



## Safeguarding- Child Protection Policy

### Purpose

Stanborough School recognises it has a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children.

Our policy includes the whole school community; all staff, governors, parents and volunteers working in the school.

There are five main elements to our policy:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse through regular training for all staff.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. We recognise that high self esteem, confidence and good lines of communication help prevention.

The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Ensure an anti-bullying policy is in place.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- Physical intervention policy is understood by all staff
- Whistle-blowing procedures are understood by pupils and staff

### Roles and Responsibilities

We will

- Ensure we have a designated person for child protection who has received appropriate training and support for this role. (K. Poddar, Deputy E.Hussey). The designated person should receive Advanced training on a two year cycle including multi-agency training.
- Ensure we have a nominated governor responsible for child protection. (L. Dean)
- Ensure every member of staff, volunteer and governor has access to training and knows who the designated person responsible for child protection is and their role.
- Ensure that all staff receive training in Child Protection(Safeguarding) every three years and that part time staff are encouraged to attend training session
- s. Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated person responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection.

- Notify the appropriate agencies if there is an unexplained absence of more than two days of a pupil who is on the child protection register.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters.
- Ensure that staff can be released to attend Child Protection case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately and ensure all records are kept securely, separate from the main pupil file, and in locked locations.
- Ensure that record keeping procedures on staff and volunteers are in place.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment and selection practices are followed. Identity checks should be carried out, including CRB and List 99. References should be verified.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. The school will endeavour to support the pupil through:

- The content of the curriculum
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour/pupil discipline policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison and working closely with other agencies that support the pupil.
- Ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed

### **Monitoring and Evaluation**

This policy will be reviewed on an annual basis. This review should contain a report of the effectiveness of measures put in place and how duties relating to child protection are discharged.

(See also safeguarding, safer recruitment policies)

Date policy 18<sup>th</sup> January 2010

Date of Review January 2012

Legislation relating to this policy :

Children Act 1989/2004

Education Act 1996/2002 (S175)

School Standards & Framework Act 1998

Safeguarding Children and Safer Recruitment in Education (Dfes 2007)

## Appendix CHILD ABUSE – DEFINITION

A basic definition of abuse is: “the abuse of power by a person developmentally older/ stronger than another, resulting in some distress, harm, or neglect of necessary attention for the victim.”

Four categories of child abuse are defined as follows in the most recent government guide on child protection.

1. Neglect: the persistent or severe neglect of a child, or the failure to protect a child from exposure to any kind of danger, resulting in significant impairment of the child’s health or development.
2. Physical injury: actual or likely physical injury to a child, or failure to prevent physical injury (or suffering) to a child including deliberate poisoning, suffocation and “Munchausen’s syndrome by proxy” (giving a false account of symptoms to present a child’s condition misleadingly).
3. Sexual abuse: actual or likely sexual exploitation of a child or adolescent. The child may be dependent and/or developmentally immature.
4. Emotional abuse: actual or likely severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill-treatment, verbal abuse or rejection.

Abuse, in whatever form, always constitutes serious harm to the child and suspicion, belief or evidence of abuse to a child currently or in the past must be passed to a person with the authority to investigate and evaluate the information.

## GENERAL MEASURES

Teachers can introduce children to methods of self-protection at a level appropriate to their age. Basic concepts which can be taught from an early age include:

1. Children have the right to be safe.
2. The differences between appropriate and inappropriate touches.
3. Kisses, hugs and touches should never be kept secret.
4. It is all right for children to say no and tell if anyone tries to harm them or make them feel uncomfortable
5. Never talk to strangers.

## SIGNS OF ABUSE

Because of their day-to-day contact with individual children, teachers and other school staff are particularly well-placed to observe signs of abuse. These are listed in detail in the books listed at the end of this document. Some of the more common ones are:

- unexplained physical injuries, especially symmetrical bruising
- mistrust of adults, especially those who come too close
- aggressive behaviour
- behaviour which is sexually inappropriate to the child’s age
- reluctance to go home
- reluctance to undress for PE or to have a medical examination
- reluctance to join in social activities or make friends
- deterioration in schoolwork
- significant unexplained changes in behaviour

No list can be exhaustive as abuse is not easy to diagnose, and it should be remembered that these signs are indicators and not evidence. Staff members should be conscious of the

seriousness of initiating enquiries into a suspected case of abuse but, as part of their pastoral responsibilities, must be alert to signs which might indicate that it is occurring.

