



THE DOWNS
MALVERN COLLEGE PREPARATORY SCHOOL

**Child Protection
Policy and Guidelines**

“Every child has the right to be protected”

“It is everyone’s responsibility to protect children”

The Downs, Malvern College Prep, as a school and registered charity, has a duty to report to social services any serious concerns regarding children in its care.

This document complies with DCSF ‘Guidance on safeguarding children and safer recruitment’ 2006

This policy is available to all parents and prospective parents on request and is available to read on the school website www.thedowns.malcol.org

APR October 2008

1.0 Background

- 1.1 Society has an increasing awareness into the levels of abuse to children that occur. Ofsted and the local authority have been given a mandate to ensure that children are protected from abuse, when it occurs, and also to set up mechanisms to help detect abuse or the danger of abuse to children.
- 1.2 The school is positioned to help both organisations in this large and important task as teachers and other school staff have regular contact with children and are often seen as trusted adults



THE DOWNS

MALVERN COLLEGE PREPARATORY SCHOOL

by children including those in the EYFS. It is not surprising therefore that a significant number of disclosures from children come to professional people who work in schools.

- 1.3 The most recent surveys suggest that as many as 1 in 6 children are abused and that 1.5% of all children suffer significant harm as the result of abuse.

2.0 The Children Act 1989

- 2.1 Section 87 of this act: “safeguard and promote the welfare of children accommodated in schools.”
- 2.2 Section 2.2 Guidance: Schools should “develop working arrangements to integrate school practice into locally established child protection procedures.”
- 2.3 Section 2.4.1: Schools need to be concerned with “the health, happiness, and proper physical, intellectual, emotional, social and behavioural development of the child as well as protecting him against the risk of suffering significant harm or neglect”
- 2.4 Section 2.6: There should be a member of staff nominated specifically for liaison with the social services over welfare matters.
- 2.5 Section 3.1.4: Staff need to understand the principles and procedures for the care of pupils so that they can respond to a child with confidence.
- 2.6 Section 3.1.5: New and inexperienced staff should have planned induction, which includes principles and procedures that the school operates.
- 2.7 Section 3.1.7: All staff need to be made aware of the indicators of child abuse and the procedure for dealing with this.
- 2.8 Section 3.3.2: A detailed note is to be made when abuse is alleged and the social services must be informed at once.

3.0 Basic Principle

- 3.1 There are 3 main elements to our policy:
 - a. Prevention through teaching and pastoral support offered to pupils.
 - b. Procedures for identifying and reporting cases or suspected cases of abuse.
 - c. Support to pupils who may have been abused.
- 3.2 Our policy applies to **all** staff and volunteers working in the school and also to Governors.

4.0 Prevention

- 4.1 We recognise that high-esteem, confidence, supportive friends and good lines of communication with a trusted adult can help prevention.
- 4.2 The school will therefore endeavour to:
 - a. Establish and maintain an ethos where children feel secure and are encouraged to talk and are listened to.



THE DOWNS

MALVERN COLLEGE PREPARATORY SCHOOL

- b. Ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty.
- c. Include in the curriculum, activities and opportunities for PSHE and Citizenship which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help.
- d. Include in the curriculum, material which will help children develop realistic attitudes to the responsibility of adult life, particularly with regard to child care and parenting skills.

5.0 Procedures

- 5.1 The school will follow the procedures set out by the local safeguarding children board.
- 5.2 The school will ensure that it has a designated senior member of staff (with a reserve) who has undertaken training and acknowledge the level of support required by that post holder. This post to be known as the Safeguarding officer will require training updates at not more than two year intervals.
- 5.3 All Governors will know the name of the safeguarding officer, understand the role and appreciate their own responsibility for referring child protection concerns. Governors must also be aware of the procedures laid down in this policy. Governors will receive Child protection training at intervals of not more than 3 years.
- 5.4 All staff will be made aware of the need to be alert to the signs of abuse and how to respond to a pupil who may tell of abuse.
- 5.5 Parents will be made aware of the responsibility placed on the school and its staff in relation to child protection.
- 5.6 The school will provide child protection training for all staff at induction and at intervals of not more than three years (this will include all staff and volunteers working on site ie support staff and visiting teaching staff). The principle safeguarding officer will not exceed 2 years between training updates.
- 5.7 The school will work to develop effective links with relevant agencies and co-operate as required with enquiries regarding child protection matters and will attend case conferences, core groups and review conferences.
- 5.8 Written records will be kept securely about concerns. Notes will include dates, incidents, responses and signatures even if outside agencies do not become involved.
- 5.9 The school will adhere to procedures and advice laid down by the local education authority when an allegation is made against a member of staff.
- 5.10 The school has, and will adhere to, a policy of checks prior to appointment in accordance with DfES circular 11/95 and subsequent government guidelines – ‘Misconduct of teachers and workers with children and young people.’ See also recruitment policy (HG 1). Where outside organisations are employed, assurances will be sought that the organisation carries out all statutory checks as required by current legislation.



