



St. David's School

Safeguarding Children Policy (including Child Protection)

General Introduction

At St. David's, we are committed to safeguarding and promoting the welfare of children and sharing this commitment. It is recognised that all staff/volunteers play an important role in identifying potential cases of child abuse. It is also important that all relevant agencies involved in child abuse co-operate together for the benefit of the child. All schools have a designated teacher for child protection, who liaises with Social Service departments and teachers in school. For this procedure to work, it relies on the skills and expertise of every class teacher and adult within school to recognise and/or report concerns.

At St. David's School the Headmaster is the designated person for child protection. His training is updated every 2 years, other staff members/volunteers have training every 3 years in our INSET programme. The governing body has an appointed member who is the child protection co-ordinator who is responsible for compliance with regulations. Every year he/she checks that staff/volunteers child protection training is up to date (he/she is trained every 2 years). All staff/volunteers have total commitment to child protection. They raise children's awareness about themselves through PSHE and develop a trusting climate so that children feel able to talk and share their thoughts and feelings. Children are taught that they have the right to say 'No'. Any deficiencies or weaknesses in child protection arrangements are remedied without delay.

St. David's has a policy of partnership between home and school but with child abuse, or suspicion of child abuse, our first and only responsibility is to the child. Parent's permission should be sought before discussing a referral about them with other agencies, unless permission seeking may itself place a child at risk of significant harm. This may mean that parents are not always informed or consulted. Suspected cases are reported, procedures adhered to and subsequent actions are left to the appropriate agencies.

The Procedure for a Child Complaining About One or More Other Pupil(s)

Children, through the PSHE programme, are taught how to promote and safeguard their own welfare. The child is encouraged to confide in an adult they trust who then follows the normal procedure.

Safe Recruitment Policies

St. David's has a written policy and procedure for recruitment. We follow all recommendations and check through the enhanced CRB (Criminal Records Bureau) and other pre-employment checks the suitability of the applicant to work with children.

Guidelines

In reporting concern or suspicion, all adults must follow the procedures. The designated teacher will then follow the Borough of Croydon Child Protection Procedures.

These procedures are kept

- to protect the child's welfare
- to avoid delay
- to provide consistency
- to protect staff /volunteers
- to ensure that if further action is taken by another agency, then the school has followed the protection procedures

Staff/volunteers are in contact with children and are in a position to detect possible abuse. They must not think that by voicing concern they are necessarily starting procedures. The criteria should be that they have 'reasonable suspicion' and under the Children Act 1989 Section 47 this definition has been extended to include 'or may suffer in future'.

If a child discloses abuse or staff/volunteers are suspicious, the member of staff involved should:

- listen to the child and record what was said in the child's language
- report immediately to the Head or Deputy CPO if the Head is not available
- keep a written, dated record of any relevant information such as signs of injury or other evidence
- not speak to the parents
- be clear at the onset of the discussion that the information will have to be passed on
- stop the child giving a full disclosure – hear enough to raise concerns
- make clear that confidentiality cannot be promised to a pupil giving evidence

It is very important in these cases that prompt and correct procedures are followed under the Borough of Croydon Protection Procedures.

Staff/volunteers have an important role in hearing what children have to say. The school can provide a neutral place where the child feels it is safe to talk. Sensitivity to the disclosure is vital. Staff/volunteers must listen carefully to what the child is saying, treat it seriously and value what they say.

Children may feel that they will not be believed or that they will be punished. Staff/volunteers will need to say that whatever has happened it is not the child's fault. Fear of the consequences of telling is very common. It can be very tempting to offer a promise of confidentiality to the child. This is not realistic. The child needs to hear the truth about what will happen, together with a commitment to support the child. It is crucial not to ask leading questions. Our role is to enable the child to speak and then know what to do next.

Dealing with allegations made against staff and/or volunteers

St. David's has a written policy and procedure for dealing with allegations made against staff/volunteers (see Staff Handbook). It is an important element of discharging the statutory duty to safeguard and promote the welfare of children. Preventing those who might wish to harm or abuse them from entering or remaining in the workforce is of paramount importance.

Staff/volunteers must ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil, for example, in one-to-one tuition, sports coaching, engaging in inappropriate electronic communications with a pupil. All staff/volunteers should be made aware of the school's behaviour/discipline policy. An allegation is dealt with fairly, quickly and consistently with particular reference to the January 2007 Department for Education and Skills guidance "Safeguarding Children & Safer Recruitment in Education".

