

St. Margaret's School, Bushey

CHILD PROTECTION POLICY

Reviewed and Updated 1st September 2009

CONTENTS

1	Introduction
2	Statutory Framework
3	The Designated Senior Person
4	The Governing Body
5	School Procedures
6	When to be Concerned
7	Dealing with a Disclosure
8	Confidentiality
9	Record Keeping
10	Allegations Involving School Staff/Volunteers
Appendix 1	Indicators of Possible Significant Harm
Appendix 2	Staff Code of Conduct

1. INTRODUCTION

Safeguarding is defined as protecting children from maltreatment, preventing impairment of health and/or development, ensuring that children grow up in the provision of safe and effective care and optimising children's life chances.

This Child Protection Policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the school.

This particular policy should be read in conjunction with the Staff Recruitment and Selection Policy, Behaviour Policy and Anti-Bullying Policy.

Purpose of a Child Protection Policy

To inform staff, parents, volunteers and governors about the school's responsibilities for safeguarding children.

To enable everyone to have a clear understanding of how these responsibilities should be carried out.

Hertfordshire Safeguarding Children Board Child Protection Procedures

This school follows the procedures established by the Hertfordshire Safeguarding Children Board – a guide to procedure and practice for all professional staff in Hertfordshire who work with children.

School Staff and Volunteers

All school staff and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with children.

All school staff and volunteers will receive child protection training, so that they are knowledgeable and aware of their role in the early recognition of the signs and symptoms of abuse or neglect and the appropriate procedures to follow.

Mission Statement

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to when they have a worry or concern.
- Establish and maintain an environment where school staff and volunteers feel safe, are encouraged to talk and are listened to when they have concerns about the safety and well being of a child.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Ensure that children who have been abused will be supported in line with a child protection plan, where deemed necessary.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

2. STATUTORY FRAMEWORK

In order to protect children from harm the school will act in accordance with the following legislation and guidance:

The Children Act (1989)

The Children Act (2004)

Education Act (2002), section 175

Hertfordshire Safeguarding Children Board Child Protection Procedures (2007)

DfES guidance Safeguarding Children and Safer Recruitment in Education (2006)

DfES guidance 'Working Together to Safeguard Children' (2006)

‘Working Together to Safeguard Children’ (2006) requires all schools to follow the procedures for protecting children from abuse which are established by the Hertfordshire Safeguarding Children Board. Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which they believe that a child has been abused or is at risk of abuse – these procedures should also cover circumstances in which a member of staff is accused of, or suspected of, abuse.

DfES guidance ‘Safeguarding Children and Safer Recruitment in Education’ (2006) places the following responsibilities on school:

- Schools should be aware of and follow the procedures established by the Hertfordshire Safeguarding Children Board.
- Staff should be alert to the signs of abuse and know to whom they should report any concerns or suspicions.
- Schools should have procedures (of which all staff are aware) for handling suspected cases of abuse of pupils, including procedures to be followed if a member of staff is accused of abuse, or suspected abuse.
- A Designated Senior Person should have responsibility for co-ordinating action within the school and liaising with other agencies.
- Staff with designated responsibility for Child Protection should receive appropriate training.

DfES guidance Safeguarding Children and Safer Recruitment in Education (2006) also states that:

‘All parents need to understand that schools and FE colleges have a duty to safeguard and promote the welfare of children who are their pupils or students, that this responsibility necessitates a child

protection policy and procedures, and that a school or FE college may need to share information and work in partnership with other agencies when there are concerns about a child's welfare'.

