



Friends' School Saffron Walden

Safeguarding and Child Protection Policy

Friends' School Saffron Walden

**January 2011
review date September 2011**

INTRODUCTION

Friends' School fully recognise the responsibility it has under section 175 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

Through their day-to-day contact with pupils and direct work with families, staff at the school have a crucial role to play in noticing indicators of possible abuse or neglect and referring then to the appropriate agency, normally the appropriate Child and Family Team (Social Care). (The Designated Person for Child Protection to refer)

This policy sets out how the School's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school. Any deficiencies or weaknesses in safeguarding or child protection arrangements will be remedied without delay.

There are four main elements to our policy:

PREVENTION through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos

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

SUPPORTING VULNERABLE CHILDREN who may have been abused or witnesses violence towards others

PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN

Our policy applies to all staff and volunteers working in the school including students with responsibility over other pupils, and governors. Teaching assistants, mid-day supervisors, secretaries as well as teachers can be the first point of disclosure for a child. Concerned parents may also contact the school and its governors. The named governor for Child Protection is Jenny Marks

1.0 PREVENTION

1.1 We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children

1.2 The school will therefore:

1.2.1 establish and maintain an ethos where children feel safe in both the real and the virtual world and it is recognised that they can talk about their concerns and problems

1.2.2 ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty and they will be listened to;

- 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 both in the real and the virtual world and information about who to turn to 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
- 1.2.5 ensure all staff and volunteers know the signs below which indicate possible abuse. See appendix 1
- 1.2.6 Staff will be advised as part of the induction process to adopt a professional, common sense approach to minimise their vulnerability in day – to – day dealings with young people. This will cover aspects of demeanour, language and attitudes, physical contact, one-to-one meetings, infatuations, out of school and after school activities, personal letter and online and mobile communications. Staff will be encouraged to report any incident that they feel may have been misinterpreted. They will be issued with the school’s guidance for safe working practice.

2.0 PROCEDURES

2.1 **The Designated Senior Members of Staff for Child Protection are Graham Wigley, Sarah Westerhuis and Andrew Holmes. The designated practitioner for the Early Years Foundation Stage is Andrew Holmes.**

The school will:

- 2.1.1 ensure it has a designated senior member of staff, who has undertaken as a minimum, the 2 day child protection training course, accredited by the Local Safeguarding Children Board. (Cambridgeshire Education Child Protection Service)
- 2.1.2 ensure this training is updated every two years in accordance with government guidance;
- 2.1.3 recognise the importance of the role of the designated teacher and ensure s/he has the time and training to undertake his/her duties;
- 2.1.4 The contingency arrangements should the designated members of staff not be available are; call The Cambridge Education Child Protection Service advice helpline 01223 703800 or call the Governor responsible for Child Protection Jenny Marks 01223 837 337, 07956 049 257.
- 2.1.5 ensure that the designated member of staff will take advice from a child protection specialist within 24 hours when managing complex cases. Contact numbers of Essex, Cambridgeshire, Suffolk and Hertfordshire Social Services are maintained by the Designated member of staff. The advice line run by Cambridgeshire Education Child protection is also used for ‘what if’ conversations.

2.2 **The Role of Governors and School Staff**

The school will:

- 2.2.1 ensure every member of staff and every governor knows:
- the name of the designated person and her/his role;
 - how to pass on and record concerns about any pupil and that they need to avoid asking leading questions;
 - that they have an individual responsibility for referring child protection concerns using the proper channels and within the timescales set out in this policy;
 - where the Child Protection policy and Education Child Protection Procedures (Appendix B) are located;
 - the contents of the school document 'Guidance for Safe Working Practice for the protection of staff and children'. September 2009
- 2.2.2 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 responsibilities
 - the School procedures
 - the need to be vigilant in identifying cases of abuse
 - how to support and to respond to a child who tells of abuse
- 2.2.3 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.
- 2.2.4 ensure staff know that there will be no retribution or disciplinary action for 'whistle blowing' in good faith.

2.3 **Liaison with Other Agencies**

The school will:

- 2.3.1 work to develop effective links with relevant services to promote the safety and health of all pupils
- 2.3.2 co-operate as required with key agencies in their enquires regarding child protection matters including attendance and providing written reports at child protection conferences and core groups.
- 2.3.3 Inform Ofsted, as soon as possible and within 14 days at the latest, of any allegations of any serious harm or abuse by any person living, working or looking after children at the premises, and of the action taken in respect of these allegations.
- 2.3.4 notify the local Social Care team if:

- it should have to exclude a pupil who is subject to a child protection plan (whether fixed term or permanently):
- there is an unexplained absence of a pupil on the child protection register 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.

