

SAFEGUARDING CHILDREN

INTRODUCTION

Every Child Matters

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

The health, safety and welfare of all our children are of paramount importance to all the adults who work in our school. Our children have the right to protection, regardless of age, gender, race, culture or disability. They have the right to be safe in our school.

In school, members of both the teaching and support staff constantly strive to make sure the children are happy, that they feel supported and are safe. Through the delivery of consistently good teaching and the implementation of support mechanisms, our children become successful, confident individuals who will, in time, enjoy a healthy approach to economic independence.

As individual teachers we are aware when things are not going well for a child and it is our responsibility to ensure that any identified need is reported to either the Deputy Head or Head Teacher as appropriate. In this way we can ensure that issues are fully discussed and the necessary guidance or referral made to support the child.

Occasionally it is necessary to refer a Child in Need to appropriate services within the community. Our Safeguarding Policy sets out the details of procedures to follow in the event of any form of Child Abuse.

The law with respect to Child Protection covers all children under the age of 18.

There are three main elements to our policy:-

- a. Prevention of abuse through the teaching and pastoral support offered to all children in our care;
- b. Procedures for identifying and reporting cases or suspected cases of abuse. School staff are well placed through their day-to-day contact with children to observe the outward sign of abuse; and
- c. Provision of support for children who may have been abused.

Our policy applies to all staff and to every adult who works with or comes into contact with girls and boys during their day-to-day life at the school.

AIMS OF THE POLICY

It is the aim of the School to create a warm and supportive environment where children feel safe and secure. We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult provide an essential framework within which our children can live increasingly independent lives.

Children are actively encouraged to talk and they are listened to sympathetically. Their view point is valued.

Teaching and support staff are aware of the need to safeguard children and of their responsibilities in identifying and reporting concerns regarding children's well being, including possible cases of abuse.

Through the Personal Social and Health Education scheme, responsible attitudes to growing independence are engendered.

Links with parents are very important and staff are encouraged to respond quickly to requests and concerns received from parents and carers, either by telephone or by personal appointment.

Parents' Evenings are also arranged to facilitate this common concern for pupil welfare and academic progress.

RESPONSIBILITIES

Fundamental Principles

The School accepts the principles that:

- Abuse, in whatever form, always constitutes serious harm to the child
- Suspicion, belief or evidence of abuse of a child, currently or in the past, must be passed to a person in authority in order for them to evaluate the information. Firstly to the Designated Person and, if a referral is made, to the Local LSCB

It is accepted that child abuse can be a problem for children from all backgrounds and that any child may be in need of protection.

The Head Teacher, Mrs Alison McNeill, is the **Designated Person for Child Protection** for the whole of the school, including EYFS. In her absence, the designated person is Angela Joyce. Responsibilities include:

- To be familiar with 'Protecting Children: the Brent Child Protection Procedures', which is kept in her office, on the computer, and is accessible to any staff who wish to refer to it
- To keep written records of concerns about a child, even if there is no need to make an immediate referral

- To ensure that all such records are kept confidentially and securely and are separate from pupil records
- To monitor the attendance of any pupil currently deemed to be at risk and refer concerns, when appropriate, to the Educational Welfare Service in the first instance
- To ensure school staff, all teaching staff and those support staff who routinely have contact with the children, are trained and receive refresher training every three years in child protection. All temporary and voluntary staff who work with children are to be made aware about their responsibilities with regards to the school's Safeguarding Children's Policy

The Headteacher, Alison McNeill, and Designated Teacher for Child Protection, Angela Joyce, require training in Child Protection and inter-agency working (LSCB) and this will be updated every 2 years.

To receive assurances that staff from another centre, e.g. swimming pool staff or staff on an activity away from school, trips etc., have been subject to appropriate child protection checks and procedures.

DEFINITIONS OF CHILD ABUSE

I. Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child or young person. It may also be caused by the parent/carer fabricating or inducing illness in a child.

• Possible signs:

Bruising [without satisfactory explanation], burns [often recurrent], bite marks, parent/carers frequently alleging illness in a child, body covered in hot weather, reluctance to do PE, self-harm.

• Impact of physical abuse:

It can lead to neurological damage, physical injuries, disability and occasionally death. Harm may be caused directly by the abuse itself or by the abuse taking place in a wider family context of conflict. Physical abuse has been linked to aggressive behaviour, emotional and behavioural problems and educational difficulties.

