the written record passed on the same day. If the allegation is against the Head of Foundation or the Designated Member of Staff for Child Protection, the Designated Governor for Child Protection would co-ordinate the investigation into allegations.

The circumstances should be kept strictly confidential until the Head of Foundation has been able to judge whether or not the allegation or concern indicates possible abuse. The next step is always to discuss the situation with the appropriate Social Care Access Team. If it is decided that an investigation is indicated it is the responsibility of the LSCB to arrange a meeting to discuss how the next steps are handled. This would normally involve the Police and preferably a member of the governing body of the School and the Head of Foundation. The member of staff would normally be suspended without prejudice in this case. The arrangements agreed upon will include informing the parents and seeking their consent for any immediate medical examination.

The member of staff would normally be informed as soon as possible after the result of the initial investigation is known, or the decision is made to dispense with one, but not invited to make a response. There should be a warning that anything said will be recorded.

If it is established that the allegation is not well founded, either on the basis of medical evidence or further statements, then the person against whom the complaint has been made would normally be informed that the matter is closed.

If the police decide to take the matter further and the allegation is against a member of staff, he or she should normally be suspended or, where the circumstances are considered to warrant it, dismissed. It is reasonable to ask the police to give some indication of the time scale.

(v) Independent Safeguarding Authority (ISA)

King's will report to the Independent Safeguarding Authority (ISA), within one month of leaving the school any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children. The address of the Independent Safeguarding Authority (ISA) for referrals is PO Box 181, Darlington, DL1 9FA (tel 0300 123 1111).

F5.4 Making Children Aware

As part of developing a healthy lifestyle children should be taught:-

- to recognise and manage risks in different situations and then decide how to behave appropriately
- to judge what kind of physical contact is acceptable and unacceptable

- to recognise when pressure from others (including people they know) threatens their personal safety and develop effective ways of resisting pressure, including knowing where and when to get help
- to use assertiveness techniques to resist unhelpful pressure

Children should feel valued, respected and able to discuss any concerns they have. Displaying helpful information including Children’s Helplines (NSPCC, ChildLine) helps to provide assurance that it’s okay to talk.

The Local Authority has produced projects and materials which are used to assist in the delivery of an effective Keep Safe Curriculum

(i) Support for Vulnerable pupils

This school believes that it has an important role in militating against the harm that children can experience because of exposure to forms of abuse e.g by including activities such as Social Emotional Aspects of Learning (SEAL), and programmes which enable pupils to build their confidence and self worth with in the school curriculum eg Thorpe Farm, PSHE, Assemblies, D of E, Edale visits

(ii)E-Safety and Bullying

“The damage inflicted by bullying can frequently be underestimated. It can cause considerable distress to children, to the extent it affects their health and development or, at the extreme, causes them significant harm (including self harm). All settings in which children are provided with services or are living away from home should have in place rigorously enforced anti bullying strategies.”

Working Together to Safeguard Children 2006

We acknowledge that new technologies while enhancing learning opportunities can provide ways of exposing young people to potentially harmful experiences. This school has a Behaviour that includes ”How to prevent cyber bullying”. All staff must take such abuse seriously. Procedures are outlined in the anti bullying policy in the staff handbook. The Behaviour Policy is displayed prominently in form rooms.

(iii)Domestic Abuse

“The effect of domestic violence on children is such that it must be considered as abuse”

Safeguarding Children and Safer Recruitment in Education 2007

- Statistics confirm the strong link between domestic abuse and Child Abuse.

Our Staff must take any incidents of domestic abuse seriously and take a proactive role in ensuring the safety of those impacted including referring pupils for additional support.

F5.5 Safer Recruitment and Retention

- This school operates vetting and safe recruitment practices. Personnel at the school are appointed on this basis and in light of the Safer Recruitment guidelines by the NCSL. (Guidance can be found in *Safeguarding Children and Safer Recruitment in Education published January 2007*)
- The school will follow the new vetting and barring guidelines that are being introduced in October 2009 and rolled out in July 2010
- The Head of Foundation, Director of Finance and Child Protection Governor are accredited in Safer Recruitment and at least one member of the recruitment panel will have passed the required assessment. All staff will be given safeguarding and code of conduct information as part of their induction.
- Procedures are in place to support all staff who have concerns about the conduct of any adults working in school, either in a professional role or in a voluntary capacity. The school operates its own whistle blowing procedure.
- From November 2010 all new governors will be registered with the ISA before they take up their post.

This policy was reviewed by:-

Signed.....E.Olsen.....
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Date:
October 2009

The next revision date is:

March 2011