2.4 **Record Keeping**

The school will:

- 2.4.1 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 Social Care immediately;
- 2.4.2 ensure all records are kept secure and in a locked cupboard in the Heads' offices.
- 2.4.3 ensure all relevant child protection records are sent to the receiving school or establishment when a pupil moves schools in accordance with the Education Child Protection procedures.

2.5 **Confidentiality and information sharing**

The school will:

- 2.5.1 ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from a senior manager or outside agency as required.
- 2.5.2 ensure that the Head or Designated Teacher will disclose any information about a pupil to other members of staff on a need to know basis only.
- 2.5.3 Make all staff aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 2.5.4 Ensure staff are clear with children that they cannot promise to keep secrets

2.6 **Communication with Parents**

The school will:

- 2.6.1 undertake appropriate discussion with parents/carers prior to involvement of another agency unless the circumstances preclude this.
- 2.6.2 ensure that parents/carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in 'information for new parents' which is available on the website and when joining the school.

3.0 SUPPORTING VULNERABLE CHILDREN

- 3.1.0 We recognise that abuse or witnessing violence may have an adverse impact on those children which may last into adulthood without appropriate intervention and support.
- 3.2.0 This 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
- 3.3.0 We recognise that some vulnerable children may develop abusive behaviours and that these children must be referred on for appropriate support and intervention
- 3.4.0 The school will endeavour to support the pupil through:
 - 3.4.1 Cross-curricular opportunities to encourage self-esteem and self-motivation
 - 3.4.2 the school ethos which promotes a positive, supportive and safe environment and values people.
 - 3.4.3 the behaviour policy is aimed at supporting vulnerable pupils in the school. All staff will agree to a consistent approach which focuses on the behaviour of the child but does damage the pupil's sense of worth. The school will 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 agencies which support the pupil such as Social Care, Child and Adolescent Mental Health Services, and the locality teams:
 - 3.4.5 a commitment to develop productive and supportive relationships with parents/carers:
 - 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 monitoring and supporting pupil's welfare, keeping records and notifying Social Care **as soon as there is a concern.**
 - 3.4.8 When a pupil who is subject to a child protection plan leaves, information will be transferred to the new school immediately. ' The Child Protection Review Manager and Lead Social Worker from Social Care will also be informed.
 - 3.4.9 If a pupil is missing we will follow the school 'Procedure to follow if a pupil is missing' 2009.

3.6 **Drug Use and Child Protection**

- 3.6.1 The discovery that a young person is using illegal drugs or reported evidence of their drug use is not necessarily sufficient in itself to initiate child protection proceedings but the school will consider such action in the following situations:

When there is evidence or reasonable cause:

- to believe the young person's drug misuse may cause him or her to be vulnerable to other abuse such as sexual abuse;
- to believe the pupil's drug related behaviour is a result of abusing or endangering pressure or incentives from others, particularly adults;
- where the misuse is suspected of being prompted by serious parent/ carer drug misuse

3.6.2 **Children of Drug Using Parents**

- 3.6.3 Further enquiries and or further action will be taken when the school receives reliable information about drug and alcohol abuse by a child's parents/carers in the following circumstances;

- the parental misuse is regarded as problematic (i.e. multiple drug use including injection);
- a chaotic and unpredictable home environment exists which can be attributed to drug or alcohol misuse;
- children are not being provided with acceptable or consistent levels of social and health care;
- children are exposed to criminal behaviour

3.7 **Domestic Violence**

- 3.7.1 Where there is Domestic Violence in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships.
- 3.7.2 Head teachers are notified of Domestic Violence incidents involving children and young people on their roll and will take appropriate action to ensure children and young people are kept safe.

4.0 **PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN**

- 4.1 The school will operate safe recruitment practices including ensuring appropriate CRB and reference checks are undertaken according to the government document 'Safeguarding Children and Safer Recruitment in Education' (2007) Graham Wigley, Andrew Holmes and David Wood have completed Safe Recruitment training.