THE DOWNS

MALVERN COLLEGE PREPARATORY SCHOOL

- 5.11 A Governor has been appointed to have responsibility for child protection matters and will ensure that this policy and actions associated with it are efficiently actioned and reviewed annually. Any deficiencies or weaknesses must be rectified immediately.
- 5.12 The school will ensure that the duty of care towards pupils and staff is promoted by raising awareness of illegal, unsafe and unwise behaviour and assist staff to monitor their own standards.
- 5.13 The Safeguarding officer will seek advice where necessary from local agencies and will where necessary report all concerns to the appropriate agency or L.A.D.O. (Herefordshire LADO contact 01432 260327)
- 5.14 If any member of staff or volunteer leaves the school due to reasons of unsuitability to work with children, the school will inform the Independent safeguarding Authority (ISA) within one month. In the case of a member of staff working within EYFS or boarding, Ofsted will also be informed.

6.0 Order of Procedure in the Case of Suspected Abuse or a disclosures.

- 6.1 Any person suspecting abuse will: notify Safeguarding officer or the reserve who will be responsible for liaising with local agencies if necessary. Where required, outside agencies will normally be contacted within 24 hours. Denise Bowring is the safeguarding officer and Alastair Ramsay, Karen Ramsay and Mandy James have also received training should Denise Bowring not be the appropriate person to deal with the Incident.
- 6.2 In all suspected cases a social report form will be completed or a register of events will be started/ added to.
- 6.3 The safeguarding staff will then advise you of your next course of action and inform any other relevant people/agencies.
- 6.4 You may at this stage be asked to keep the child monitored and any changes in the child should be recorded.

6.5 AT NO TIME SHOULD YOU DIRECTLY QUESTION THE CHILD OR APPROACH THE PARENTS OR ANY OTHER MEMBERS OF THE FAMILY UNLESS INSTRUCTED TO DO SO.

7.0 Supporting the Pupil at Risk.

- 7.1 The school recognises that children who are abused or witness violence may find it difficult to develop a sense of self worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self blame.
- 7.2 This school may be the only stable, secure and a 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.
- 7.3 The school will endeavour to support the pupil through:
 - a. The content of the curriculum to encourage self-esteem and self motivation.



THE DOWNS

MALVERN COLLEGE PREPARATORY SCHOOL

- b. Provide an ethos which promotes a positive, supportive and secure environment which gives pupils a sense of being valued.
 - c. Emphasising the importance of supporting vulnerable pupils. All staff will adopt a consistent approach which focuses on the behaviour of child but does not damage self worth.
 - d. Liaison with other agencies who support the pupil such as social services, child and adolescent mental health services, the educational psychology services and education welfare service.
 - e. Keeping records and notifying the appropriate agency of the recurrence of concern.
- 7.4 When a child on the child protection register leaves the school, relevant information will be transferred to the new school. If necessary the safeguarding professional will be contacted.

8.0 Bullying

- 8.1 The school's policy on bullying is clear and both children and parents receive regular reminders of the main facets of this policy and advice on avoiding bullying. See bullying policy (PG8 BH22)
- 8.2 Staff should remember that pupils may be involved in abuse of another pupil. Any mistreatment of a child, no matter who the perpetrator is or how old they are, should be managed according to the principles laid down in section 6 of this document or the anti bullying policy whichever is the more appropriate.

9.0 Physical Intervention

- 9.1 The school has a policy concerning physical intervention (restraint policy), which is reviewed each 9 terms.

10.0 Allegations against staff/volunteers/Head

- 10.1 If an allegation is made against a member of staff or volunteer the situation will be dealt with by the safeguarding officer and if appropriate the Head and Governor with responsibility for safeguarding. Should the Head or safeguarding officer be involved in the complaint, the person will be precluded from involvement. Should the allegation be made against the safeguarding officer, the member of staff will take the issue directly to the Head, If the Head is absent the member of staff should immediately report the issue to the Chairman of Governors. Should the allegation be against the Head, the safeguarding officer will immediately inform the Chairman of Governors. If either situation arises and the Chairman of Governors is unavailable, the Governor with responsibility for child protection will be immediately informed.
- 10.2 Appropriate agencies will be informed at the earliest opportunity (not longer than 24 hours) and their advice/procedures followed.
- 10.3 It should be remembered that the school has a duty of care to all parties involved including the member/s of staff concerned.
- 10.4 Should an allegation be made against a resident member of staff and that member of staff is suspended from duty, arrangements will be made for that member of staff to be accommodated away from the pupils



THE DOWNS

MALVERN COLLEGE PREPARATORY SCHOOL

10.5 As in all cases covered by this policy and subject to 10.2 above, care should be taken to ensure that all actions are proportionate.

11.0 Guidance.

11.1 The following pages give advice to staff on recognising signs of abuse and how to deal with different aspects of child protection. This section includes a section on the signs and symptoms of abuse; **It must be appreciated that a number of these signs usually need to be present before concern is raised with outside agencies. Many of the signs are seen in children every day and can be caused by normal emotions and non-abuse related incidents. Always try to see patterns. Age can also be a factor in identifying normal/abnormal behaviour.**

11.2 The following topics are covered

- a. Categories and indicators of abuse.
- b. Managing disclosure.
- c. Making a referral.
- d. Child protection records.
- e. Guidelines for safe working practice.
- f. Flow diagram for procedure in cases of suspected abuse.
- g. Skin maps for use in reporting physical signs of abuse.