3. THE DESIGNATED SENIOR PERSON

The Designated Senior Person for Child Protection in this school is:

NAME: Miss J. Chatkiewicz (Pastoral Deputy)

The Deputy Designated Senior Person for Child Protection in this school is:

NAME: Mrs L. Crighton (Headmistress)

It is the role of the Designated Senior Person for Child Protection to:-

- Ensure that she receives refresher training at two yearly intervals to keep her knowledge and skills up to date
- Ensure that all staff who work with children undertake appropriate training to equip them to carry out their responsibilities for child protection effectively and that this is kept up to date by refresher training at three yearly intervals
- Ensure that newly appointed staff receive a child protection induction
- Ensure that temporary staff and volunteers are made aware of the school's arrangements for child protection

- Ensure that the school operates within the legislative framework and recommended guidance
- Ensure that all staff and volunteers are aware of the Hertfordshire Safeguarding Children Board Child Protection Procedures
- Ensure that appropriate training and support is provided to all staff
- Ensure that the Headmistress is kept fully informed of any concerns
- Develop effective working relationships with other agencies and services
- Decide whether to take further action about specific concerns (e.g. refer to Children, Schools and Families)
- Liaise with CSF social care teams over suspected cases of child abuse
- Ensure that accurate records relating to individual children are kept separate from the academic file in a secure place and marked '**Strictly Confidential**' and that these records are passed securely should the child pass to a new provision
- Submit reports to, and ensure the school's attendance at Child Protection Conferences and contribute to decision making and delivery of actions planned to safeguard the child
- Ensure that the school effectively monitors children about whom there are concerns, including notifying CSF of the absence of a child who is the subject of a child protection plan
- Provide guidance to parents, children and staff about obtaining suitable support

4. THE GOVERNING BODY

The Governing Body has overall responsibility for ensuring that there are sufficient measures in place to safeguard the children in their establishment.

In particular the Governing Body must ensure:

- Child protection policy and procedures
- Safer recruitment procedures
- Appointment of a DSP who is a senior member of the school leadership team
- Relevant child protection training for school staff/volunteers is attended
- Safe management of allegations
- Deficiencies or weaknesses in child protection arrangements are remedied without delay
- A member of the Governing Body (usually the Chair) is nominated to be responsible in the event of an allegation of abuse being made against the Headmistress
- Safeguarding policies and procedures are reviewed annually

5. SCHOOL PROCEDURES

If any member of staff is concerned about a child he or she must inform the Designated Senior Person.

The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual

account of the observations. (Pro-forma is available on the Staff Shared Area of the Computer Network)

The Designated Senior Person will decide whether the concerns should be referred to Children, Schools and Families. If it is decided to make a referral to Children Schools and Families this will be done with prior discussion with the parents, unless to do so would place the child at further risk of harm.

Particular attention will be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a child protection plan (formerly referred to as the Child Protection Register) and a written record will be kept.

If a pupil who is/or has been the subject of a child protection plan changes school, the Designated Senior Person will inform the social worker responsible for the case and transfer the appropriate records to the Designated Senior Person at the receiving school, in a secure manner, and separate from the child's academic file.

6. WHEN TO BE CONCERNED

All staff and volunteers should be aware that the main categories of abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

All staff and volunteers should be concerned about a child if he or she presents with indicators of possible significant harm – **see Appendix 1 for details.**

Generally, in an abusive relationship the child may:

- Appear frightened of the parent/s or other household members e.g. siblings or others outside the home
- Act in a way that is inappropriate to her age and development (full account needs to be taken of different patterns of development and different ethnic groups)
- Display insufficient sense of ‘boundaries’, lack stranger awareness
- Appear wary of adults and display ‘frozen watchfulness’

7. DEALING WITH A DISCLOSURE

If a child discloses that he or she has been abused in some way, the member of staff/volunteer should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely.
- Reassure the child, but not make promises which it might not be possible to keep
- Not promise confidentiality – it might be necessary to refer to Children Schools and Families
- Reassure her that what has happened is not her fault
- Listen, rather than ask questions
- Stress that it was the right thing to tell
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told

- Make a written record (see Record Keeping)
- Non-action is not an option in child protection. You must act immediately: do not assume someone else will
- Pass information to the Designated Senior Person without delay

SUPPORT

Dealing with a disclosure from a child, and a child protection case in general, is likely to be a stressful experience. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the Designated Senior Person.