#### DEALING WITH DISCLOSURES

The following are guidelines to help a member of staff react to a disclosure of abuse from a pupil:

1. Stay calm. Listen to what the child is saying, without displaying shock or disbelief. Accept what is said; do not question the child's honesty at this stage.
2. Reassure the child, but do not make promises you may not be able to keep. Try to alleviate guilt if the child refers to it.
3. Don't promise confidentiality' it may be in the child's best interests for his/her case to be referred.
4. Don't criticise the perpetrator. The child may love him/her and reconciliation may be possible.
5. Don't ask the child to repeat if all for another member of staff.
6. Explain what you have to do next and who you have to talk to.
7. Make brief notes at the time and write them up as soon as possible recording the date, time, place, any noticeable non-verbal behaviour, and the words used by the child. Draw a diagram to indicate the position of any bruising. Don't destroy any original notes in case they are required by court.
8. Get help and support for yourself if you need it.

#### SUSPECTED CHILD ABUSE

If a member of staff suspects that a child is being abused, he/she should seek to identify what it is specifically that is causing concern. Even if suspicions are vague it is important to establish if they have any foundation. If concern persists the matter should be discussed with the designated responsible staff member (see below) to decide whether the child's behaviour should be monitored further or action taken immediately. Concern or suspicion is enough for the case to be referred; proof is not necessary. If in doubt, staff members should err on the side of referral. It is important for staff to trust their judgement rather than fear over-reaction. It is vital you do not proceed to investigate further without discussion with the designated staff member.

#### PROCEDURE FOR DEALING WITH SUSPECTED OR ACTUAL CASES OF ABUSE

Every school should designate a member of staff (Mr K Poddar- Child Protection Officer, Deputy Eileen Hussey) to have specific responsibility for co-ordinating action in the school and for liaising with social services and other agencies over suspected or actual cases of child abuse.

The following steps should be followed:

1. The staff member who has reason to believe that a child is being abused should inform the designated staff member.
2. If it is agreed that action should be taken, the case will be taken further by the designated staff member.
3. If the alleged perpetrator of the abuse is the designated staff member then the Head should be informed. If the Head is the designated staff member, the chairman of the school board should be informed.
4. The level of confidentiality should be governed by the need to protect the child. Only those who need to know about the abuse should be told, and conversations about the child should always be held in private.

## DEALING WITH PARENTS

If the staff member who has referred the case is contacted by the child's parents the following guidelines may be helpful:

- meet parents with a senior colleague
- be open and honest, as far as is possible
- stay calm and avoid sounding punitive (being punitive towards parents who have abused their children is unhelpful and can be harmful to the child)
- explain that it is your duty as a teacher to report cases of suspected child abuse
- make a written record of the meeting while it is still clear in your mind.

## SELF-PROTECTION

The following guidelines for teachers are adapted from Dealing with Child Abuse: Training Guide:

1. In the event of any injury to a child, accidental or otherwise, ensure that it is recorded and witnessed by another adult.
2. Keep records of any false allegations a child makes against you. This should include everything from: "you hit me", to comments such as "don't touch me".
3. Get another adult to witness the allegation, if possible. Take the child to the Head and explain what happened. A record of that meeting should also be kept.
4. If a child touches you in an inappropriate place, record what happened and ensure that another adult also knows. As it could be a totally innocent touch, do not make the child feel like a criminal. However, remember that ignoring this or allowing it to go on may place you in an untenable situation. Neither is it a good idea for the child to go on doing this as the next person might take advantage and then say the child instigated it.
5. On school journeys, have two members of staff along whenever possible.
6. Do not place yourself in a situation where you are spending excessive amounts of time alone with one student away from other people. If you tutor a student, ensure that the door to the room is open, or there is glass in the door.
7. If you are in a residential setting, never, under any circumstances, take a child or children into your bedroom.
8. Avoid taking a single child in your car alone.
9. Never do something of a personal nature for children that they can do themselves. This includes cleaning bottoms, unbuttoning trouser buttons, or any activity that could be misconstrued.
10. Do not go into the toilet alone with children.
11. Be mindful of how and where you touch children. Never pat a child on the bottom. If you teach young children or children with special needs who sit on your lap, get a "lap cushion" which they can sit on.
12. Be careful of extended hugs and kisses on the mouth from children. Though teachers want to give love and attention to children, this guideline is important not only for their protection, but for the children as well.
13. When taking children on an outing, think of how you appear to the public when dealing with the children. In one county a special needs teacher was reported for "abusing" a child by a member of the public who misunderstood her actions. This could apply to anyone taking out a group of children. It may mean that disruptive children cannot go on outings.
14. Never keep suspicions of abuse by a colleague to yourself. If there is an attempted cover-up, you could be implicated by your silence.