11.2.a Categories of Abuse

The categories of significant harm defined in 'Working together to Safeguard Children' 1999 are used for the Register and statistical purposes

- **Neglect:** 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. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failure to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect, or unresponsiveness to a child's basic emotional needs.
- **Physical Abuse:** May involve hitting, shaking, throwing, poisoning, burning to scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. This situation is commonly described using terms such as fabricated and induced illness or Munchausen's Syndrome by proxy.
- **Emotional Abuse:** The persistent emotional ill-treatment of a child such as to cause severe and persistent 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 of developmentally inappropriate expectations being imposed on children. 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 ill treatment of a child, though it may occur alone.



THE DOWNS

MALVERN COLLEGE PREPARATORY SCHOOL

- **Sexual Abuse:** Involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact including penetrative (eg. rape or buggery) 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.

11.2.b Possible Signs of Sexual Abuse

Children under the age of five may:

- Become insecure or cling to parent in fearful way
- Show extreme fear of a particular person
- Cry hysterically when their nappy is changed
- Become hysterical when clothing is removed, particularly underclothes
- Have some physical signs in the genital or anal regions :smell of semen, etc
- Have soreness or bleeding in the throat, anal or genital areas
- Regress to a much younger behavioural pattern
- Behave in a way sexually inappropriate to their age, being obsessed with sexual matters as opposed to normal exploration
- Stare blankly, seem unhappy, confused, sad
- Become withdrawn, stop eating, have chronic nightmares, begin wetting again when previously dry
- Play out sexual acts in too knowledgeable way with dolls or other children
- Produce drawings of sex organs such as erect penises
- Stop enjoying activities with other children, such as stories or games
- Seem to be bothered or worried, but won't tell why as if keeping a secret
- Change from being happy and active to being withdrawn and fearful
- Repeat obscene words or phrases said by the abuser
- Say repeatedly that they are bad, dirty or wicked
- Become aggressive and hurtful
- Act in a sexually inappropriate way towards adults

Children from ages of five to twelve may:

- Hint about secrets they cannot tell
- Say that a friend has a problem
- Ask if you will keep a secret if they tell you something
- Begin lying. Stealing, blatantly cheating in the hope of being caught
- Have unexplained sources of money
- Have terrifying dreams
- Start wetting themselves
- Exhibit sudden inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- Stop enjoying previously liked activities, such as music, sports, art, scouts or guides, going to summer camp, gym club.
- Be reluctant to undress for gym
- Become fearful of or refuse to see certain adults for no apparent reason; show dislike of a particular baby-sitter, relative or other adult
- Act in a sexual way inappropriate to their age



THE DOWNS MALVERN COLLEGE PREPARATORY SCHOOL

- Draw sexually explicit pictures depicting some act of abuse.
- Seem to be keeping secret something which is worrying them
- Have urinary infections, bleeding or soreness in the genital or anal areas
- Have soreness or bleeding in the throat
- Have chronic ailments, such as stomach pains or headaches
- Take over the parent role at home, seem old beyond their years (if a victim of incest)
- Become severely depressed, even attempt suicide
- Have a poor self-image, self-mutilate
- Continually run away
- Regress to younger behaviour, such as thumb-sucking, surrounding themselves with previously discarded cuddly toys
- Show discomfort when walking
- Say that they are no good, dirty, rotten
- Be wary, watchful
- Repeat obscene words or phrases which may have been said in the abuse
- Attempt to sexually abuse another child
- Talk or write about sexual matters
- Find excuses not to go home or to a friend's house after school (places where abuse may be happening)
- Act in a sexually inappropriate way towards adults

Young people from the age of twelve onwards may:

- Be chronically depressed
- Be suicidal
- Use drink or drugs to excess
- Self mutilate, show self-hatred
- Have unexplained pregnancies
- Experience memory loss
- Become anorexic or bulimic
- Run away frequently
- Be inappropriately seductive
- Be fearful about certain people like relatives or friends
- Assume the role of parents in the house to such an extent that they do all the cooking, cleaning, child-minding and are taking care of everyone's needs except their own.
- Not to be allowed to go out on dates or have friends around
- Have soreness/bleeding in the genital or anal areas or in the throat
- Find excuses not to go home or to a particular place
- Have a recurring nightmare/be afraid of the dark
- Be unable to concentrate, seem to be in a world of their own
- Have 'a friend who has a problem' and then tell you about the abuse of a friend
- Have chronic ailments such as stomach pains and headaches
- Sexually abuse a child, sibling or friend
- Exhibit a sudden change in school/work habits, become truant
- Be withdrawn, isolated, or excessively worried
- Have outbursts of anger or irritability



THE DOWNS

MALVERN COLLEGE PREPARATORY SCHOOL

- Be fearful of undressing for gym
- Have unexplained sums of money
- Act in a sexually inappropriate way towards adults

11.2.c Possible Signs of Physical Abuse

- Unexplained injuries or burns, particularly if they are recurrent
- Improbably excuses given to explain injuries
- Refusal to discuss injuries
- Untreated injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted
- Bald patches
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home
- Fear of medical help
- Self-destructive tendencies
- Aggression towards others
- Chronic running away