If a pupil or parent makes a complaint of abuse against a member of staff/volunteer, the person receiving the complaint must take it seriously and immediately inform the Headmaster. He or she should also make a record of the concerns including details of anyone else who witnessed the incident or allegation. The Headmaster will not investigate the allegation itself, or take written or detailed statements but will assess whether it is necessary to refer the matter to Social Services in accordance with the safeguarding procedures. In doing so the Headmaster will consult with the relevant agencies. If the Headmaster decides that the allegation warrants further action through safeguarding procedures he must make a referral direct to the local social care team. If the allegation constitutes a serious criminal offence it will be necessary to contact Social Services before informing the member of staff/volunteer. If it is decided that it is not necessary to refer the matter to Social Services the Headmaster will consider whether there needs to be an internal investigation. If the complaint made to a member of staff/volunteer concerns the Headmaster, the person receiving the complaint will immediately inform the designated child protection governor without first notifying the Head.

Support Following a Disclosure

Supporting Staff/Volunteers

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 Teacher. He/she can seek support from the governor representative or from the local Safeguarding Children's Board if required.

Supporting Children

A child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self worth.

He may feel helpless, humiliated and blame himself.

School may provide the only stability in the life of a child who has been abused or who is at risk of harm.

The behaviour of the child may range from that deemed to be normal to aggression or withdrawal.

The school will support pupils by:

- Encouraging self-esteem and self-confidence whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school
- Liaising and working together with all other support services and those agencies in the safeguarding of children.

Confidentiality

St. David's has a written policy on Confidentiality for Pupils.

All matters relating to Safeguarding are confidential.

The Headmaster or Designated Teacher will disclose any information about a pupil to other members of staff on a need to know basis only.

All staff/volunteers must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

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

Whistle Blowing

We recognise that children cannot be expected to raise concerns in an environment where staff/volunteers fail to do so. We will ensure that all the staff/volunteers are made aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary they should speak to the designated teacher or the Headmaster.

Record Keeping

When a child has made a disclosure, the member of staff or 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 time, date, place and any noticeable non-verbal behaviour and the words used by the child
- Use one of the body maps to show any injuries
- Record statements and observations rather than interruptions or assumptions.

All records need to be given to the Designated Senior Person promptly. No copies should be retained by the member of staff/volunteer.

The names of any children who are causing concern and who need monitoring will be kept in the main office in the locked filing cabinet. Staff/volunteers are kept informed of any child in their class who is on this register. Teachers must inform the Headmaster of any changes/additions so that this list can be kept up-to-date.

References and links to useful websites

Safeguarding Children & Safer Recruitment in Education (2007)

www.everychildmatters.gov.uk

HM Government Working Together to Safeguard Children (2006)

www.ecm.gov.uk/deliveringservices/contactpoint

www.teachernet.gov.uk/childprotection

Signs and Symptoms

This is intended as a guide. Please remember that the presence of one or more factors does not necessarily give proof that child abuse has occurred. It may, however indicate that an investigation should take place.

- Unexplained delay in seeking treatment which is needed
- Incompatible explanations for any marks on body or unusual behaviour
- Constant minor injuries
- Unexplained bruising
- Bite marks
- Burns and scalds
- Cigarette burns on body
- Unresponsiveness in the child
- Soiling and wetting
- Change in behavioural patterns
- 'Frozen' look
- Attention seeking behaviour
- Apprehension with adults or in certain situations
- Antisocial behaviour
- Persistent unkempt appearance

- Sexually inappropriate behaviour
- Inappropriate sexualised drawings and play
- Sudden poor performance in school
- Poor self-esteem
- Self-mutilation
- Withdrawal from friends or peer group
- Running away from school or home
- Reluctance to go home after school
- Resistance to PE (undressing)
- Difficulty in forming relationships with peers or adults
- Confusing affectionate displays
- Poor attendance
- Repeated untreated medical infections

Definitions of child abuse

Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger.

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. This situation is commonly described using terms such as factitious illness by proxy, or Munchausen syndrome by proxy.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a children from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Emotional abuse

Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child although it may occur alone.