8. CONFIDENTIALITY

Child Protection raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children Schools and Families and the Police).
- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.
- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

9. RECORD KEEPING

When a child has made a disclosure, the member of staff/volunteer should:

- Make brief notes as soon as possible after the conversation
- Not destroy the original notes in case they are needed by a court
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Draw a diagram to indicate the position of any bruising or other injury
- Record statements and observations rather than interpretations or assumptions

All records need to be given to the Designated Senior Person promptly. No copies should be retained by the member of staff or volunteer (pro-forma available on the Staff Shared Area)

10. ALLEGATIONS INVOLVING SCHOOL STAFF / VOLUNTEERS

Whenever it is alleged that a member of staff/volunteer has:

- Behaved in a way that has, or may have harmed a child
- Possibly committed a criminal offence against/related to a child
- Behaved toward a child in a way which indicates s/he is unsuitable to work with children

the person receiving the allegation must take it seriously and immediately inform the Headmistress.

If any member of staff/volunteer has reason to suspect that another member of staff/volunteer may have abused a child at the school, or elsewhere, they must immediately inform the Headmistress. They should also make a written record of the allegation using the informant's words – including time, date and place where the alleged incident took place, what was said and anyone else present. This record should be signed and dated and immediately passed on to the Headmistress.

If the concerns are about the Headmistress, then the Chair of Governors should be contacted. The Chair of Governors is:

NAME: **Mr Peter Faulkner** CONTACT NUMBER: **01923 272808**

In the absence of the Chair of Governors, the Vice Chair should be contacted. The Vice Chair is:

NAME: **Mrs Sue Shepherd** CONTACT NUMBER: **01923 240117**

The Headmistress will not investigate the allegation itself, or take written or detailed statements, but he/she will assess whether it is necessary to refer to Children Schools and Families in consultation with the Local Authority Designated Officer (07920 283106 or 07995 288271)

If the Headmistress decides that the allegation warrants further action through Child Protection Procedures she must immediately make a referral to CSF Client Services (01438 737511) so that the allegation can be investigated in accordance with Section 10 of the Hertfordshire Safeguarding Children Board Child Protection Procedures.

If it is decided that it is not necessary to refer to Children Schools and Families, the Headmistress and the Local Authority Designated Officer will consider whether there needs to be an internal investigation.

The Headmistress should, as soon as possible, **following briefing** from the Local Authority Designated Officer inform the subject of the allegation.

For further information see:

Hertfordshire Safeguarding Children Board Child Protection
Procedures: Section 10, Allegations Against Those Working With
Children

APPENDIX 1 - INDICATORS OF POSSIBLE SIGNIFICANT HARM

POSSIBLE SIGNS OF PHYSICAL ABUSE

- Unexplained injuries or burns, particularly if they are recurrent
- Injuries not typical of accidental injury
- Frequent injuries even with apparently reasonable explanations
- Improbable or conflicting explanations for injuries
- Refusal to discuss 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 / parents not seeking medical help
- Self-destructive tendencies
- Aggression towards others
- Chronic running away

- Frequently absent from school

POSSIBLE SIGNS OF EMOTIONAL ABUSE

- Probably the most difficult type of abuse to recognise. An emotionally abused child is often withdrawn, introverted and depressed.
- Admission of punishment which appears excessive
- Over-reaction to mistakes
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. 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 or clothes
- Continual self depreciation
- Air of detachment – ‘don’t care’ attitude
- Social isolation – does not join in and has few friends
- Desperate attention-seeking behaviour
- Eating problems, including over-eating or lack of appetite