11.2.d Possible Signs of Emotional Abuse

- Physical, mental and emotional development lags
- Admission of punishment which appears excessive
- Over-reaction to mistakes
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (eg. rocking, hair twisting, thumb-sucking)
- Self mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Chronic running away
- Compulsive stealing
- Scavenging for food and clothes

11.2.e Possible Signs of Neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Destructive tendencies
- Low self-esteem



THE DOWNS MALVERN COLLEGE PREPARATORY SCHOOL

- Neurotic behaviour (eg. rocking, hair-twisting, thumb-sucking)
- No social relationships
- Compulsive stealing
- Scavenging for food and clothes

11.3.a Managing Disclosure

Teachers have a vital role to play in both the prevention and detection of abuse. Detection of abuse often depends in the first instance, on suspicion. Teachers and other staff in schools are in a unique position to observe children's behaviour over time, and often develop close and trusting relationships with pupils. School staff may well be the first to suspect that something is amiss when an individual behaves atypically, withdraws from social contacts with others, exhibits anxiety or stress symptoms in school, appears unusually distressed, confused or disturbed.

It is, of course, absolutely critical that all staff are aware of the procedures adopted by the school, key staff to be informed, and the LA's child protection procedures, when disclosure of abuse are made.

A wide range of possible situations can fall into the category of a 'disclosure'. Because it is impossible to know in advance what a child will say, it is advisable to follow the suggestions outlined below. Children will probably tell you about incidents involving bullying or bribes perhaps from peers. However, children who live in abusive situations, commonly ask teachers for help with minor anxieties. It can be a way of seeking out a safe situation in which to confide a major concern.

11.3.b. Sharing the Secret

Children 'tell' in many different ways – through their behaviour, play and creative work, as well as direct disclosure. Young children are more likely to confide, but lack the language. Older children feel that the abuse sets them apart. No-one ever talks about the possibility of incest, for example, which can add to his or her guilt and confusion. Abused children and adults often reveal that they believed they were the only ones to have endured this experience. Our treatment of the issue may collude in this conspiracy of silence and keep victims isolated.

11.3.c It is important to remember:

- Most children make some attempt to 'tell' in the early stages of abuse. Often they are not heard. They may never tell again.
- Sexual abuse of a young child within a family only ends when the secret is told. Such abuse can be ongoing over many years. It is rarely a one off event.
- No-one really wants to hear that a child is being abused, but unless someone hears, the abuse goes on.
- Children react in different ways to the same home circumstances. If one child causes concern it is important to discuss the behaviour of other children in the family.

Staff need to share concerns with other staff, monitoring small incidents and be ready to listen to children's problems.

It is not, however, the responsibility of teachers and other staff to investigate suspected abuse.



THE DOWNS

MALVERN COLLEGE PREPARATORY SCHOOL

Care must be taken in asking and interpreting children's responses to questions about indications of abuse.

Staff should not ask the child leading questions as this can later be interpreted as putting ideas into the child's mind

The chief task is to listen to the child and not interrupt if he or she is freely recalling significant events and to make a note of the discussion to pass on to the designated member of staff. The note should record the time, date, place and people who were present, as well as what was said.

STAFF IN SCHOOL SHOULD NEVER GIVE UNDERTAKINGS OF ABSOLUTE CONFIDENTIALITY TO A PUPIL.

Extra care should be taken to interpret correctly apparent signs of abuse and neglect in children with SEN. Schools should try to create an atmosphere in which pupils with SEN feel confident and able to discuss these matters.

11.3.d When a child 'tells'

If a child discloses directly, remember that it has taken a lot of courage to get to this point and your response is crucial. The child has chosen you as someone they trust.

- **Listen seriously** : abused children are often threatened by the perpetrator that they will not be believed. Listen without value judgements and show the child that you take their problem seriously. Tell the child that you believe him/her. Choose a place to talk where you will not be interrupted.
- **Reassure the child**: the threats that children live under to keep the secret are very powerful and they will be frightened of the consequences of telling. Reassure the child they have done the right thing. Tell them they are not to blame. Offer ongoing support.
- **Empathise** : don't tell the child how they should feel. Validate their feelings and just listen. Avoid asking questions but feedback what they say if you need to respond verbally.

Following a disclosure, you need to immediately talk to the designated safeguarding staff and complete a written record. (refer to recording section)

SUMMARY

- Listen carefully to what is said
- Ask only open questions such as : how did that happen? What was happening at the time? Anything else you want to tell me?
- Do not ask questions which may be considered as suggesting what might have happened, or who has perpetrated the abuse
- Do not force the child to repeat what he/she said in front of another person
- Do not promise to keep the information secret: breaking a child's confidence would be inappropriate, it is better to say that you might have to tell someone
- Make notes of the details of the disclosure using the child's words where possible

12 Making a referral

12.1 When a member of staff has reported a case of suspected abuse, disclosure or child in need concern to the safeguarding officer he/she should refer the case to, or discuss it with the investigating agencies. If the safeguarding officer is unsure about whether a case should formally be referred, he or she can seek advice from the 'Local Authority's Designated



THE DOWNS

MALVERN COLLEGE PREPARATORY SCHOOL

Officer' (LADO) for Child Protection or the local Social Services department. Where the safeguarding officer is not the head teacher, he/she should keep the head teacher informed of a case.