II. Neglect

Neglect is the persistent failure to meet a child or young person'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/carer failing to provide adequate food, shelter, and clothing, access to medical care, failure to protect a child from physical harm, as well as excluding a child from home or abandonment.

• Possible signs of neglect:

Constant hunger, poor personal hygiene, poor state of clothing, frequent lateness or non-attendance at school, untreated medical problems

- **Impact of neglect:**

Severe neglect of young children is associated with major impairment of growth and intellectual development. Persistent neglect can lead to serious impairment of health and development and long-term difficulties with social functioning, relationships and educational progress

III. Emotional Abuse

Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that he/she is worthless, unloved or inadequate, or valued only in so far as they meet the needs of another person.

- **Possible signs of emotional abuse:**

Physical, mental and emotional development lags, over-reaction to mistakes, extremes of passivity or aggression, continual self-depreciation, self-harm, inappropriate emotional response to painful situations

It may be when an adult constantly behaves in an uncaring or hostile way towards a child or young person, perhaps by bullying, rejecting, frightening or criticising them.

- **Impact of emotional abuse:**

Emotional abuse has an important impact on a developing child's mental health, behaviour and self-esteem. It can be especially damaging in infancy. Domestic violence, adult mental health problems and parental substance misuse may be features in families where children are exposed to such abuse. Some level of emotional abuse is involved in all types of mistreatment of a child or young person, though it may occur alone

IV Sexual Abuse

Sexual abuse involves forcing or enticing a child/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 or non-penetrative acts including non-contact activities [e.g. exposure to pornographic material, watching sexual activities or encouraging children and young people to behave in sexually inappropriate ways.

- **Impact of sexual abuse:**

Self-harm, inappropriate sexualised behaviour, depression, loss of or poor self-esteem, aggressive behaviour, lack of trust, running away from home

In making professional judgements, take into account:

The frequency of bruising/injury, context of injury, explanation from child and adult, parent response/skills

N.B. 'Non-Accidental Injuries' may need to be followed up too. If injuries keep occurring, issues of neglect and level of supervision needs to be investigated.

PROCEDURES WITHIN THE SCHOOL

i. Principles

We will ensure:

- Our procedures will be reviewed and updated annually and staff reminded of their responsibilities at the start of every academic year. Staff training will be updated at least once every three years
- All staff (including teaching and support staff) are familiar with safeguarding procedures and all cases of child abuse or suspected child abuse are reported immediately to the Designated Person; who has responsibility for referring suspected child abuse cases to Social Services within 24 hours
- When deciding whether to make a referral, following an allegation or suspicion of abuse, the Headteacher or Deputy Head should not make their own decision over what appear to be borderline cases, but rather the doubts and concerns should be discussed with the local authority designated officer (LADO). This may be done tentatively and without giving names in the first instance
- All parents/carers may obtain a copy of the Safeguarding Children policy from the school website. All parents/carers will therefore know the identity of the Designated Person and Deputy
- Through our links to other policies, for example, Anti-Bullying, we will help to develop self-esteem and self-assertiveness in our pupils

ii. What to do if you are concerned about a child's welfare:

- Discuss your concerns with the Designated Person or if absent, the Deputy
- Put your concerns in writing to the Headteacher with dates and details of these suspicions

iii. What to do if a child makes a disclosure:

- A disclosure may happen at any time
- Do not panic and think things have to happen instantly. It is more important that the right decision is made and therefore immediate referral to the Designated Person is essential
- It is important to remind the child that you will have to pass on their concern
- Confidentiality should not be promised; make clear that staff have a responsibility to share relevant information with the Head Teacher
- If you talk to a child, do so with tact and sympathy. Listen, but do not offer an opinion
- Do not ask leading questions
- When asking questions always ask open questions using the TED principle of **T**ell me, **E**xplain to me, **D**escribe to me

- Do not let the child take the blame. A child cannot be held responsible for abuse received at the hands of an adult or older sibling or carer
- Make careful and detailed legible notes – they will be needed later. Record the date, event, observation, disclosure and action taken
- Pass the information and a written account to the Headteacher immediately
- The Headteacher will decide on the best procedure and will either seek guidance from the Educational Welfare Service or contact the Social Services Duty Desk
- The school should not do anything that may jeopardize a police investigation, such as asking a child leading questions or attempting to investigate the allegations of abuse

The Headteacher will decide whether it is appropriate to contact parents. Do not contact parents yourself.

