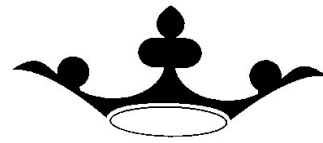


## Child Protection Policy



### 1. Context

The school recognises its legal duty under section 175/157 Education Act 2002 to work with other agencies in safeguarding the young people in its care and protecting them from 'significant harm'. These duties are defined by the relevant circular from the Department of Education and Skills (DfES 0027/2004) and the interagency procedures of the Warwickshire Area Child Protection Committee (ACPC). These duties relate to all young people under the age of 18. This policy sets out how the Governing body discharges its statutory responsibilities.

The protection of children is the proper concern of everyone in a position to help. Primary responsibility for the care and protection of children rests with their parents, but a range of services are available to help them with this task. Parents seeking help for themselves make many referrals to agencies. Relatives, friends and neighbours may also directly, or encourage families to seek help or alert statutory authorities to children about whom they are concerned. All agencies with staff who are in direct contact with children and families must be involved. (DfES Circular: Protection Children from Abuse, p.3).

The school has adopted the LEA Code of Conduct for school staff accused of child abuse. All staff will adhere to this code of conduct in line with national guidelines and supported by the ACPC.

Kineton School recognises that it is an agency of referral and not of investigation.

There are five elements to our policy:

- Part 1: Governing Body Child Protection Responsibilities
- Part 2: Prevention
- Part 3: Procedures
- Part 4: Support to students who may have suffered abuse, their families and staff
- Part 5: Preventing unsuitable people working with children.
- Part 6: Safe working practices for adults in educational settings

### **Part 1 Governing Body Child Protection Responsibilities**

The Governing Body fully recognises its responsibilities with regard to child protection and to safeguarding and promoting the welfare of children. It will:

- designate a Governor for child protection who will oversee the school's Child Protection Policy and practice and champion child protection issues;
- ensure the statutory responsibility for the SCR is in met
- ensure a review of child protection procedures is undertaken to include changes/improvements made to Child Protection policy and procedures, child protection training received, the number of incidents/cases (no names) and child protection in the curriculum;
- ensure that this policy is annually reviewed, updated and copied to the Education Child Protection Service.

### **Part 2 Prevention**

The safety and protection of children is of paramount importance to all those involved in Education. (*Children's Act 1989*) Children can develop a special and close relationship with school staff, and view them as significant and trustworthy adults. It is not surprising therefore that children, if they have been abused, may confide or disclose to a teacher or other member of staff.

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children. School staff are also in a unique position to notice any change in

demeanour or circumstances. There is the opportunity to notice injuries, marks or bruises with children are doing P.E., games or swimming which might indicate a child has been abused. (Child Protection Procedures, Area Child Protection Committee of Warwickshire 2001).

The school will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
- Ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty;
- Include activities in PSHE and assembly which equip children with the skills they need to stay safe from abuse and information about who to turn for help;
- Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills.

There are a number of challenging themes addressed through both whole school assembly, individual PSHE lessons and targeted sessions provided through our multi-agency team at SOKHS (Space Out at Kington High School). The nature and content of this may change from year to year depending on the needs of the students and any issues which may arise in our whole school community.

	Substance Misuse	Stranger Danger	Where to get help	How to resist pressure	Physical Safety – road, water, fire	Esafety	Emotional health and well being	SRE	Abusive relationships/ Domestic Violence
Assembly Theme	X	X	X	X	X				
PSHE	X	X	X	X	X	X	X	X	X
SOKHS	X	X	X	X	X		X	X	X
Curriculum Areas	X Science	X ICT	X PSHE		X PSHE	X ICT	X RE	X Science	

### Part 3 Procedures

All procedures are based on guidance and information from the following sources:

- Warwickshire Safeguarding Inter-Agency Procedures, Sky Blue Book
- The Children Act 1989
- The Education Act 1993
- DfES Circulars 10/95, 11/95 : Protecting Children from Abuse - The Role of the Education Service
- Working Together to Safeguard Children – Guidance published by the Department of Health
- What to do if you're worried a child is being abused – Children's Services Guidance
- The UN Convention on the Rights of the Child which highlights that all children have the right to protection from harm and the principles of the Children Act (1989) which states that the welfare of the child is of paramount consideration
- Safeguarding children and safer recruitment in Education, DFES Jan 2007
- Updated model CP Policy, WACP November 2009

### **3.1 The Designated Teacher**

The designated teacher for child protection is the Deputy Headteacher, Chris Sammons. The person responsible to contact in his absence is Karen Seymour (Deputy Headteacher) or Julia Morris (Headteacher).

Those named above have received child protection training and will liaise in accordance with ACPC Child Protection Procedures and LEA Personnel Procedures.

They will keep a copy of the ACPC Child Protection Procedures (Blue Book) and make these available to staff. This is available for staff reference and is located in the Deputy Head's Office. LEA Personnel Procedures are located in Julia Morris's office.

The school will:

- ensure the designated teacher has undertaken a minimum of two day child protection training accredited by the Local Safeguarding Children Board and that this training is updated every two years in accordance with government guidance;
- recognise the importance of the role of the designated teacher and ensure s/he has the time and training to undertake her/his duties;
- ensure there are contingency arrangements should the designated member of staff not be available;
- ensure that the designated member of staff will take advice from a child protection specialist when managing complex cases (e.g. Education Safeguarding Children Manager).
- ensure that the designated member of staff is responsible for coordinating action where it is suspected that a child is in need, has been harmed, or is at risk of significant harm.
- ensure they are familiar with Local Safeguarding Children Board procedures and DfES guidance (Ref. 2.1).
- ensure child protection records are maintained.

### **3.2 Role of School Staff**

The school will ensure that all staff know their personal responsibility, the school and local procedures, the need to be vigilant and how to respond to a child who tells of abuse. The school will ensure that all staff and volunteers recognise their duty and feel able to raise concerns about unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner and in accordance with agreed policies.

All staff, including supply teachers and other visiting staff (e.g. School nurses) and those supporting school trips, are informed of the designated teachers' name(s) and the school's policy for the protection of children.

- During the first induction to the school
- Through the provision of a copy of this policy
- Through the staff/personnel handbook
- Through the induction/supply teachers' booklet
- Information on relevant notice boards
- Whole staff training or briefings, at least every 3 years

If staff have significant concerns about any young person which may indicate:

- Physical Abuse
- Sexual Abuse
- Emotional Abuse
- Neglect
- Pregnancy

they are required to discuss them with the designated teacher for guidance.

Staff will be made aware that:

- Children can suffer from one or a combination of these forms of abuse
- Abuse can take place at home, at school or anywhere where young people spend time
- It can happen to children and young people of any age, sex, ethnicity, sexual orientation or disability
- In almost all cases, the abuser is someone known (and often trusted) by the child, such as a parent, carer, teacher, relative or friend

All staff need to be alert to the signs of harm and abuse. They should report any concerns if not immediately, as soon as possible, that day to the designated teacher or named deputy. If in any doubt they should consult with the designated teacher.

### **3.3 Reporting to the designated teacher**

Any concern must be discussed with the designated teacher or their named deputy in their absence, as soon as possible and at least by the end of the session. The designated teacher will coordinate the response of the school for each child protection case.

### **3.4 Immediate response to the child**

It is vital that our actions do not abuse the child further or prejudice further enquiries, for example:

- Listen to the student, if you are shocked by what is being said try not to show it.
- It is OK to observe bruises but not to ask a child to remove or adjust their clothing to observe them.
- If a disclosure is made the pace should be dictated by the student without them being pressed for detail by being asked such questions as “what did they do next?” or “where did they touch you?”
- It is our role to listen not to investigate. Use open questions such as “is there anything else you want to tell me?” or “yes?” or “and?”
- Accept what the student says. Be careful not to burden them with guilt by asking questions such as “why didn’t you tell me before?”
- Do acknowledge how hard it was for them to tell you this.
- Don’t criticise the perpetrator, this may be someone they love.
- Don’t promise confidentiality, reassure the student that they have done the right thing, explain whom you will have to tell (the designated teacher) and why. It is important that you don’t make promises that you cannot keep such as “I’ll stay with you all the time” or “it will be alright now”.

Staff must not:

- Contact parents (this will be decided by the Designated Teacher or Social Services)
- Speak to anyone about whom allegations are made (including colleagues)
- Ask a young person outright if they or others have suggested abuse
- It is not appropriate to talk to the young person or to offer further support beyond what is agreed with the Designated Child Protection Teacher. If a young person does return to talk or to ask for advice, staff must inform them that they cannot comment or advise, but that they can listen. Any ‘discussion’ could be misread in court by defence lawyers as evidence against the teacher or young person.

### **3.5 Keeping Parents Informed**

The designated teacher for child protection will make the decision to discuss concerns with parents/carers and the designated teacher will seek agreement to make referrals unless to do so would place the students at increased risk of significant harm.

### **3.6 Recording Information**

The school will keep clear written records of concerns about children noting the date, event and action taken even where there is no need to refer the matter to the Children's Team.

The following guidance has been given to staff following a disclosure or concern:

- Make some brief notes at the time or immediately afterwards; record the date, time, place and context of the disclosure or concern, recording facts and not assumption and interpretation. Notes must be signed and dated.
- Observed injuries and bruises are to be recorded on the Body Map. (Appendix 3 child protection referral pro-forma).
- Note the non-verbal behaviour and the key words used by the student (do not translate into "proper terms").
- It is important to keep these original notes and pass them to the designated teacher.
- It can be detrimental to ask a student to make a written statement which can then be called upon as evidence. We are not skilled at taking statements and it could be detrimental to future legal proceedings. The adult should always record any disclosure as their own statement of what they have heard the child say and seen the child do. It is the role of the appropriate investigating authorities to seek signed written statements from children .

All referrals to Social Services must be followed up within 24 hours in writing using the referral pro-forma provided in the blue book.

### **3.7 Confidentiality and Information Sharing**

Staff have the professional responsibility to share relevant information about the protection of children with other professionals particularly investigating agencies. If a student confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tells the child sensitively that they have a responsibility to refer for the child's own sake. Within that context, the child should, however be reassured that the matter will be disclosed only to the people who need to know about it. Staff who receive information about children and families in the course of their work may be required to share the information within a professional context. .

All staff must be aware that they cannot promise a child/parent to keep secrets.

Personal information about all students' and their families is regarded by those who work in this school as confidential. All staff will maintain this confidentiality, all records relating to child protection incidents will be maintained by the designated teacher and only shared as is consistent with the protection of children. Child protection records are kept securely locked.

When a child transfers to another school, the relevant child protection records are sent by recorded delivery to the receiving school.

### **3.8 Liaison with Other Agencies:**

The school will work to develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters including attendance and written reports at initial case conferences, core groups and child protection review conferences.

If a child's name is placed on the Warwickshire Child Protection register a Core Group will be agreed. All core group members meet regularly, (at least monthly), monitor and progress the Child Protection Plan and Core Assessment. Attendance at these meetings will be given priority.

The designated teacher will be available to advise and support staff who are nominated to attend these meetings.

Where no registration has taken place schools maybe asked to monitor the situation. It is the nominated person's responsibility to ask for clarity about information required, timescales, and reporting methods.

We will notify the local Children's Team if:

- a student with a Child Protection Plan is excluded (whether fixed term or permanently);
- there is an unexplained absence of a student with a Child Protection Plan of more than two days duration from school (or one day following a weekend); or as agreed as part of any child protection or core group plan.
- we are concerned about the welfare of any child with a Child Protection Plan

## **Part 4: Support to students who are at risk or have suffered abuse, their families and staff**

### **4.1 Supporting the Student at risk**

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self worth and to view the world in a positive way. This school maybe the only stable, secure and predictable element in the lives of children at risk.

The school will endeavour to support students through:

- a curriculum to encourage self-esteem and self-motivation.
- a school ethos, which promotes a positive, supportive and secure environment and which gives all students and adults a sense of being respected and valued.
- implementation of school behaviour management policies.
- consistent approaches, which recognises and separates the cause of the behaviour from that which the student displays.
- regular liaison with other professionals and agencies who support students and their families.
- commitment to develop productive, supportive relationships with parents, whenever it is in the students interests to do so.
- development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protections situations.
- recognition that children living in a home environment where there is domestic violence, drug or alcohol abuse are vulnerable and in need of support and protection
- vigilant monitoring, keeping records and notifying the local Children's Team as soon as there is a recurrence of concern

## **4.2 Drug Use and Child Protection**

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

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

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

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

## **4.3 Supporting Families**

Parents play an important role in protecting their children from abuse. The school is required to consider the safety of the student and should a concern arise professional advice will be sought prior to contacting parents.

The school aims to help parents understand that the school, like all others, has a responsibility for the welfare of all students and has a duty to refer cases to the Social Services in the interests of the child.

The school will work with parents to support the needs of their child and will offer a series of information evenings to enable parent's to identify and manage the risks their children may be exposed to.

## **4.4 Supporting Staff**

Receiving a disclosure or observing signs of abuse can be very distressing. Staff should discuss their feelings with the designated teacher or other senior member of staff.

Incidents of a child protection nature can affect staff not directly involved, meetings should be used to support staff in this situation. The LEA Officer for Child Protection can facilitate such meetings if requested.

Staff may be required to attend a child protection case conference for which they should provide a report. The designated teacher will be available to support and advise in preparation for this.

## **Part 5: Preventing unsuitable people working with children**

Parents can feel confident that careful procedures are in place to ensure that all staff appointed are suitable to work with young people. As from July 2005, it is a requirement that the Headteacher and a member of the Governing body has been trained in safe recruitment practices. This will be undertaken by Julia Morris and a nominated governor.

Staff appointed in the school are all subject to CRB and reference checks according to the DfES document "Safeguarding Children and Safer Recruitment in Education", January 2007.

The school will consult with the Education Safeguarding Children Manager in the event of an allegation being made against a member of staff and adhere to the relevant procedures set out in Safeguarding Children and Safer Recruitment in Education, the Allegations Against Staff Procedure and the school's

Personnel Manual. Any complaints about staff behaviour will be dealt with by the Headteacher, and any complaint against the Headteacher will be dealt with by the Chair of the School's Governors who should contact the Designated LEA Officer for Child Protection. All those involved will be entitled to a fair hearing and the school will use the checklist and guidance provided by Warwickshire's "Management of Allegations and Concerns Regarding the Professional Conduct of Staff in Schools" (January 2005). Complaints that raise child protection referrals will be reported under local inter-agency procedure for investigation outside the school.

The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

The school will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with students and parents as advised by the Local Authority's Code of Conduct.

The school will ensure that staff and volunteers are aware that sexual relationships with students aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of position of trust).

## **Part 6 Safe Working Practices**

### **6.1 Safe working practices for adults in educational settings**

Staff behaviour can give rise to allegations being made against them. These may be malicious, genuine or misplaced. This applies to all adults working in our school.

The following behaviours constitute safe practice:

- Always act and be seen to act in the child's interest
- Always discuss any misunderstanding, accident or threat with the designated teacher for child protection immediately it occurs
- Always allow the designated teacher for child protection to record discussions, actions and their judgements. Any witness statement that you submit could be used in court and support a legal case made against you.
- Always treat information confidentially
- Wear clothing that promotes a positive professional image that is not sexually provocative, revealing or offensive, is not considered discriminatory and absent of political or otherwise contentious slogans
- Ensure that gifts received or given in situations which may be misconstrued are declared
- Only give gifts to an individual young person as part of an agreed reward system
- Always approve planned social contact with the Headteacher or Deputy Headteacher and report any situation which arises that would compromise the school or your own professional standing
- Avoid meetings with students in remote and secluded areas of the school, ensure there is visual access and/or an open door in one to one situations
- Inform other staff of one to one meetings beforehand, assessing the need of having them close by or present
- Avoid using signs on doors during a one to one meeting with a student which maybe misconstrued as creating an opportunity for secrecy
- Report any behaviour of colleagues that raises concern

Behaviours where a reasonable person could question your motivation and intention. These may constitute illegal behaviour and/or misconduct. This includes:

- Using your position to gain information about a child or family for your advantage

- Using your position to intimidate, threaten, coerce or undermine a student
- Passing information to others about a young person without good reason
- Making or encourage others to make unprofessional personal remarks which scapegoat, demean or humiliate
- Using your position to promote a relationship with children which is of a sexual nature. This is a criminal offence.
- Making a remark to a student of a sexual nature
- Discuss your own sexual relationships with, or in the presence of students
- Discussing a child's sexual relationships in inappropriate settings or contexts
- Making images of children in one to one situations
- Taking, displaying or distributing images of children unless you have their consent to do so.

Staff should be aware that it is not uncommon for students to have heterosexual or homosexual infatuations and that such situations carry a high risk of words and actions being misinterpreted. Any indications which suggest a student is infatuated should be reported immediately to the designated teacher for child protection.

Staff should be aware that even well intentioned touching may be misconstrued by the child, an observer or by anyone to whom the action is described. Children should not be touched with the following qualifications:

- unless there is clear reason to restrain a child to keep them and others safe from harm or as part of a formally agreed plan
- in some situations such as PE or a sporting residential, it may be necessary to initiate contact with students in order to support a child to perform a task safely. This should only be done publicly and with the child's agreement after the reason for touching has been explained
- there may be occasions where a distressed student 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 open to misinterpretation. Staff should always tell their line manager when and how they offered comfort to a distressed child and record any situations which may give rise for concern with the designated teacher for child protection.

## **6.2 Raising concern about a colleague or the Headteacher**

If you have a safeguarding concern about a member of staff you must report this immediately to the Headteacher who will follow the policy on managing allegations about members of staff. In the case of an allegation against the Head Teacher, you must report this immediately to the Chair of Governors who should undertake all actions in consultation with the Safeguarding Children Manager (SCM) who is the designated LEA Officer for Child Protection and will take a lead responsibility for coordinating action.

## **6.3 Other Related Policies**

### **Use of Physical Force and Intervention Policy**

Our Policy on physical intervention by staff is set out in a separate policy and is reviewed by the Governing Body. We acknowledge that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimum force necessary to prevent injury to themselves, another person or property.

### **Behaviour and Anti-Bullying Policy**

Our behaviour policy is set out in a separate document and is transparent to staff parents and students. Our policy on anti-bullying including cyber bullying is part of the behaviour policy and is reviewed regularly by the Governing Body. We acknowledge that to allow or condone bullying may lead to consideration under child protection procedures.

### **Racist Incidents**

Our Policy on racist incidents is set out in a separate policy and is reviewed by the Governing Body. We acknowledge that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

### **Health and Safety, including school visits**

Our Health and Safety Policy, set out in a separate document, is reviewed by the Governing Body. It reflects

the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

### **Children with Statements of Special Educational Needs**

We recognise that statistically children with behaviour difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with profound and multiple disabilities, cerebral palsy, sensory impairment and/or emotional and behavioural problems are particularly sensitive to signs of abuse.

### **Curriculum**

Child Protection and wider child safety issues will; be addressed through the curriculum as appropriate, especially in Personal, Social and Health Education and Sex Education. The staff and Governors at Kineton High School place great emphasis on the curriculum on the protection of young people and aim to ensure that curriculum development meets the following objectives:

- developing students self esteem
- developing communication skills
- informing students about all aspects of risk
- developing strategies for self protection
- developing a sense of the boundaries between appropriate and inappropriate behaviour in adults
- developing non abusive behaviour between students

### **ICT and esafety**

Our esafety policy is a separate document and is reviewed regularly by the governing body. It reflects that e-safety is a safeguarding issue and that we need to balance keeping children safe with allowing them the freedom to explore new technologies. Through our policy we intend limiting the risks that young people are subject to. Because it is a rapidly developing and moving issue the governors will review this policy on a regular basis. This policy also summarises the safety curriculum.

### **Managing Allegations Against Members of Staff/ Whistle blowing**

The governing body have adopted the Local Authority document on Allegations against staff including the whistle blowing policy which is a separate document.

### **Attendance**

We recognise that full attendance at school/college is important to the well-being of all our students and enables them to access the opportunities made available to them from our school/college. Attendance is monitored closely and we work closely with the education social work service when the patterns of absence are of concern. Our attendance policy is set out in a separate document and is reviewed regularly by the governing body.

### **Extended Schools**

Where the Governing Body provides extended school facilities or before or after school activities directly under the supervision or management of school staff, the school's arrangements for child protection as written in this Policy shall apply.

Where services or activities are provided separately by another body the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

### **Forced Marriage**

There is a clear distinction between forced marriage and arranged marriage. In an arranged marriage the choice, whether or not to accept the arrangement remains with the perspective spouses. In forced marriage one or both spouses do not consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure. Staff will be made aware of these issues and are clear on what they are to do should a case arise. The [school/college/children's centre], follows the multi-agency statutory guidance for dealing with forced marriage which can be downloaded at [www.fco.gov.uk/forcedmarriage](http://www.fco.gov.uk/forcedmarriage).

### **Monitoring and Evaluation of Child Protection Procedures**

Child protection procedures at Kineton High School are reviewed on an annual basis, taking into account an evaluation of evidence from the following sources:

- pertinent feedback from student and parents
- the nature of concerns raised throughout the year
- the number of students on the Child Protection register and the nature of the cases
- the number of referrals made by the Designated Teacher
- enquiry about procedure and practice by the Governor responsible for child protection
- auditing by the County Child Protection Officer when requested

This policy is shared on the school website for parents to access in full and a hard copy may also be requested by contacting the Headteachers pa.

September 2011, Review Annually