- 12.2 When making referrals regarding a child concern, (whether they are in need of support or protection) to an outside agency, the Safeguarding Officer should ensure that they have, where appropriate and safe to do so, discussed their concerns with parent(s)/person(s) with parental responsibility/young person and sought their agreement to make a referral.

The only exceptions to this, would be where seeking parental consent would put a child at further risk of abuse/significant harm.

- 12.3 If consent to referral is not given, the safeguarding officer may wish to consult with the LADO, who will assist in ascertaining whether the threshold for child protection enquiries has been met, or whether any further action should be taken by the referring agency or themselves.

- 12.4 When making a referral the safeguarding officer teacher should state to the LADO or SSD team member that he/she wishes to make a child protection referral. The following information may be required:

- Child's full name
- Date of birth
- Home address and telephone number
- Parents/carers name(s)
- Child's GP
- Details of the reason for the referral
 - * the context and time
 - * the sequence of events/concerns
 - * the child's actual words if possible
 - * any previous concerns
- Your name and position
- School name and address
- School telephone number
- Whether parents/carers have been notified of the referral/permission sought.

- 12.5 A referral should be made as soon as possible after concerns have been raised, and always during the same working day. Telephone referrals should always be followed up by a written referral, a copy of which should be sent under confidential cover to the LADO.

13. Child Protection Records

13.1 Keeping Records

Child protection records should be kept securely locked and are exempt from the disclosure provisions of the Data Protection Act 1984. For manual records, the Education (School Records) Regulations 1989 exempt information relating the child abuse from the requirement of disclosures.

Schools should be notified by Social Services when a child on the Child Protection Register starts the school, or if a pupil's name has been placed on the register, or if removed from the register. It is the school's responsibility to pass this information on immediately if a child transfers to a new school.

13.1a Specific Concerns



THE DOWNS MALVERN COLLEGE PREPARATORY SCHOOL

Any member of staff who has a concern about a child should make a written note. This must be passed on to the designated person (although a personal copy may be kept in a secure place). The note should be timed, dated and signed, with your name printed alongside the signature.

Notes must be made as soon as possible and certainly within 24 hours of the incident giving rise to concern. (This is important, in case the note is needed for submission to court)

The form included here may be helpful to reproduce for staff. Notes should:

- Be factual
- Use a child's own words where possible
- Be a record of what you saw and heard

Professions opinions are acceptable but only if you state the facts or observations upon which your opinion is based.

13.1.b Nagging Doubts about a Child's Safety and Welfare

- Sometimes, things which seem to be insignificant or trivial at the time, turn out to be vital pieces of information later.
- If there has been no specific incident or information, make a written note. Try to identify what is really making you feel worried
- Date, time and sign the note. Print your name alongside your signature.
- Pass the note to the safeguarding officer. You may keep a copy in a secure place.
- Monitor the child. Record observations as factually as possible.
- If several notes have been made about the child, the safeguarding officer should seek advice through an 'early warning' meeting or from the LADO.
- Copies of Child Protection information should be kept by the school until the child's 24th birthday

13.2 Auditing Child Protection Files Kept by the School

The safeguarding officer should, as good practice, carry out an occasional audit of the school's child protection files to ensure that adequate records are being kept in an appropriate manner. The Education Child Protection Service may be able to assist with this task if requested.

The check should cover the following:

- Note or symbol on child's regular school file
- File cross-referenced with other family members, if appropriate
- Cross reference to additional files, if appropriate
- Records and notes typed or written in legible handwriting
- Incident date (including year), time, place
- Name, address and d.o.b of child(ren) concerned recorded on each sheet
- Factual outline of incident/concern/allegation/disclosure
- Opinion substantiated, if given
- Clear names, job titles of staff involved
- Signature, printed name, job title of person making record
- Note of action taken, and with whom information was shared



THE DOWNS
MALVERN COLLEGE PREPARATORY SCHOOL

- Note of copy sent to Social Services and the LEA, as appropriate

FRONT SHEET : CHILD PROTECTION RECORD

Date file started _____

Name of child _____

Any other names by which child known, if relevant _____

Date of birth _____

Address _____

Other family members
(include full name, relationship eg. mother, stepfather, etc. For U18's include age, if known)

Any other Child Protection files held in school relating to this child or another child closely connected to him/her?

YES/NO

If yes, which files are relevant _____

Name and contact number of key worker (Social Services), if known



THE DOWNS

MALVERN COLLEGE PREPARATORY SCHOOL

Name and contact number of GP, if known

13.3 Monitoring

Schools should monitor pupils whose names are on the Child Protection Register in line with what has been agreed in the Child Protection plan. Parents/caters should be made aware of the school's Child Protection Policy and the fact that this may require cases to be referred to the investigative agencies in the interests of the child.

13.3.a Guidelines for monitoring

When?

When there is concern in school about

- Marks on the body
- Unusual/different behaviour (including academic functioning)
- Mood changes
- Puzzling statements or stories by a child
- Information from others
- If requested by another agency e.g. following a case conference

Who?

- Teachers
- Other school staff
- Other LEA staff in regular contact with the child

What?