iv. General Principles of Confidentiality

- All staff should be aware that personal information about a child and his/her family is confidential and should only be given to an appropriate person
- If abuse is suspected accurate information will be given to the Designated Person immediately
- Other teachers need only know enough to prepare them to act with sensitivity to a distressed child
- If a child makes a disclosure, the child should be kept informed of who knows and why
- Promises of confidentiality must not be given as a Teacher has a duty to protect a child from abuse. All abuse must be reported
- Teachers should not, in any circumstances, remove a child's clothing. They should only note those marks which they have noticed or which are brought to their attention by the child
- No further examination should be carried out
- Teachers should not photograph the injury
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children

If staff (teaching or support) hear worrying information about children from other parents, neighbours or even other children, this should be passed on to the Designated Person.

v. Monitoring and Record Keeping

The school can play a vital role in helping children and those who are suspected of being abused by monitoring and recording certain aspects of the child's progress and behaviour in school.

Evidence from reports and reviews into the deaths of children indicate the vital importance of record keeping (as indicated in the Working Together Document 2000).

All staff are responsible for passing the following information to the Designated Person:

- Patterns of attendance
- Changes in mood
- Changes in classroom functioning
- Relationships (with peers and adults)
- Behaviour
- Statements made by the child, comments, stories, 'news', drawings
- General demeanor and appearance
- Home/family changes
- Medicals
- Response to PE/Sport
- Injuries/marks – past and present

The Designated Person will decide when to start and finish monitoring the child and decide upon further action to be taken.

When the school has logged a maximum of **three** significant concerns, it will seek advice as to the appropriate action from Social Services.

vi. Referrals to Social Services

When the school is considering making a referral, thought must be given to the type of referral – child in need or child in need of protection.

- When referring, anything said by the child should be written down as a verbatim report
- Information will be recorded in factual, non-emotive, non-judgmental terms, with notes of the time, date and context of the events in question. A reference will be made on the child's file
- The file will be kept centrally and confidentiality will be respected. Safeguarding Children records will be kept securely locked. A reference should be made on a child's school file that a Child Protection File exists. When the child transfers to a new school, the Child Protection File will be forwarded to the receiving school

vii. Child Protection Records and the Data Protection Act

Child Protection records can be kept on computer 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 to child abuse from the requirement of disclosure. However, in cases of alleged child abuse which come to court, the court may require the school to provide its Child Protection records.

viii. Supporting the Child

If abuse is suspected, accurate information will be given only to the Designated Person. The school accepts that other staff need know only enough to prepare them to act with sensitivity to a distressed child.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of worth. They may experience feelings of helplessness, humiliation or self blame.

The School will endeavour to support the pupil through the provision of a positive, supportive and secure environment together with curriculum content which promotes self esteem and self motivation.

ix. Supporting Staff

We accept that staff working in school who have become involved with a child who has suffered harm or appears to be likely to suffer harm may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the Designated Person and to seek further support.

x. 'Whistle-blowing'

The school provides an environment in which children and adults feel confident to express concerns regarding the behaviour of a member of staff.

xi. Bullying and Peer Abuse

Our policy on Anti-Bullying is set out in a separate policy document, which acknowledges that to allow or condone bullying may lead to consideration under Child Protection procedures.

The procedure for dealing with abuse by one or more pupils against another pupil will be to pass information to the Local Safeguarding Children Board, LSCB (see Appendix ii or school office for contact details).

Some children are thought to be particularly vulnerable to physical, sexual and emotional abuse by their peers. Such abuse is taken as seriously as abuse perpetrated by an adult.

All disclosures will be investigated and referred to Social Services.

xii. Physical Contact with Pupils

It is unrealistic to suggest that teachers should never touch pupils, and they have the right to restrain and control pupils to prevent a pupil being a danger to themselves or others. (DfES Circular 10/98)

If it is necessary to restrain or control a pupil then the amount of force used must not be more than is needed for the individual to regain control of themselves.

All staff must clearly understand the need to maintain a professional relationship with pupils at all times. Teachers must make sure appropriate boundaries are maintained during their dealings with pupils. This includes the type of language they employ and also their conduct, which should not be such that it gives rise to comment or speculation.

xiii. Procedures when abuse by a member of staff is alleged

Any action taken must be by the senior person in the school, usually the Head Teacher. The Managing Director of Happy Child should be contacted and kept fully informed.

Immediate action should be taken to protect the child and any other children present, and advice can be sought from the Social Services Department of the local borough.

A report of the allegation of abuse should immediately be given to Social Services for investigation. Consideration should be given as to whether the member of staff should be suspended from their duties while an investigation is carried out.