- Depression, withdrawal

POSSIBLE SIGNS OF SEXUAL ABUSE

- Demonstrate sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
- Wetting or other regressive behaviours e.g. thumb sucking
- Inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- Stop enjoying previously liked activities
- Be reluctant to undress for PE
- Become fearful of, or refuse to see, certain adults for no apparent reason; show dislike of a particular baby-sitter, relative or other adult
- Draw sexually explicit pictures
- Urinary infections, bleeding or soreness in the genital or anal areas
- Soreness or bleeding in the throat
- Chronic ailments, such as stomach pains or headaches
- Take over the parental role at home; seem old beyond their years
- Develop eating disorders, such as anorexia or bulimia
- Depression, suicidal thoughts
- Poor self-image, self-harm, self-hatred
- Physical discomfort
- Use drugs or drink to excess
- Unexplained pregnancy

- Memory loss
- Frequent running away
- Restricted social activities
- Find excuses not to go home or to a particular place
- Have recurring nightmares/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 about the abuse of the friend
- Sudden changes in school work habits, become truant
- Withdrawal, isolation or excessive worrying
- Outbursts of anger or irritability
- Unexplained sums of money
- Act in a sexually inappropriate/harmful or seductive way towards others

POSSIBLE SIGNS OF NEGLECT

- Constant hunger
- Poor personal hygiene
- Inappropriate clothing, clothing in a poor state of repair
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Low self-esteem

- Poor social relationships
- Compulsive stealing
- Constant tiredness
- Emaciation
- Destructive tendencies.
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Chronic running away
- Scavenging for food or clothes

In addition to all the above signs a child may disclose an experience in

which he/she may have been harmed, or there may be any other cause to

believe that a child may be suffering harm.

APPENDIX 2 - STAFF CODE OF CONDUCT

- All staff must respect the rights, dignity, privacy and worth of each pupil equally within the context of the school.
- Staff must place the well being and safety of each pupil above all other considerations, including the development of educational performance.
- Staff must adhere to all guidelines laid down by the school in relation to the care and welfare of pupils.
- Staff must develop an appropriate working relationship with each pupil based on mutual trust and respect.
- Staff must not exert undue influence on pupils to obtain personal benefit or reward.
- Staff must encourage and guide pupils to accept responsibility for their own behaviour and performance.
- Staff must ensure that the activities they direct or advocate are appropriate for the age, maturity, experience and ability of pupils.

- Staff must co-operate fully with others in the best interests of the pupil.
- Staff must always promote the positive aspects of the school and never condone violations of the school rules or code of conduct
- Staff must themselves consistently adhere to high standards of behaviour and appearance.

Staff Protection

It is possible to reduce situations in which abuse can occur and help protect staff by promoting good practice. Always be public and open when working with pupils. Avoid situations where a teacher and an individual girl are completely unobserved.

All staff should also be aware that they should not: -

- Spend excessive amounts of time alone with individual pupils.
- Take pupils alone on car journeys, however short.*
- Take pupils to their home where they will be alone.

*If cases arise where these situations are unavoidable, they should only occur with the full knowledge and consent of the Headmistress, or in her absence the Deputy Head Teacher and/or the pupil's parent or guardian.

It is sometimes necessary for members of the House Staff to accompany individual girls to obtain visas etc. The permission of the Headmistress must be obtained on such occasions.

Staff should never: -

- Allow or engage in rough, physical or sexually provocative games, including horseplay.
- Share a bedroom with a pupil.
- Allow or engage in any form of touching. (*Common sense should be exercised in dealing with injured pupils, or very young pupils in distress*)
- Allow pupils to use inappropriate language unchallenged.
- Make sexually suggestive or inappropriate comments to a pupil, even in jest.
- Allow allegations made by a pupil to go unchallenged, unrecorded or not acted upon.
- Do things of a personal nature for pupils they can do for themselves e.g. helping them dress.
- Invite or allow pupils to stay with you at your home without the knowledge and permission of the Headmistress and parents/guardians.
- Contact pupils using social networking sites such as Facebook/My Space or give out personal e-mail details (the school's email system should be used for contacting pupils regarding work issues)
- Humiliate pupils, including the use of sarcasm.