- Patterns of attendance
- Changes in mood
- Changes in classroom functioning
- Relationships with peers and adults
- Behaviour
- Statements, comments, stories, 'news', drawings
- General demeanour and appearance
- Parental interest and comments
- Home/family changes
- Medicals
- Response to PE/sport
- Injuries/marks, past and present

How?

School policy decisions needed on:

- Who decides when to start/finish monitoring?
- Where information will be recorded and in what form?
- Who will see it?
- Who will contribute information?



THE DOWNS

MALVERN COLLEGE PREPARATORY SCHOOL

- Who will collate information?
- Who will decide on further action, eg. contact with parents/carers, social worker?
- Training for staff

14. Preventative Approaches

Through the curriculum children can be taught about the risks of different kinds of child abuse and be equipped with the skills they need to help them stay safe.

A Child Protection programme should seek to support the child's development in ways which will foster security, confidence and independence. It should be regarded as central to the well-being of the individual and is, therefore, seen to be an intrinsic part of all aspects of the curriculum. The most appropriate approach is skills based, set alongside a knowledge component, with an emphasis on helping children to develop the personal and social skills they need to keep themselves safe and to become responsible and independent adults.

Child Protection can be interwoven with many aspects of the existing curriculum. It can help children to

- Promote their understanding of relationships, the interaction between relationship and the key concepts.
- Increase self esteem and awareness
- Make judgements and problem solve
- Be assertive
- Recognise, accept and express feelings
- Explore the nature of trust
- Identify 'okay' adults within personal safety networks
- Take decisions and accept responsibility for self and others
- Be self-reliant and independent

A supportive school ethos can encourage children to feel safe and to talk about their feelings. It can

- Reduce isolation in the emotions they experience
- Relieve tension by enabling children to talk and be listened to
- Provide an opportunity to develop and appropriate vocabulary, making violence less likely as a way of expressing needs
- Allow children to perceive situations more clearly for planning an action or change
- Make children feel protected by a 'listening environment'. Abusive situations at home or school thrive on secrecy.

All children need to know what to do in case someone tries to harm them. Knowing that in the vast majority of cases, children are abused or harmed by someone they know, teaching children to avoid dangerous situations, to recognise inappropriate touching, can encourage them to trust their own judgement and to feel safer, more aware and confident.

14.1 Role of the Safeguarding officer

Their role is key to ensuring that proper procedures and policies are in place and are followed with regard to Child Protection issues.

Every school should appoint a senior teacher as a Child Protection safeguarding officer, all members of staff should be aware of who this person is and what their role is. They should act as a source of



THE DOWNS MALVERN COLLEGE PREPARATORY SCHOOL

advice and coordinate action within the school over cases of abuse or children in need. They will need to liaise with appropriate agencies and should build a good working relationship with colleagues from these agencies.

They should possess skills in recognising and dealing with child welfare concerns. Appropriate training and support should be given. The safeguarding officer should be the first person education staff report cases to; it is then the responsibility of the safeguarding officer to discuss the situation with the relevant agencies.

Schools should have arrangements in place for when the safeguarding officer is absent.

The safeguarding officer is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by their local safeguarding board and LEA. They must be able to deal with allegations made against members of staff.

To be effective they must:

- Act as a source of advice, support and expertise within the school and be responsible for coordinating action regarding referrals by liaising with Social Services and other relevant agencies over cases of abuse and allegations of abuse, regarding both children and members of staff.
- Ensure each member of staff has access to and is aware of the school's Child Protection Policy. This is essential in respect of staff that are perhaps part time or work with more than one school, such as peripatetic music teachers, trainee teachers and supply teachers.
- Liaise with the head teacher (if not the head teacher) to inform him/her of any issues and ongoing investigations and to ensure there is always cover for the role.
- Ensure the school's Child Protection policy is updated and reviewed annually and work with the designated Governor for Child Protection regarding this.
- Be able to keep detailed, accurate, secure written records of referral/concerns
- Ensure parents see copies of the Child Protection policy in order to alert them to the fact that the school may need to make referrals. Raising parents' awareness may avoid later conflict if the school does have to take appropriate action if the school does have to take appropriate action to safeguard a child.
- Where children leave the school roll, ensure their file is transferred to the new school as soon as possible (this can be done electronically). If a child leaves and the new school is not known, the DCSF should be alerted so that these children can be included on the database for lost pupils.

Safeguarding officers also have an important role in ensuring all staff and volunteers receive appropriate training. They should:

- Have received training in how to identify abuse and know when it is appropriate to refer a case together with having a working knowledge of how ACPS's operate and the conduct of a Child Protection case conference and be able to attend and contribute to these when required.

14.2 The role of the Governing Body

The Governing Body of a school should:

- Sanction the Child Protection policy, review the policy annually, monitor and evaluate its effectiveness and be satisfied that it is complied with



THE DOWNS

MALVERN COLLEGE PREPARATORY SCHOOL

- Ensure that a safeguarding officer together with a nominated Governor for Child Protection are in place
- Ensure that there are safe and effective recruitment policies and disciplinary procedures in place which adhere to The Education (Prohibition from Teaching or Working with Children) Regulations 2003.
- Recognise the importance of the role of the safeguarding officer and support them, ensuring the training necessary to be effective is undertaken and appreciate the additional duties taken on by the member of staff when carrying out this role especially when there are on going Child Protection issues.
- Recognise the contribution the school can make to helping children keep safe through the teaching of self protection skills and encouragement of responsible attitudes to adult life through the PSHE and Citizenship curriculum.