ALL action MUST be carefully recorded.

If a pupil makes an allegation against the Designated Person with responsibility for Child Protection, the member of staff receiving the allegation must immediately inform the Managing Director of Happy Child, Tracey Storey.

In case of serious harm, the police should be notified from the outset.

The Independent Safeguarding Authority (ISA) will be notified within one month of any person leaving the school whether employed, contracted, a volunteer or student whose services are no longer used because he or she is considered unsuitable to work with children.

Where qualified teachers are registered with the General Teaching Council (GTC) any misconduct referrals (that is those which are not child protection related) must be reported.

Appendix 1:

Safe Working Practice for the Protection of Children and Staff

1. UNDERPINNING PRINCIPLES

- The welfare of the child is paramount (Children Act 1989)
- Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions
- Staff should work, and be seen to work, in an open and transparent way
- Staff should discuss and/or take advice promptly from their Line Manager or another senior member of staff over any incident which may give rise to concern
- Records should be made of any such incident and of decisions made/further actions agreed, in accordance with school policy for keeping and maintaining records
- Staff should apply the same professional standards regardless of gender or sexuality
- All staff should know the name of their Designated Person for Child Protection, be familiar with local child protection arrangements and understand their responsibilities to safeguard and protect children and young people
- Staff should be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them

2. DUTY OF CARE

Teachers and other education staff are accountable for the way in which they exercise authority, manage risk, use resources and protect pupils from discrimination and avoidable harm.

All staff, whether paid or voluntary, have a duty to keep young people safe and to protect them from physical and emotional harm. This duty is in part exercised through the development of respectful, caring and professional relationships between staff and pupils and also through the behaviour demonstrated by staff which reflects integrity, maturity and good judgement.

Local Authorities (LAs), schools and parents have legitimate expectations about the nature of professional involvement in the lives of pupils. When individuals accept a role that involves working with children and young people, they must understand and acknowledge the responsibilities and trust inherent in that role.

3. EXERCISE OF PROFESSIONAL JUDGEMENT

This guidance cannot provide a complete checklist of what is, or is not, appropriate behaviour for staff. However, it does highlight behaviour that is illegal, inappropriate or inadvisable. There will be occasions and circumstances in which staff have to make decisions or take action in the best interests of the child or young person which could contravene this guidance or where no guidance exists. Individuals are expected to make judgements about their behaviour in order to secure the best interests and

welfare of the children in their charge and, in so doing, will be seen to be acting reasonably.

Ideally individuals should:

- Discuss any proposed action with a senior colleague whenever possible
- Record the events and any discussions/actions taken with reasons

4. POWER AND POSITION OF TRUST

As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people in educational settings are in positions of trust in relation to the young people in their care.

A relationship between a member of staff and a pupil cannot be a relationship between equals.

There is potential for exploitation and harm of vulnerable young people and staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

- Wherever possible, staff should avoid behaviour which might be misinterpreted by others and report and record any incident with this potential

5. CONFIDENTIALITY

Members of staff may have access to confidential information about pupils in order to undertake their everyday responsibilities. In some circumstances staff may be given additional highly sensitive or private information.

- They should never use confidential or personal information about a pupil or her/his family for their own, or others', advantage (including partners, friends, relatives or other organisations)
- Information must never be used to intimidate, humiliate, or embarrass the pupil
- Confidential information about a child or young person should never be used casually in conversation or shared with any person other than on a need to know basis. In circumstances where the child's identity does not need to be disclosed the information should be used anonymously
- There are some circumstances in which a member of staff may be expected to share information about a child, for example when abuse is alleged or suspected.
- In such cases, individuals have a duty to pass on information without delay, but only to those with designated child protection responsibilities
- If a member of staff is in any doubt about whether to share information or keep it confidential he or she should seek guidance from a senior member of staff

6. PROPRIETY AND BEHAVIOUR

All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children and young people. They should adopt high

standards of personal conduct in order to maintain the confidence and respect of their peers, pupils and the public in general.

An individual's behaviour, either in or out of the workplace, should not compromise her/his position within the work setting.

Staff should never:

- Make sexual remarks to a pupil (including email, text messaging, chat room, phone or letter communication)
- Discuss their own sexual relationships with, or in the presence of, pupils
- Humiliate or demean a pupil or encourage others to do so

7. DRESS AND APPEARANCE

A person's dress and appearance are matters of personal choice and self esteem. However, staff should consider:

- The manner of dress and appearance appropriate to their professional role which may be different from that adopted in their personal life
- Staff should ensure that they are dressed decently (not viewed as offensive, revealing or sexually provocative), safely and appropriately for the tasks they undertake
- Those who dress or appear in a manner which could be considered as inappropriate could render themselves vulnerable to criticism or allegation

8. SOCIAL CONTACT

Staff should not give their personal details such as home phone number or home email address to pupils unless the need to do so is agreed with the Head Teacher.