- 4.2 Any allegation of abuse made against a member of staff will be reported straight away to the Head. In cases where the Head is subject of an allegation, it will be reported to the Chair of Governors.
- 4.3 The school will consult with the Named Senior Officer in the event of an allegation being made against a member of staff and adhere to the relevant procedures set out in ‘Safeguarding Children and Safer Recruitment in Education’. (2007)
- 4.4 The Named Senior officer will advise on all further action to be taken. Please note that the Head teacher or Chair of Governors should not seek to interview the child/ren involved until advice has been sought. Doing so may compromise any police interviews that may be necessary.
- 4.5 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
- 4.6 The school will report to the Independent Safeguarding Authority (ISA) within one month of leaving the school any person whose services are no longer used because they are considered unsuitable to work with children. PO Box 181, Darlington DL1 9FA tel: 0300123 1111
- 4.7 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/carers. As part of the induction process all staff are issued with ‘Guidance for Safe Working practice for the protection of staff and children’. Friends’ School Saffron Walden, September 2009.
- 4.8 The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of position of trust). Staff will also be made aware as part of induction about how to report inappropriate sexualized behaviours to the Head, or Designated Person to follow up with social care teams. Staff who work within a school have a duty of care to model appropriate social behaviours and ensure that the professional role of trust is not abused.
- 4.5.1 If a pupil makes an allegation against the designate teacher with responsibility for child protection, the member of staff receiving the allegation must immediately inform the Head. If the Head is absent, the allegation should be passed to the Clerk to the Governors. If the allegation concerns the Head, the person receiving the allegations should immediately inform the Clerk to the Governors without notifying the Head first. In case of serious harm, the police should be informed from the outset.
- 4.5.2 The school meets the requirements of National Minimum Boarding standard 3 and will arrange accommodation off site at a bed and breakfast address if a

member of boarding staff is suspended pending an investigation of a child protection matter

5.0 **OTHER RELATED POLICIES**

5.1 **Physical Intervention**

Our policy on physical intervention by staff is set out in a separate document and is reviewed annually by the governing body. We acknowledge that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimum force necessary to prevent injury to themselves, another person or property. Staff were trained in the use of Force to Control or Restrain Pupils in January 2011. 'Physical Contact with Children (Restraint Policy 2009)

5.2 **Anti-Bullying**

Our policy on anti-bullying is set out in our 'Anti-bullying Policy' 2010 and is reviewed annually by the governing body. Serious allegations of abuse by one or more pupils against another pupil will be dealt with by the designated person. We expect staff to acknowledge that to allow or condone bullying constitutes a lack of duty of care and may lead to consideration under child protection procedures.

5.3 **Racist Incidents**

Our policy on racist incidents is set out in the school's Equal Opportunities Policy which 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.

5.4 **Health and Safety**

Our Health and 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.

5.5 **E-Safety and Acceptable Use**

Our policies on e-safety and acceptable use, set out in a separate document, are reviewed annually by the governing body. They reflect the balance needed between the exciting opportunities offered by the internet and other technologies and the need for pupils and staff to keep themselves safe and deal sensibly with risk.

5.6 **Procedure to follow if a pupil is missing.** The procedures are set out in this separate document. These include separate procedures during the day and for boarders.

5.6 Children with Statements of Special Educational Needs

We recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with profound and multiple problems should be particularly sensitive to signs of abuse

The school has some pupils with emotional and behavioural difficulties or challenging behaviours. The school will support staff to decide appropriate strategies that will reduce anxiety for the individual child and raise self-esteem as part of an overall behaviour support plan agreed with parents.

As part of the PSHE curriculum Junior School staff will teach children personal safety skills commensurate with their ability and needs. Children will be taught personal safety skills such as telling and who to tell, good and bad touches and good and bad secrets. The content of lessons will be shared with parents/carers so that these skills can be consolidated at home.

The school has pupils who may have communication difficulties and we are aware that they are vulnerable to abuse because they are unable to express themselves to others. Instead such children will often exhibit changes in behaviours or signs and symptoms of abuse recognized by staff with a good knowledge of the child.

6.0 GOVERNING BODY CHILD PROTECTION RESPONSIBILITIES

6.1 The governing body fully recognises its responsibilities with regard to child protection and to safeguarding and promoting the welfare of children.

It will:

- Designate a governor for child protection who will oversee the school's child protection policy and practice and champion child protection issues: The Governor is Jenny Marks.
- 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;
- Ensure that this policy is annually reviewed and updated.

6.2 Extended Schools and Before and After School Activities

6.2.1 Where the school provides before and after school activities directly under the supervision or management of school staff, the school's arrangements for child protection as written in this policy apply.

6.2.2 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.