14.3 The Role of the Head Teacher

Head teachers need to :

- Put in place procedures for handling cases of suspected abuse, including allegations against staff and volunteers, which are consistent with those agreed by the local Area Child Protection Committee and easily available to all staff and volunteers for reference.
- Liaise with the nominated Governor on Child Protection issues and school policy.
- Appoint a safeguarding officer to co-ordinate action within the school and liaise with other agencies on suspected abuse cases.
- Ensure that the safeguarding officer receives appropriate training and support
- Understand the role of the safeguarding officer
- Ensure that all staff know and are alert to signs of possible abuse and know what to do if they have any concerns or suspicions
- Make parents aware of the school's Child Protection policy
- Work with local partners such as the LEA and Social Services Department to create a safe environment for children at the school.

GUIDANCE FOR SAFE WORKING PRACTICE

Introduction

All adults who come into contact with children and young people in their work have a duty of care to safeguard and promote their welfare.

The Children Act 2004 places a duty on organisations to safeguard and promote the well-being of children and young people. This includes the need to ensure that all adults who work with or on behalf of children and young people in these organisations are competent, confident and safe to do so.

There are some specific issues and responsibilities which flow from this general legal framework. These relate not only to child protection and the promotion of child welfare, but also to the need for staff to protect themselves as professional people. Staff can sometimes appear unclear about what is acceptable and what is unacceptable in terms of professional good practice. It is appropriate to include this guidance in the belief that it will assist staff to work safely and professionally.

The sections which follow are intended as a summary of the published document “**Guidance for Safer Working Practice for Adults who Work with Children and Young People**’ (November 2007)* and some guidance on other key issues.



THE DOWNS

MALVERN COLLEGE PREPARATORY SCHOOL

This guidance will be reviewed annually.

Duty of Care

All members of staff have a legal 'duty of care' towards children under their protection. This involves a duty to keep young people safe and to protect them from emotional and physical harm. This means that they must always act, and be seen to act, in the child's best interest, avoiding any conduct which would lead any reasonable person to question their actions. In relation to the handling of risks, the law requires that prudent and reasonable precautions be taken in relation to foreseeable harm. Risk assessments are required of us in order to fulfil that obligation. The concept of what is 'reasonable' to expect is important in any legal consideration of a duty of care,

Position of Trust

All adults working with children and young people are in positions of trust in relation to those in their care. This is not a relationship of equals, and adults clearly cannot use their position of authority either for their own personal advantage or gratification, or to intimidate, coerce or undermine children. For instance, under The Sexual Offences Act 2003, where a person aged 18 or over is in a position of trust with a child under 18, it is a criminal offence not only for that person to engage in sexual activity with or in the presence of that child, but also to cause or incite that child to engage in or watch sexual activity. *(There are exceptions in the latter for those involved in delivering biology lessons or health education. It should be remembered that these areas of study can lead to discussions of a sexual nature. This requires careful planning and judgement which takes into account the context and aims of the lessons. It should also be noted that under the provisions of the Equality Act 2007 it is illegal to discriminate on the grounds of sexual orientation and staff must ensure that they show no discrimination in either their teaching or pastoral duties.)*

Propriety and Behaviour

Staff should adopt high standards of personal conduct in order to maintain the confidence and respect of their peers, pupils and parents. An individual's behaviour, either in or out of school, should not compromise his or her position within the school. This means that staff should not behave in a manner which would lead any reasonable person to question their suitability to work with children. In addition staff must be even-handed, consistent and unambiguous in the way they treat pupils, avoiding any actions that would be considered 'unprofessional'. For instance the verbal slighting in public of a pupil (or other member of staff) whether intended or unintended, would be regarded as unprofessional. Staff should report to the Headmaster or Deputy Head and record any incident where their behaviour has been such that it might be misinterpreted by others.

Dress and Appearance

A person's dress and appearance are matters of personal choice and self-expression. However, colleagues should ensure that their appearance in school promotes a positive and professional image, is appropriate to their role and status, and is in line with published guidance. Those who dress or appear in a manner which could be considered as inappropriate could render themselves vulnerable to criticism or allegation.

Gifts, Rewards and Favouritism

Rewards should be given in line with accepted practice and anything that might be considered to fall outside the norm should be discussed in advance with the Senior Management Team. Staff should exercise care when selecting pupils for specific activities or privileges, in order to avoid perceptions of favouritism or unfairness. Staff are able to receive tokens of appreciation from pupils or parents, but they should not accept any gift that might be construed as a bribe or lead to an expectation of preferential treatment.



THE DOWNS

MALVERN COLLEGE PREPARATORY SCHOOL

Infatuations

Occasionally, a pupils can develop an infatuation with a member of staff, who, as soon as they become aware of any such development, should discuss the matter with the Headmaster or Deputy Head so that the appropriate course of action may be taken.

Communication with Pupils

Staff should be circumspect in their use of technology when communicating with pupils, so that there is no room for misinterpretation. Any communications should be transparent and open to scrutiny. Personal contact details, such as a private email address or private mobile telephone number, should not be given to pupils, nor should internet or web-based communications be used to send personal messages to pupils. Particular care should be taken if using web based social groups such as Facebook.

Social Contact

Staff should maintain appropriate personal and professional boundaries in any social contact with pupils or their families. Any concerns should be discussed with the Headmaster or Deputy Head.

Sexual Activity

Sexual activity between pupils is illegal. (as it is between staff and pupils) and staff must not allow any such activity occur. If staff become aware of any sexual activity involving pupils they must immediately report it to the Headmaster.

Physical Contact

There are occasions when it is entirely appropriate for staff to have physical contact with pupils, but it is crucial that it should be appropriate to their professional role. It is not possible to be specific about all situations, since it varies according to the particular set of circumstances, but a general culture of 'limited touch' should be adopted. Staff should be aware that even well intentioned physical contact may be misconstrued, that children should never be touched in such a way that could be viewed as indecent, that they should never indulge in horseplay, tickling or 'play fights' with children and that all physical contact will be open to scrutiny. In sport, physical contact with pupils should never be seen as putting them in any danger or not paying due regard to the wider duty of care. It is vitally important that staff report to the Headmaster or Deputy Head and record any incident which has the potential to be misconstrued. The school's policy on physical restraint of pupils is contained elsewhere.

Privacy

All pupils have the right to personal privacy. Staff should always knock before entering a dormitory and announce their arrival before going in to any area where pupils are or are likely to be changing. Pupils must be allowed to make private phone calls and private correspondence should not normally be read.

Behaviour Management

Praise and encouragement should be used to reward good behaviour and achievement. Poor behaviour needs to be treated appropriately and according to the published guidelines. Staff should also be clear about the different levels of sanctions and their responsibilities in this context. The promotion of good behaviour and discouragement of bad behaviour are the general responsibility of all members of staff.

One to One Situations



THE DOWNS MALVERN COLLEGE PREPARATORY SCHOOL

Staff working in one-to-one situations with pupils are potentially more vulnerable to allegations. It therefore makes sense to plan and conduct such meetings to ensure that the security of both pupils and staff is met. It is recommended that notes are kept of any meeting likely to be difficult, and consideration given to having another member of staff in the room or close by. If any pupil becomes distressed or angry in any such meeting, this should be reported to a member of the Senior Management Team. Where appropriate, doors should be left ajar or open and curtains should not be closed.

Transporting Pupils

There are many occasions when staff transport pupils, either in school minibuses or their own cars. No alcohol should be consumed prior to driving; if faced with a sudden emergency when you may have been drinking and not expected to drive, take a taxi. It is your responsibility, when using your own car, to ensure that the vehicle is safe and meets all legal requirements, including properly working seatbelts. Never exceed the maximum capacity of the vehicle or drive for hours longer than are reasonably considered safe. If you are transporting a single pupil, it is sensible to seat them in the back seat, and advise another member of staff about the arrangement.

Photographs and Video

This is a difficult issue which stems from public concern that recorded images of children have the potential to be misused for pornographic or 'grooming' purposes, and from the need to defend those rights of privacy and data protection which any individual should enjoy. Any such image-recording activity needs to have a clear purpose, and consideration should be given to what will happen to the images when the activity finishes. Staff should be particularly sensitive to children who are clearly uncomfortable with being filmed or photographed and realise the potential for misinterpretation of their activity. It is not appropriate for staff to take photographs of children for their own personal use. There are no circumstances that justify staff having indecent images of children, because accessing, making and storing such images is illegal. Staff must not use school equipment to access pornography, nor must they have in school any personal equipment containing such images or links to them.

Whistle-blowing

The school has a policy for dealing with concerns raised in good faith.

OTHER KEY ISSUES

Knowledge of School Policies

The school is required by law to have certain policies, and others have been produced in response to issues over time. These policies are contained within the Staff Handbook and other specific handbooks. It is unrealistic to expect staff to have a detailed knowledge of all the policies, but they should know of their existence and be ready to refer to them as appropriate. There are, however, certain policies which need to be well known by all members of staff. Of these, the most important are the *Anti Bullying Policy* and the *Child Protection Policy*. Child Protection and anti-bullying are the business of every person in a position of responsibility in the school.

Child Protection Policy and Allegations against Staff

It is a regrettable fact that any member of staff is potentially vulnerable to allegations of physical, emotional or sexual abuse against children. The School's Child Protection Policy is required to make reference to action to be taken when such an allegation is made. Staff should be aware that guidance and support will be made available to them during investigation or suspension while allegations against them are being investigated.



THE DOWNS

MALVERN COLLEGE PREPARATORY SCHOOL

Issues of Confidentiality and Media Relations

Staff may be party to confidential information about the school and its business. This might include personal details of parents, pupils and staff or financial information and marketing plans. You should not disclose such information either intentionally or inadvertently other than in the proper course of your employment with the school. You should also take care that any electronically stored confidential information which is taken off the school premises is kept safe and secure at all times.

Any press or other medial enquiries concerning school business should be passed on to the Headmaster or Senior Management Team