Internal mail systems should only be used in accordance with school policy.

9. PHYSICAL CONTACT

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role.

A 'no touch' approach is impractical for most staff and may in some circumstances be inappropriate. When physical contact is made with pupils this should be in response to their needs at the time, limited in duration and appropriate given their age, stage of development, gender, ethnicity and background. Appropriate physical contact in schools may occur most often with younger pupils.

It is not possible to be specific about the appropriateness of each individual occurrence of physical contact, since an action that is appropriate with one child in one set of circumstances may be inappropriate in another, or with a different child. Staff should, therefore, use their professional judgement at all times.

Physical contact should be only be used to prevent a pupil being a danger to themselves or others. It should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted the incident and circumstances should be recorded as soon as possible and copies given to the Designated Person for Child Protection.

If it is necessary to restrain or control a pupil then the amount of force used must not be more than is needed for the individual to regain control of themselves.

10. ACTIVITIES WHICH MAY REQUIRE PHYSICAL CONTACT

Some staff; for example, those who teach PE and games, or those who offer music tuition, will on occasions have to initiate physical contact with pupils in order to support a child so they can perform a task safely, to demonstrate the use of a particular piece of equipment/instrument or to assist them with an exercise. This should be done with the pupil's agreement.

Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the child.

11. SHOWERS AND CHANGING

Young people are entitled to respect and privacy when changing clothes. However, there needs to be an appropriate level of supervision in order to safeguard young people, satisfy health and safety considerations and also to ensure that bullying or teasing does not occur. This supervision should be appropriate to the needs and age of the young people concerned and sensitive to the potential for embarrassment.

Staff would therefore need to be vigilant about their own behaviour, ensure they follow agreed guidelines and be mindful of the needs of the pupils.

12. PUPILS IN DISTRESS

There may be occasions when a distressed pupil needs comfort and reassurance. This may include age-appropriate physical contact. Staff should remain self-aware at all times in order that their contact is not threatening, intrusive or subject to misinterpretation.

Where a member of staff has a particular concern about the need to provide this type of care and reassurance she/he should seek further advice from the Head Teacher.

13. BEHAVIOUR MANAGEMENT

All pupils have a right to be treated with respect and dignity. Corporal punishment is unlawful in all schools. Equally, staff should not use any form of degrading treatment to

punish a pupil. The use of humour can help to defuse a situation. The use of sarcasm, demeaning or insensitive comments towards pupils is not acceptable in any situation.

14. SEXUAL CONTACT WITH YOUNG PEOPLE

Any sexual behaviour by a member of staff with or towards a child or young person is both inappropriate and illegal. Children and young people are protected by the same laws as adults in relation to non-consensual sexual behaviour. They are additionally protected by specific legal provisions regardless of whether the child or young person consents or not.

There are occasions when adults embark on a course of behaviour known as 'grooming' where the sole purpose is to gain the trust of a child, and to manipulate that relationship so sexual abuse can take place. Staff should be aware that conferring special attention and favour upon a child might be construed as being part of a 'grooming' process, which is an offence.

15. ONE TO ONE SITUATIONS

Staff working in one to one situations with children and young people may be more vulnerable to allegations. Teachers and others must recognise this possibility and should plan and conduct such meetings accordingly. Every attempt should be made to ensure the safety and security needs of both staff and pupils are met.

- Ensure all meetings whenever possible take place in an open area and not in remote or secluded locations around the school
- Ensure there is visual access and/or an open door in one-to-one situations
- Inform other staff of the meeting beforehand, assessing the need to have them present or close by
- Always report to a senior colleague any situation where a pupil becomes distressed or angry
- Pre-arranged meetings with pupils away from the school premises should not be permitted unless approval is obtained from their parent and the Head Teacher

16. EDUCATIONAL VISITS AND AFTER SCHOOL CLUBS

Staff should take particular care when supervising pupils in the less formal atmosphere of a residential setting or after-school activity.

During school activities that take place off the school site or out of school hours, a more relaxed discipline or informal dress and language made may be acceptable.