Policies and other documents relating to Safeguarding (annually reviewed)

Anti-bullying

Behaviour, Discipline & Exclusion

Data Protection

Acceptable Use of the Internet including taking, storing and using images of children

Drug and Drug Testing

Equal Opportunities

First Aid

Health & Safety

Recruitment, Selection and Disclosure Policy & Procedure

Sex Education

Playtime Guidelines

Extended Day

Early Years Social & Emotional Development

Early Years Play

PSHE Curriculum

Educational Visits & Off-site Activities

Food, Catering & Hygiene

Complaints Procedure

Admissions

Staff Handbook

Supervision of Children

Confidentiality Issues for Pupils

Code of Conduct for Staff

Use of ICT, mobile phones and other electronic devices

Procedures when a member of staff, volunteer, CPO/Headmistress faces allegations of abuse

A School Council made up of appointed and elected pupils meet regularly to discuss whole school issues.

Appendix

Dealing with a disclosure summary

Guidance on how to respond to a child wanting to talk about abuse: GENERAL POINTS	DON'T SAY
<ul style="list-style-type: none">• Show acceptance of what the child says (however unlikely the story may sound)• Keep calm• Look at the child directly• Be honest• Tell the child you will need to let someone else know – don't promise confidentiality• Even when a child has broken a rule, they are not to blame for the abuse• Be aware that the child may have been threatened or bribed not to tell• Never push for information. If the child decides not to tell you after all, then accept that and let them know you are always ready to listen. <p>HELPFUL THINGS YOU MAY SAY OR SHOW</p> <ul style="list-style-type: none">• I understand what you are saying• Thank you for telling me• It's not your fault• I will help you	<ul style="list-style-type: none">• Why didn't you tell anyone before?• I can't believe it!• Are you sure this is true?• Why? How? When? Who? Where?• Never make false promises• Never make statements such as "I am shocked, don't tell anyone else" <p>CONCLUDING</p> <ul style="list-style-type: none">• Again reassure the child that they were right to tell you and show acceptance• Let the child know what you are going to do next and that you will let them know what happens• Contact the appropriate senior member of staff or agency• Consider your own feelings and seek pastoral support if needed

Child Protection

1. Recognising Child Abuse

- 1.1 Child abuse occurs when a child under the age of 18 suffers from, or is at significant risk of, neglect, physical injury, or emotional or sexual abuse. These terms are defined as follows:

Neglect means neglect which is persistent or severe. It covers, for example, the failure to protect a child from exposure to danger (including cold and starvation), or the failure to carry out important aspects of care resulting in the significant impairment of the child's health and development.

Physical injury means actual injury, likely injury or failure to prevent physical injury or suffering.

Sexual abuse means the actual or likely sexual exploitation of a child.

Emotional abuse means the persistent or severe emotional ill-treatment or rejection of a child which has an actual or likely severe adverse effect on their emotional and behavioural development.

St. David's School fully recognises its responsibilities for child protection.

Our policy applies to all staff, governors and volunteers working in the school. There are five main elements to our policy:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to (see Appendix A).
- Ensure children know that there are adults in the school whom they can approach if they are worried (see Appendix B).
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We will follow the procedures set out by the Surrey Safeguarding Children Board and take account of guidance issued by the Department for Children, Schools and Families to:

- Ensure we have a designated teacher for child protection who has received appropriate training and support for this role (see Appendix C).
- Ensure we have a nominated governor responsible for child protection.

- Ensure every member of staff, volunteer and governor know the name of the designated teacher responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated teacher responsible for child protection (see Appendix D).
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Notify social services if there is an unexplained absence of more than two days of a pupil who is on the child protection register.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely, and in locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as social services, Child and Adult Mental Health Service, education welfare service and educational psychology service.
- Ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

2. Allegations of Abuse made against Members of Staff

2.1 Teachers should be aware of the school's procedures for dealing with accusations of abuse made by pupils against members of staff.

- As in other case of allegations of abuse, those made against a teacher must be listened to and a written record made of the conversation.
- Teachers must report such allegations immediately to the headteacher (or to the governors if the headteacher is the person against whom they are made).
- The headteacher (or governors) will decide whether (i) there is sufficient substance in the allegation to merit its referral to the child protection agencies for investigation (ii) the allegation was prompted by inappropriate behaviour which should be considered under local disciplinary procedures rather than referral (iii) the allegation is apparently without foundation and requires neither disciplinary action nor referral.
- Unless there is an objection from the child protection agencies, the teacher concerned must be informed of the allegation and the likely course of action.

- The teacher concerned should seek advice from his/her professional association and has the right to be accompanied at any interview by a representative of this association or by a friend.

2.2 St. David's recognises the need for child protection and the need to keep the damaging effects of false accusations to a minimum. Unless there is suspicion that the child might be in acute physical danger, precipitate action should be avoided. Suspension of a member of staff can have a substantial detrimental effect on his/her career and is not the only option available: teachers facing allegations of abuse need to have confidence that any investigation will take place in a careful, measured way.

3. Appropriate Physical Contact with Pupils

3.1 There are some situations where appropriate physical contact is either a necessary or reasonable action to take (e.g. to prevent a child from falling). Secondly, there are other situations where a teacher may have to use physical restraint – which will clearly involve physical contact – in order to control violent or aggressive behaviour, or to prevent a child from doing harm.

It is unnecessary and unrealistic to suggest that teachers should touch pupils only in an emergency ... it is inevitable ... particularly with younger pupils.

This acceptance that teachers may make physical contact with children is accompanied by the rider that it must be appropriate. This means appropriate not only to the situation but also in its manner. Therefore, teachers should always bear in mind that perfectly innocent actions can be misunderstood and so may lead to accusations of professional misconduct or even child abuse. This applies particularly in situations involving a teacher and pupil of the opposite sex – especially in one-to-one contacts, extra-curricular activities and/or when pupils reach adolescence.

Teachers should also be aware that there are some children, including some from minority groups, who are particularly sensitive to physical contact. If a child's reaction shows that s/he is uncomfortable with being touched, teachers should adjust their behaviour accordingly.

Appendix A

FOR THE ATTENTION OF STAFF

A child may confide in any member of staff and don't always go to teachers. Staff to whom an allegation is made should remember:

- Yours is a listening role, do not interrupt the child if he or she is freely recalling significant events. Any questions that may be needed to clarify what the child is saying should be framed in an open manner and not lead the child in any way.
- Make a note of the discussion, as soon as is reasonably practicable (but within 24 hours) to pass on to the designated teacher. The note should record the time, date, place and people who were present as well as what was said – this may be used in any subsequent court proceedings.
- Do not give undertakings of absolute confidentiality.
- Finally, but most importantly, inform the designated teacher and give your note to them. Your responsibility in terms of referring concerns ends at this point, but you may have a future role in terms of supporting or monitoring the child, contributing to the assessment or implementing child protection plans.

DESIGNATED TEACHER: FIONA IZZARD/MS C MARDELL

DESIGNATED EYFS PERSON: FIONA IZZARD/MS C MARDELL

DESIGNATED GOVERNOR: MR DOUGLAS BROWN

Appendix B

FOR INFORMATION TO CHILDREN

Things you should know if someone is hurting you or your friends:

- We believe in keeping you safe. Everyone in your school will help you to feel safe, and we will help you.
- It's not your fault – whoever's hurting you or your friends is to blame.
- You all have a right to be safe.
- You don't have to keep a secret about being hurt.
- You don't have to deal with this on your own.
- Tell someone you can trust about what's happening. Your friends, parents, teachers or family may be able to help you.
- **Miss Mardell/Mrs Izzard** is the teacher in this school who has special responsibility for helping you if someone's hurting you or your friends.

Appendix C

The designated teacher, Miss Mardell/Mrs Izzard, will:

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

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

- Have received training in how to identify abuse and know when it is appropriate to refer a case together with having a working knowledge of how ACPC's operate and the conduct of a child protection case conference and be able to attend and contribute to these when required.
- Attend any relevant or refresher training courses, and then ensure that any new or key messages are passed to other staff, volunteers and governors.
- Make themselves (and any deputies) known to all staff, volunteers and governors (including new starters and supply teachers) and ensure those members of staff have had training in child protection. This should be relevant to their needs to enable them to identify and report any concerns to the designated teacher.

Appendix D

Signs and indicators of abuse

Signs of physical abuse

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

Signs of emotional abuse

- Physical, mental and emotional development lags
- Admission of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour, rocking , hair-twisting, thumb-sucking
- Self mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging

Signs of neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Destructive tendencies
- Low self esteem
- Neurotic behaviours
- No social behaviours
- Running away
- Compulsive stealing or scavenging

Sexual abuse

- Sudden changes in behaviour or school performance
- Displays of affection in a sexual way inappropriate to age
- Tendency to cling or need constant reassurance
- Tendency to cry easily
- Regression to younger behaviour, such as thumb-sucking, laying with discarded toys, acting like a baby
- Complaints of genital itching or pain
- Distrust of a familiar adult, or anxiety about being left with a relative, a baby-sitter or lodger
- Unexplained gifts or money
- Depression and withdrawal

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Reviewed September 2011 C Mardell
Next Review November 2012