This policy was ratified on

And will be reviewed in September 2012

Signed by the Head / Clerk of Governors



Friends' School

Procedures for Child Protection

Signs of possible abuse can be physical, emotional sexual abuse and neglect. Talk to one of the designated members of staff for child protection if you have any concerns.

When an issue arises which is a possible child protection concern the following procedures should be followed;

- 1 Record the concern on Child Protection Record Sheet which is on the staff section of the school website. Do not keep a copy either photocopied or on computer.
- 2 Pass record sheet to a designated member of staff for child protection. These staff are Graham Wigley, Andrew Holmes and Sarah Westerhuis. (There should be no copy of this record.)
- 3 In the absence of all of these members of staff, and lack of mobile phone contact, if action is felt urgent the member of staff with the concern should call the Cambridgeshire Education Child Protection Service helpline number (01223 712096)
- 4 The DP will consider the concern, check previous records, confer with the Head, Graham Wigley and seek external advice from the Cambridgeshire Education Child Protection Service (tel. as above) if required before taking action.
- 5 Referrals will be made to the child protection service of the county in which the child is resident. This is likely to be Essex, Cambridgeshire, Hertfordshire or Suffolk.
- 6 The action will be recorded on the record sheet and filed in the Child Protection file in a locked cupboard in the relevant Head's office. Information will only be distributed on a 'need to know' basis.

January 2011.

Appendix 1

We recognise that abuse can sometimes be a single event, such as poisoning or violent assault, but more often it is a compilation of events, both acute and longstanding which interrupt, change or damage the child's physical and psychological development.

Abuse can be physical, emotional, sexual abuse, or neglect.

General indicators of abuse may include

- Significant changes in behaviour without explanation
- Deterioration in work
- Poor attendance at school
- Low self esteem
- Withdrawn
- Aggressiveness, anger, anxiety, tearfulness
- Extremes of passivity or aggression
- Fear of parents being contacted
- Running away
- Self Harm

Indicators of Physical Abuse may include:

Bruises/marks – on soft parts of the body e.g. cheeks, forearm (in defence), hips, stomach, upper arms, shoulders and neck

- Bruises/marks that carry the imprint of an implement or hand
- Bite marks, burns/scalds, weals
- Unexplained recurrent injuries, burns or bruises
- Untreated injuries

Possible signs of sexual abuse may include:

- Provocative sexual behaviour, overly affectionate
- Sexual awareness inappropriate to the child's age – shown, for example, in drawings, language, games etc
- Attempts to teach other children about sexual activity
- Sexualises non-sexualised objects or events
- Regression to younger behaviour, e.g. bed wetting, thumb sucking
- Refusing to stay with or avoid being left alone with certain people or go to certain places
- Frequent public masturbation
- Over-compliant behaviour
- Tries to tell about abuse through hints or clues
- Self harm
- Anal or vaginal soreness
- Unusual discharge
- Persistent urinary tract infection
- Tiredness, lethargy, listlessness

Possible signs of neglect may include:

- Constant hunger and tiredness
- Underweight or obesity
- Poor personal hygiene
- Inappropriate or poor state of clothing
- Poor skin or hair tone
- Untreated medical problems
- Social isolation
- Frequent lateness or non-attendance at school
- Destructive tendencies
- Poor relationships with peers
- Scavenging and scrounging

Parental behaviour which may indicate neglect

Neglect is often characterised by parents “omitting” to care appropriately for their children:

- Leaving them at home when they are too young to care for themselves
- Exposing children to dangerous situations
- Putting their own needs before those of their children
- Leaving them with inappropriate carers
- Failing to provide adequate shelter, food or clothing

Possible signs of emotional abuse may include:

- Delays in physical development
- Self harm
- Sudden speech disorders
- Physical complaints with no medical basis
- Delays in intellectual development
- Continual self-depreciation
- Negative statements about self
- Over-reaction to mistakes
- Fearfulness
- ‘Neurotic’ behaviour – obsessive rocking, thumb-sucking, and so on
- Air of detachment – ‘don’t care’ attitude
- Social isolation – does not join in and has few friends
- Desperate attention seeking behaviour

Possible signs of emotional abuse may include:

Family or Parental behaviour such as -

- Mental ill-health – suicide attempts, depression, threats
- Domestic Violence
- Alcohol and drug abuse

- Blames or puts down child
- Cold and rejecting
- Indifferent to child's problems or welfare
- Withholds affection
- Shows preferential treatment when there is more than one child in the family

Appendix 2

The school will only use taxi firms that employ drivers who have been CRB checked.

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