However, staff remain in a position of trust and need to ensure that their behaviour cannot be interpreted as seeking to establish an inappropriate relationship or friendship.

Where out of school activities include overnight stays, careful consideration needs to be given to sleeping arrangements. Pupils, staff and parents should be informed of these prior to the start of the trip.

Health and Safety arrangements require members of staff to keep colleagues/employers aware of their whereabouts, especially when involved in an out of school activity.

17. INTERNET USE

Under no circumstances should adults in school access inappropriate images. Accessing child pornography or indecent images of children on the internet, and making, storing or disseminating such material, is illegal and, if proven, will invariably lead to the individual being barred from working with children and young people.

Using school or college equipment to access inappropriate or indecent material, including adult pornography, is a breach of the school's ICT usage policy and will result in disciplinary action being taken.

18. WHISTLE-BLOWING

Whistle-blowing is the mechanism by which staff can voice their concerns, made in good faith, without fear or repercussion.

Staff should acknowledge their individual responsibilities to bring matters of concern to the attention of the Head Teacher and/or relevant external agencies. This is particularly important where the welfare of children may be at risk.

19. SHARING CONCERNS AND RECORDING INCIDENTS

All staff should be aware of the School's Child Protection procedures, including procedures for dealing with allegations against staff. Staff who are the subject of allegations are advised to contact their professional association.

In the event of an incident occurring, which may result in an action being misinterpreted and/or an allegation being made against a member of staff, the relevant information should be clearly and promptly recorded and reported to senior staff. Early discussion with a parent or carer could avoid any misunderstanding.

Members of staff should feel able to discuss with their line manager any difficulties or problems that may affect their relationship with pupils so that appropriate support can be provided or action can be taken.

It is a requirement to report to the Independent Safeguarding Authority, within one month of leaving the school, any person (employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children. In this context, ceasing to use a person's services includes: dismissal, non-renewal of a contract, no longer using a teacher from a supply agency, terminating a student's placement, no longer using staff employed by contractors, no longer using volunteers, resignation or voluntary withdrawal from any of the above.

Independent Safeguarding Authority, (commenced operation on 20 January 2009)

ISA PO Box 181, Darlington DL1 9FA (tel. 0300 123 1111)

Where qualified teachers are registered with the General Teaching Council (GTC) any misconduct referrals (that is those which are not child protection related) must be reported.

It may be necessary to suspend a member of staff from duty while an investigation is carried out.

Any deficiencies or weaknesses in child protection arrangements will be remedied without delay.

This policy applies to the whole school including Early Years Foundation Stage and Pre/After School Care. The Designated person in the EYFS is the Headteacher and when absent the Year 6 teacher. The school follows all recruitment checks as required by the Independent Schools Standards regulations.

In addition, this policy has regard to *Safeguarding Children and Safer Recruitment in Education*.

The proprietor undertakes an annual review of the school's child protection policies and procedures and of the efficiency with which the related duties have been discharged.

Signed:

Date:

Child Protection Summary

The following checklist of the main points concerning child protection may be useful to you if you are dealing with any suspicions or disclosures of abuse, whether this is neglect or physical, sexual or emotional abuse, and whether the suspected abuser is an adult at home, an adult in school or another child:

If you **suspect** that a child is being abused but you don't know for sure, speak to the Designated Teacher for Child Protection, the Head Teacher who will advise on the best course of action. In the Head's absence, you should speak to Angela Joyce, the Year 6 teacher. You will subsequently need to document your concern in writing. If the abuse has been perpetrated by another child, refer both children. You should then continue to monitor the situation and report any developments.

If you **know** that a child is being abused, you must speak **immediately** to the Headteacher, Alison McNeill, or, in their absence, to Angela Joyce.

Do not delay your report.

If a child wants to make a disclosure, receive the account and pass on the details, as above. Reassure the child but never probe. Write down what happened very soon after the disclosure.

Never guarantee confidentiality and never refuse to hear parts of disclosures.

Avoid giving physical comfort, especially if you are alone with the child.

Never contact parents. There may be information that you do not know. It is likely that parents will be spoken to before referral but only the Head Teacher should speak to suspected parents, although you may be required to be present at interviews with parents. The Head Teacher will liaise with external agencies as appropriate.

Don't overlook the trivial: report all concerns so that we can see patterns when necessary.

- **Be vigilant and listen well: abuse can and does happen to children in all types of schools**
- **The child's welfare is the single most important factor**
- **Pass on information promptly**

The school's full policy can be found on the school website.

Signed:

Date: