

PRIOR'S FIELD SCHOOL

GODALMING SURREY

GSA BSA Girls' Boarding and Day 11-18

SAFEGUARDING POLICY [CHILD PROTECTION]

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1. Introduction:

1.1 It is a fundamental aim for Prior's Field to create a school environment in which our girls feel safe and secure and supported physically and emotionally.

1.2 This policy seeks to inform all those in the school community who work closely with children about the most common signs of child abuse and to prescribe the procedures that must be followed to protect the child. All staff will be given appropriate training.

1.3 The school believes that all pupils have the right to be safeguarded from harm and exploitation regardless of:

- Race, religion, preferred language or ethnicity:
- Age, gender, sexuality or disability

1.4 The school recognizes its legal duty to work with the LEA, Social Services and police in protecting children from harm and responding promptly and positively towards actual and alleged child abuse. All staff and governors

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undergo CRB checks (at enhanced level where required) before working for the school, along with all other checks required by the 'Safeguarding Children and Safer Recruitment in Education' document issued by the DfES.

1.5 All parents, carers and guardians are made aware of the responsibilities of staff members with regard to child protection procedures, through publication of this safeguarding policy on our school website and in our information booklet for all new parents.

1.6 The school will, as required, report to the Secretary of State, via the DfES, within one month of leaving the school any person (whether 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 fixed term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation, and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering.

2. Aims and Objectives :

Aims

2.1 This policy seeks to:

1. To provide pupils with relevant information, skills and attitudes to help them to resist abuse and prepare for the responsibilities of adult life including home and family.
2. To increase pupils' self-confidence, mutual respect and trust and develop their emotional awareness and vocabulary so that they can be conscious, clear and confident in their assessment of their emotional well being.
3. To make pupils feel confident they can confide in staff on issues of neglect, abuse and deprivation.
4. To allow staff to be familiar and confident with the appropriate child protection procedures and issues. This policy is intended to give clear guidance to all staff, teaching and non-teaching on:
 - a. The signs that may indicate the possibility of abuse
 - b. The procedures to follow if a child discloses abuse or a member of staff suspects abuse.
5. To work with parents to build an understanding of the school's responsibility to ensure the welfare of all children and a recognition that this may occasionally require cases to be referred to other investigative agencies as a constructive and helpful measure.
6. To monitor children who have been identified as 'at risk'.
7. To contribute to an inter-agency approach to child protection by developing effective and supportive liaison with other agencies and schools – thereby contributing towards a more effective detection of the incidence of child abuse.
8. To review the school procedures and improve the way child protection issues are managed.

Objectives

2.2 These objectives relate directly to the eight aims of this policy and are intended to show how the aims are actually put into practice.

1. Pupil Education

- a. We try to create an environment and ethos in which children feel secure, their viewpoints are valued, they are encouraged to talk and they are listened to.
- b. We provide suitable support and guidance so that pupils have a range of appropriate adults whom they feel confident to approach if they are in difficulties.
- c. We use the school curriculum to raise pupils' awareness and build confidence so that they have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others.
- d. Staff treat the children with respect and all pupils are expected to treat each other and staff with respect. Our Prevention of Bullying Policy is stored on the school system with all school policies and it acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes homophobic or gender related bullying. It is publicised in the Staff Handbook and on the website. It is regularly reviewed.
- e. We have a clear and full Behaviour Policy which is again available to all staff and pupils and which is regularly re-visited by pastoral staff through PSHE, new girl induction and other suitable routes.
- f. We look carefully at the role models the school offers pupils through staffing, materials used, selection of curricular content and other experiences.
- g. We try to impress on pupils the importance of rejecting violence or emotional abuse as a means of resolving conflict.
- h. We give pupils opportunities to understand, and strategies for coping with, stress.
- i. Senior pupils (Prefects, House Captains and Deputy House Captains, Boarding mentors) are given posts of responsibility that give them a pastoral role and they are briefed on the appropriate action to take if they receive information pertaining to abuse or of a more general 'pastoral nature'.

2 Staff Education

- j. We provide child protection training regularly to staff (both academic and support staff) at least once every two years and in particular to the Child Protection Liason Officer to ensure that their skills and expertise are up to date. Training focuses on the recognition of the symptoms of child abuse and the procedures. All staff undergo some initial training in child protection during the induction programme for new teachers.
- k. Each new member of staff is given a full copy of this policy in their new staff induction file, along with the Behaviour Policy and

Prevention of Bullying Policy. A summary copy of the CP Policy is also included in the staff handbook - in the appendix.

- i. Each teacher must ensure that they have read the policy in its entirety and that they accept their duty :
 - To be familiar with this policy
 - To implement this policy and co-operate with the school management in promoting 'Child Protection'

3 Educating Parents

Our Child Protection Policy is available to all parents on our website.

4 Records

We keep records in a secure location, have clear records of pupils' progress, maintaining sound policies on confidentiality, providing information to other professionals, submitting reports to case conferences and attending case conferences if required.

5 Other Agencies

We employ the child protection procedures and systems of the Surrey Safeguarding Children Board (SSCB) . We employ systems that enable the transition process to include child protection procedures.

6 Review of Procedures

A review of procedures is conducted annually.

A governor is designated for child protection and will oversee the school's Child Protection Policy and practice. At the time of this review, Mrs Alison Morris is the Governor with responsibility for child protection.

3. Definition of Child Abuse:

(See also Appendix 1 for more detail).

3.1 Child abuse includes abuse of a pupil by a staff member or other adult, abuse at home, which a pupil reports to staff, abuse by a stranger outside school and abuse of one pupil by another pupil. In the case of abuse by a pupil, or group of pupils, the key issues which identify the problem as abuse (rather than an isolated instance of bullying or 'adolescent experimentation, which might be considered within normal bounds in the school community) are:

- the frequency, nature or severity of the incidents.
- whether the victim was coerced by physical force, fear, or by a pupil or group of pupils having power or authority over her.
- whether the incident involved a potentially criminal act and whether if the same incident (or injury) had occurred to a member of staff or other adult, it would have been regarded as assault or otherwise actionable.

4. Procedures

Our school procedures for safeguarding children will be in line with Surrey Safeguarding Children Board (SSCB) procedures. We will ensure that:

4.1 All members of the governing body understand and fulfil their responsibilities, by taking advantage of the Surrey Safeguarding Procedures Manual. (This can be accessed at: <http://www1.surreycc.gov.uk/cafis/manual/index.html>)

4.2 We have a designated member of staff, (our Child Protection Liaison Officer, Jo Purkiss), who has undertaken the Two Day Child Protection Foundation Training delivered through the SSCB and who undertakes other training when relevant on welfare and protection.

4.3 We have a member of staff (the Head, Julie Roseblade), who will act in the designated member of staff's absence who has also received the Two Day Child Protection Foundation training.

4.4 Staff are frequently reminded about the Child Protection Awareness website, to allow them to develop their understanding of the signs and indicators of abuse.

4.5 All members of staff, volunteers and governors know how to respond to a pupil who discloses abuse.

4.6 All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the Child Protection Policy on the school website.

4.7 We have clear Guidelines for outside agencies using our facilities for lettings during the holidays when pupils are not on site.

4.8 Community users or any other groups organising activities for children on our site but not working with our pupils, are aware of the school's child protection guidelines and procedures.

4.9 Assurance is obtained by the school that appropriate child protection checks and procedures apply to staff employed by other organisations but working with the school's pupils on other sites or in other institutions.

4.10 We will ensure that our selection and recruitment of staff includes checks for their suitability with the Criminal Records Bureau. These checks are carried out on staff every three years.

4.11 We will ensure that any member of staff found not suitable to work with children will be notified to the appropriate bodies – (ISA) within one month of leaving the school.

4.12 A senior member of staff and/or governor who has completed Safeguarding training will be a member of any interview panel for the appointment of staff to the school.

4.13 Our procedures will be regularly reviewed and updated, at least every 3 years, in line with our policy.

4.14 The name of the Designated member of staff for Child Protection, the Child Protection Liaison Officer, (Jo Purkiss), will be clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

4.15 All new members of staff and governors will be given a copy of our Child Protection Policy, with the CPLO's name clearly displayed, and access to further information to develop their understanding of Safeguarding as part of their induction into the school.

4.16 All recruitment will involve the rigorous, mandatory checks required and will involve appropriate checking of references, career history and reasons for leaving previous employment.

5. The Roles of different members of the School Community:

The Child Protection Officer (CPLO):

5.1 The Child Protection Liaison Officer is the person responsible for contacting the social services to register concern about a child's welfare and implementing procedures relating to child protection. At Prior's Field the CPLO is Ms Jo Purkiss. In her absence, the person responsible is the Head, Mrs Julie Roseblade, or the Deputy Head Pastoral, Mrs Jane Lunnon. Mrs Purkiss therefore:

- Is the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters of child protection
- Is fully conversant with SSCB procedures
- Ensures that all staff know about and have access to SSCB
- Keeps the Head informed if appropriate
- Advises the Head and Deputy Heads about curriculum issues pertaining to Child Protection
- Monitors the keeping, confidentiality and storage of records in relation to child protection.
- Supports staff
- Organises training on Child Protection within the school in conjunction with the Staff Development Officer
- Consults and refers cases to the Surrey Safeguarding Children Board Children emphasising that the referral is under SSCB Child Protection procedures
- Attends LEA training
- Is aware of the role of other agencies

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- Ensures representation/reports to Child Protection Conferences and keep appropriate records
- Ensures children on the Child Protection Register are known and that protection plans are followed and feedback given
- In collaboration with individual staff members, completes report forms detailing signs observed, action taken and outcomes of contact with other agencies and send it as soon as possible to SSCB
- Is prepared to attend case conferences (usually called by the Social Services Department) at very short notice. This may well prove to be inconvenient and may well be during school holidays.
- Monitors and evaluates the effectiveness and implementation of the school's Child Protection Policy

5.2 If the Child Protection Liaison Officer is absent for any reason, the Head, Julie Roseblade, will act in her absence and the Deputy Head, Jane Lunnon, will act in her absence.

5.3 If a child is moving to a new school then the Child Protection Liaison Officer must pass any ongoing concerns to the Head or Child Protection Liaison Officer of the new school and inform the Key Worker and Register Custodian as appropriate. If a child is currently on the register and is moving to a new school then the Child Protection Liaison Officer must forward all records to the Headmaster or Child Protection Liaison Officer of the new school and inform the Key Worker and Register Custodian as appropriate.

5.4 If the child moves to a new address then the Key Worker and Register Custodian must be informed as appropriate. If the child's new address is unknown, the Child Protection Liaison Officer must forward any information which she has which might prove helpful in tracing a child.

5.5 The school recognises that safeguarding pupils on the network and whilst using IT, is crucial. Mrs Ruth Saunders (Deputy Head Curriculum) is in charge of all esafety in the school. This includes ensuring an up to date Acceptable Use Policy on IT usage and its speedy circulation around all areas of the school community. A copy of our IT Acceptable Use Policy can be found in the IT Policy.

Teaching Staff:

5.6 Abuse of children in attendance at school is most likely to be first noticed by teaching staff, boarding staff or the Medical Centre staff. Teachers bring a number of particular advantages to the recognition of child abuse, i.e.

- They have regular and frequent opportunities to observe children, including opportunities to observe changes in their behaviour
- They have an ongoing relationship with children, who may confide in them about difficulties they are experiencing
- They have knowledge of the wide range of behaviour likely to be seen in children of a particular age

- They have opportunities to observe the response of a group of children to particular situations. They will, therefore, be sensitive to surprising or unusual responses.

5.7 These opportunities to see children in context give a particular value to the observations of teachers and boarding staff. Their insights need to be complemented by the skills of other relevant disciplines, especially those of social workers and medical practitioners. A teacher may become concerned when a child tells the teacher about events that have happened to them or to a friend, brother, sister or when another adult claims to be aware of abuse. Teachers value their relationship with parents/guardians and in many situations will share their initial concerns about a child with parents/guardians. However, in some cases the parents/guardians may be the abusers and so teachers should be prepared to share their concerns with other professionals at an early stage without necessarily informing parents of the action they propose to take. Teachers have a professional duty to:

- Observe and be alert to signs of abuse
- Take immediate action in the child's best interest by reporting any suspicion or evidence of abuse or non-accidental injury to the Child Protection Liaison Officer
- Know the role of the Child Protection Liaison Officer and SSCB Procedures
- Enquire about the progress of individual cases in which they are/have been involved

5.8 All teaching staff must understand the importance of reporting suspicious circumstances and be able to report signs of abuse to the Child Protection Liaison Officer. Beyond the initial reporting of suspected child abuse, staff have a clearly restricted role, as further judgements and action decisions are the responsibility of other agencies with statutory powers to help the child.

Support Staff:

5.9 As with teaching staff, support staff have a responsibility to observe and report any suspicion or evidence of abuse or non-accidental injury. All support staff must understand the importance of reporting suspicious circumstances and be able to report signs of abuse to the Child Protection Liaison Officer. Beyond the initial reporting of suspected child abuse, support staff have a clearly restricted role, as further judgements and action decisions are the responsibility of other agencies with statutory powers to help the child. See also Appendix B for further guidance.

Senior Pupils:

5.10 Senior Pupils need to be aware of the need to report allegations or suspicions of child abuse to the Child Protection Liaison Officer. Children often tell other young people, rather than staff or adults, about abuse. All prefects, and House Captains are briefed on child protection procedures.

6. Records :

6.1 All staff are required to record accurately information that may be required in respect of child protection. If a child discloses, record the precise information as soon as possible, with date, event, action taken, and sign and date the record. It is very important for staff to distinguish between fact, observation, allegation and opinion. (See Appendix A)

6.2 All staff records must be passed to the Child Protection Liaison Officer for storage and action. Records should not be kept in the child's normal record file but in a separate and secure place. In cases of alleged child abuse which come to court, child protection records may be required by the court. Information required by the court should be given to the officers of the court and not to other persons who may use it as evidence. It is not necessary for other background information on the child to be released and can only be done with parental permission.

6.3 In all cases which involve the death or serious harm to a child when abuse is confirmed or suspected, the SSCB will require a swift response to requests for information from all agencies including schools. Records must be made available to the Case Review Committee – this further emphasises the need for precise and secure keeping of records. In addition, interviews within the Education Department involving key personnel may be required, in order to assess the quality of decisions made and actions taken.

7. Reporting Procedure :

7.1 A member of staff only requires reasonable cause for concern regarding potential child abuse in order to act. Arriving at the point where information and its interpretation give reasonable cause for concern depends upon the source of information. If the information comes from the child, then the teacher should act immediately and contact the CPLO. One sentence from the child indicating child abuse or non-accidental injury provides you with 'reasonable grounds' and is sufficient for you to act. This may also apply if clear information comes from a sibling or other adult.

7.2 However, considering that many of the signs of child abuse are commonly associated with other medical, social or psychological problems or simply normal child development, a teacher may naturally discuss some initial concerns about a child's mental or physical well being with other staff (often the Head of Year or the Deputy Head Pastoral) or the parents/guardians. However, in some cases the parents/guardians may be the abusers and explanations or comments made by the parents may be sufficient to give the teacher reasonable grounds to suspect child abuse or non-accidental injury.

7.3 Once there are reasonable grounds to suspect child abuse or non-accidental injury, teachers must not contact the parents any further and the following procedure must be implemented immediately :

1. Make a written report to the Child Protection Liaison Officer immediately (see Appendix A). When a child has reported what amounts to suspected child abuse or non-accidental injury, then they should be taken to the

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Child Protection Liaison Officer even before the written report is made. The written report should include the information revealed by the child using their words as best as possible, when the disclosure was made, to whom the disclosure was made and action taken.

In dealing with pupil disclosures:

Staff **must**:

- Remember that the priority is to protect the child
- Staff and pupils reporting will be protected against retribution
- Treat the matter seriously – research has shown that children are very unlikely to fabricate allegations of sexual abuse
- Receive the child's story and remain calm and reassuring, listen but do not judge – children who have suffered abuse may have low self-esteem and may withdraw if they detect signs of doubt or revulsion
- React to what the child tells you with belief and tell the child that they have done the right thing in telling you
- Indicate to the child what action you will take and make it clear that you will have to inform others (no secrets). Only inform those with a need to know
- Keep an accurate record of what you have become aware of and what you have done
- Limit any questioning bearing in mind the '**must not**' points below

Staff **must not**:

- Contact the parents again – this is the job of the social services
- Interrogate the child if that child has disclosed information or ask leading questions
- Speak to anyone about whom allegations are made (including colleagues)
- Promise to keep secrets/confidentiality
- Ask a child outright if they or others have suffered abuse.

The teacher may now withdraw from the immediate process but should remain vigilant.

2. The Child Protection Liaison Officer must now seek advice from the Social Services and must report all matters of abuse within 24 hours. If the time is outside normal office working hours then the CPLO must contact the Emergency Duty Team of the Social Services. The CPLO will inform the relevant pastoral staff that a child has been referred to them and "may be the subject of a case conference should the Social Services wish to pursue matters further" and likewise inform the Head.
3. If it is necessary for the child to be taken to hospital, then hand the child over to the direct care of medical staff informing them that non-accidental injury is suspected. A member of staff must stay with the child

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(whether the child has been taken to hospital or not) until the social worker arrives.

4. A social worker will arrive either at the school or the Hospital as is appropriate. The Child Protection Liaison Officer in collaboration with staff involved in the case must complete a report form, detailing signs observed, action taken and outcomes of contact with other agencies, and send it as soon as possible to the appropriate department of the LEA and Social Services.

If a parent arrives to collect the child before the social worker has arrived, then the member of staff must remember that he/she has no right to prevent contact between the child and the parents/guardians. However, if there are clear signs of physical risk or threat, the Police should be immediately contacted and fully informed.

The social worker(s) will decide on what action to take and it is the Social Services who must contact the parents/guardians. The CPLO should inform the member of staff who first reported the concern as to what action has been taken.

Once a strategy for procuring support has been agreed, all parties should be kept well informed of developments as appropriate. Following procedures need not necessarily imply that further action is inevitable. It is important, however, in cases of serious concern that there is communication between the school, the Register Custodian, and the Social Services.

5. If staff are still concerned about the child after Social Services have acted or even after a case conference has occurred, then they must ask the CPLO to inform the Key Worker, and if necessary request that the case conference be reconvened. If it is felt that the Key Worker has not taken appropriate action then the Register Custodian should be contacted for advice. Unfortunately some instances of abuse recur and staff should remain vigilant.

N.B. If suspicions concern the conduct of the Child Protection Liaison Officer then the member of staff must report directly to the Head.

7.4 It is important that at all stages in the above procedure staff make detailed written records of all their reports and actions. Before forwarding reports on for further action to take place, it is recommended that staff make and securely retain copies of any reports or notes that they forward. Notes should be made of the relevant parts of conversations and phone calls, e.g. their general content and 'Who is to do what ?' – these notes should be included in reports.

7.5 Once you have passed the child into the system withdraw from the process. It is not appropriate to talk to the child or to support further. However, when a pupil has trusted you enough to disclose, they may feel the desire to

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return to talk (remember that investigations can sometimes take months). In such a situation, tell them that you cannot comment or advise, as to do so may affect their security and safety both in the short and long term – however you can listen! Any ‘discussion’ could be misused in court by the defence lawyers as evidence against the teacher and the child.

Allegations against school staff :

7.6 Teachers must protect themselves and staff should bear in mind that even perfectly innocent actions can sometimes be misconstrued. It is important not to touch pupils however casually, in ways or on parts of the body that might be considered indecent. There is a separate policy on Positive Handling on staffshare.

7.7 Staff should also exercise prudence and common sense in ensuring that their behaviour and actions do not place pupils or themselves at risk of harm or allegations of harm to a pupil. One-to-one tuition for example, should take place in public areas – in rooms which are easy to see into and, ideally, with the door ajar. If staff are transporting pupils in their cars, they should aim to have another member of staff or adult with them. Staff should be particularly wary of inappropriate electronic communication with pupils. No staff should accept current pupils as “friends” on social networking sites for example. (See the IT Acceptable Use Policy for more information.)

7.8 The school has procedures for dealing with allegations against staff (and volunteers who work with children) that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations. See the separate Whistleblowing Policy and the “Allegation of Abuse” Policy on staffshare (Appendix K).

7.9 When pupils make such an allegation against a member of staff, SSCB Procedures must be followed. This involves contacting Surrey Safeguarding Children Board.

This is important for the protection of the member of staff as well as the pupil. The Head will be informed and the member of staff involved will normally be suspended although full consideration will be given to all the options, subject to the need to ensure the safety and welfare of the pupils or pupil concerned and the need for a full and fair investigation.

7.10 Teachers who are the subject of an allegation of this nature will invariably feel threatened and isolated. It is essential to seek legal advice as soon as possible and teachers should be represented at all disciplinary hearings. Suspension in a case of this kind is a procedural step only and must be viewed as a neutral action that does not presuppose guilt or innocence.

7.11 Where a member of boarding staff is suspended, pending investigation of an allegation to do with child protection, alternative offsite accommodation will be provided by the school if necessary.

7.12 In the case of suspected or identified abuse of a child by the Head, the police and/or Social Services have a duty to investigate. National guidelines have been produced and the first person to receive an allegation regarding the Head should take it directly to the Child Protection Liaison Officer or one of the Deputy Heads and through them to the Chair of Governors. At this stage, after hearing a child's allegation, no discussion should be initiated by school staff with the Head.

For further information on this issue please see Appendix K

Allegations against pupils :

7.13 A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation and the School's Behaviour Policy will apply.

8. Evaluation of Child Protection Procedures :

8.1 Effective monitoring/evaluation of Child Protection issues is dependent upon the maintenance of accurate and up to date records. The criteria by which the monitoring and evaluation of the Child Protection procedures and policy are undertaken are described below:

Parents

8.2 Any pertinent feedback from parents/guardians or through the Boarding Parents' Forum. Regular updating of the School Prospectus.

Pupils

8.3 Any pertinent feedback from pupils (tutorials, Boarding meetings, School Council etc)

The number of pupils on the Child Protection register

The number of referrals made by staff to the Child Protection Liaison Officer

The number of referrals made by the Child Protection Liaison Officer to Social Services

Staff/INSET

8.4 Involvement by all staff in INSET courses relating to Child Protection issues

Planning

8.5 Reference to the aims of this policy when curricular development occurs
Analysis and publication of OFSTED reports.

9. Compliance :

9.1 This policy is regularly updated in order that Prior's Field School complies with new legislation and good practice.

9.2 Currently the school's policy for 'Child Protection' is consistent with, and so reinforces:

- The Children Act 1989 and the Children Act 2004
- *Working Together to Safeguard Children* 2006

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- Every Child Matters
- The Education Act 1993
- The U.N. Convention on the Rights of the Child which contends that all children have an inalienable 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.

9.3 The school will remedy any deficiencies and weaknesses found in this policy and procedures without delay, and the policy and procedures will be reviewed annually by the governors and senior staff.

This policy will be monitored and evaluated by the SMT.

Date of next review: July 2010

See next page for Appendices

**Appendix B:
Guidelines on Pupil Contact for non-teaching staff**

- 1. Staff must at all times, maintain a professional relationship with the pupils – even during pupil rest and leisure times ie: pre and post School hours.**
- 2. No physical contact with the pupils should be made at any time. This includes an instinctive tap on the shoulder to attract a pupil's attention. Any contact, however trivial it may seem can be misinterpreted. The only exception could be in an emergency situation ie: if a pupil was about to trip or fall - you would make an attempt to catch them.**
- 3. Verbal contact with the pupils should at all times remain friendly, but not personal. Staff must be aware of comments made that could be interpreted as threatening, abusive or derogatory ie: racist or sexist.**
- 4. Staff should not indicate favouritism amongst pupils. Do not single one person out when addressing pupils either directly or indirectly.**
- 5. Be aware of the implications of your own instinctive behaviour. For example, if you see a pupil who is upset or distressed, you may instinctively wish to console them by putting your arm around their shoulders. It is good practice to ask pupils in advance if this is ok and if in doubt, or without good reason, it should generally be avoided.**
- 6. Be aware of what is going on around you. Avoid situations where you may find yourself alone with a pupil ie: the last pupil in the Dining Room at supper.**
- 7. Tact and diplomacy – staff should realise the potential impact of passing comments or conversations with pupils. For example, comments such as:
 - a) "it's a pleasure serving you, you've got a good appetite". This may make the pupil think she must be overweight because her eating habits have been noticed
 - b) "You're looking good, you seem to have lost some weight", may induce a pupil with an eating disorder to further dieting.**
- 8. Do not forget that the pupils are teenage girls whose hormones may be turbulent. If in doubt, play it safe:
 - a) No physical contact**

- b) Be aware of casual remarks**
- c) Be friendly but not personal**

I understand and accept these guidelines on pupil contact and I understand that a breach of these could result in disciplinary action being taken.

Name:

Signature:

Date:

Appendix C

Advice, Answering Questions and Confidentiality

Staff often become initially aware of the possibility of abuse occurring when they are asked for advice/questioned by children in a confidential manner. Having considered the current legal situation and a desire to protect staff, the school policy on offering advice (below) should be strictly adhered to.

Offering Advice:

The role of the form tutor and (where relevant) the boarding Housemistress are vital to the school's pastoral system and part of their role will necessarily involve talking to pupils on matters of concern. However, the 1992 Education Act places certain constraints on the role of the form tutor as confidant. If a pupil asks a teacher for advice on sexual matters, the teacher must not trespass on the parents' rights and responsibilities. Therefore, the teacher should encourage the pupil to seek advice from his or her parents and, if appropriate, from the relevant health service professional.

Teachers cannot:

- Give personal advice or counselling on sexual matters (including contraception and abortion) to a pupil (either individually or within a group) if a parent has withdrawn that pupil from sex education.
- Give personal contraceptive advice to pupils under 16 (for whom sexual intercourse is illegal) without parental consent. (Legally, a teacher can give a child under 16 contraceptive advice if the teacher believes that doing so is in the child's best interests. However, in certain circumstances the teacher could be liable to criminal charges and therefore the school's instructions are not to give such advice and to refer the matter to the Head and/or the Deputy Head (Pastoral)).

Teachers can:

- Provide pupils with education and information about where and from whom they can receive confidential sexual advice and treatment e.g. Medical Centre.

Explicit Questions:

It is unlikely to be appropriate to deal with a pupil's explicit questions by dealing with it in front of the whole class, e.g. questions on oral and anal sex. In practice, this means that teachers have to say 'I'm sorry but the school policy and legislation does not allow me to answer that question'. The teacher may deem it appropriate to discuss the child's concerns with the parents – a decision may then be taken on how best to deal with it. Answers to the 'questions in a box' approach must only be given after a very careful screening of the questions. In all cases of explicit questions being asked by a child to a member of staff, abuse should only be suspected when the questions are totally inappropriate to the age of the child.

Confidentiality:

Where a pupil is considered at some risk of any type of abuse or in breach of the law, the teacher must refer this immediately in writing to the Child Protection Liaison Officer in compliance with the LEA procedures for Child Protection. The Child Protection Liaison Officer will decide whether to inform the parents and/or appropriate authorities and may arrange for counselling as appropriate. Although there is no legal duty on a teacher, or a Head or Child Protection Liaison Officer, to inform parents of matters which a child has confided to them:

- Teachers **must not** promise confidentiality even though they cannot be made to break it once given
- Pupils must be aware that any incident may be conveyed to the Child Protection Liaison Officer and possibly to parents
- Teachers must use their professional judgement and take into account the school's Child Protection Policy to decide whether confidence can be maintained having heard the information
- Teachers must indicate clearly to pupils when the content of a conversation can no longer be kept confidential – the pupil can then decide whether to proceed or not. When the content of the conversation indicates the possibility of child abuse, the teacher must pass that information onto the Child Protection Liaison Officer in accordance with school policy.

When a child comes to a member of staff with an allegation, she must be 'listened to and heard'. In practice this means no formal interview should be immediately conducted.

Any member of staff to whom an allegation of abuse is made should:

- Limit any questioning to the minimum necessary to seek clarification only, strictly avoiding 'leading' the pupil or adult who has approached them by making suggestions or asking questions that introduce their own ideas about what may have happened. (Do not ask questions like 'Did he do X to you?', using instead a minimum number of questions of the 'Tell me what has happened' type). The child should be allowed to present their account uninterrupted. No suggestions should be made as to interpretations of the alleged events
- Stop asking any more questions as soon as the pupil or adult has disclosed that she believes that something abusive has happened to her, or to someone else. Further questioning could cause more damage and spoil possible criminal proceedings.
- Tell the informing pupil or adult that the staff member will now make sure that the appropriate people are brought in to follow the problem up.
- Ask the informing pupil or adult what steps they would like taken to protect them now that they have made an allegation, and assure them that the school will try to follow their wishes.

- Refer the matter immediately, with all relevant details, to the CPLO, as above. If the CPLO is unavailable, report it to the Deputy Head (Pastoral) and/or the Head.
- Make a written record as soon as possible of what they have been told, and make a copy of this available to the designated staff member.

Appendix D

Types of Child Abuse and Symptoms :

Child abuse can be categorised into four distinct types, i.e.

- **Physical Abuse**
- **Sexual Abuse**
- **Emotional Abuse**
- **Neglect**

These different types of abuse require different approaches. A child suffering from physical abuse may be in immediate and serious danger. Action should, therefore, be taken immediately. With other forms of abuse there is a need to ensure that adequate information is gathered. There is also a need to make sure that grounds for suspicion have been adequately investigated and recorded. The need to collate information must be balanced against the need for urgent action. If there are reasonable grounds for suspicion then a decision to monitor the situation should only be taken after consultation. A situation that should cause particular concern is that of a child who fails to thrive without any obvious reason. In such a situation a medical investigation will be required to consider the causes.

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 fabricates symptoms of, or deliberately induces, illness in a child”
(*Working Together to Safeguard Children 2006*)

Typical signs are:

- **Bruises and abrasions** – especially about the face, head, genitals or other parts of the body where they would not be expected to occur given the age of the child. Some types of bruising are particularly characteristic of non-accidental injury especially when the child’s explanation does not match the nature of injury or when it appears frequently.
- **Slap marks** – these may be visible on cheeks or buttocks.
- **Twin bruises on either side of the mouth or cheeks** – can be caused by pinching or grabbing, sometimes to force a child to eat or to stop a child from talking.
- **Bruising on either sides of the ear** – this is often caused by grabbing a child who is attempting to run away. It is very painful to be held by the ear, as well as humiliating and this is a common injury.
- **Grip marks on arms or trunk** – found on babies who are handled roughly or held down in a violent way. Gripping bruises on arm or trunk can be associated with shaking a child. Shaking can cause one of the most serious injuries to a child, a brain haemorrhage. X-

rays and other tests are required to fully diagnose the effects of shaking. Grip marks can also be indicative of sexual abuse.

- **Black eyes** – are most commonly caused by an object such as a fist coming into contact with the eye socket. N.B. A heavy bang on the nose however, can cause bruising to spread around the eye but a doctor will be able to tell if this has occurred.
- **Damage to the mouth** – e.g. bruised/cut lips or torn skin where the upper lip joins the mouth.
- **Bite marks**
- **Fractures** – especially in children under the age of 2
- **Poisoning and other drug misuse** – e.g. overuse of sedatives
- **Burns and/or scalds** – a round red burn on tender, non-protruding parts like the mouth, inside arms and on the genitals will almost certainly have been deliberately inflicted. Any burns that appear to be cigarette burns should be cause for concern. Some types of scalds known as 'dipping scalds' are always cause for concern. An experienced person will notice skin splashes caused when a child accidentally knocks over a cup of tea. In contrast, a child who has been deliberately 'dipped' in a hot bath will not have splash marks.

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 what is happening. It may involve physical contact, including penetrative (eg rape or buggery) or non-penetrative acts. It may include non-contact activities such as involving children in looking at, or in the production of, pornographic materials, or watching sexual activities or encouraging children to behave in sexually inappropriate ways." (*Working Together to Safeguard Children 2006*)

Typical signs are:

- A **detailed sexual knowledge** inappropriate to the age of the child.
- **Behaviour that is excessively affectionate or sexual** towards other children or adults.
- **Lack of trust** in adults (particularly any marked fear of men)
- **Attempts to inform** by making a disclosure about sexual abuse often begins by the initial sharing of limited information with one adult. It is also very characteristic of such children that they have an excessive pre-occupation with secrecy and try to bind the adults to secrecy or confidentiality.
- A **fear of medical examinations.**
- A **fear of being alone** – this applies to friends, families, neighbours, baby-sitters, etc
- A **sudden loss of appetite, compulsive eating, anorexia nervosa or bulimia nervosa.**
- **Excessive masturbation** is especially worrying when it takes place in public.

- **Promiscuity**
- **Unusually explicit or detailed sex play** in younger children.
- **Sexual approaches or assaults** – on other children or adults.
- **Pregnancy, urinary tract infections (UTI), sexually transmitted disease (STD)** are all cause for immediate concern in young children, or in adolescents if his/her partner cannot be identified.
- **Bruising** to the breasts, buttocks, lower abdomen, thighs and genital/rectal areas. Bruises may be confined to grip marks where a child has been held so that sexual abuse can take place.
- **Discomfort or pain** particularly in the genital areas.
- The drawing of **pornographic or sexually explicit images**.

Emotional Abuse:

According to "*Working Together to Safeguard Children 2006*", Emotional abuse is :

- the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.
- It may involve conveying to children 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. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.
- It may involve seeing or hearing ill-treatment of another.
- It may involve serious bullying 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 maltreatment of a child, though it may occur alone.

Neglect:

According to "*Working Together to Safeguard Children 2006*", 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.
- The failure of a parent or carer to provide adequate food and clothing, or shelter (including exclusion from the home or abandonment)
- Failure to protect a child from physical and emotional harm or danger
- Failure to ensure adequate supervision
- 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

Typical signs of Physical Neglect are:

- **Underweight** – a child may be frequently hungry or pre-occupied with food or in the habit of stealing food or with the intention of procuring food. There is particular cause for concern where a persistently underweight child gains weight when away from home, for example, when in hospital or on a school trip. Some children lose weight or fail to gain weight during school holidays when school lunches are not available and this is a cause for concern.
- **Inadequately clad** – a distinction needs to be made between situations where children are inadequately clad, dirty or smelly because they come from homes where neatness and cleanliness are unimportant and those where the lack of care is preventing the child from thriving.

Persistent stomach-aches, feeling unwell, and apparent anorexia can be associated with Physical neglect

The Symptoms of Stress and Distress:

When a child is suffering from any one or more of the previous four 'categories of abuse', he/she will nearly always suffer from/display signs of stress and distress. An abused child is likely to show signs of stress and distress as listed below:

- A lack of concentration and a fall-off in school performance
- Aggressive or hostile behaviour
- Moodiness, depression, irritability, listlessness, fearfulness, tiredness, temper tantrums, short concentration span, acting withdrawn or crying at minor occurrences
- Difficulties in relationships with peers
- Regression to more immature forms of behaviour, e.g. thumb sucking, bed-wetting (or its persistence)
- Self harming or suicidal behaviour
- Low self esteem
- Wariness, insecurity, running away or truancy – children who persistently run away from home may be escaping from sexual/physical abuse
- Disturbed sleep
- General personality changes such as unacceptable behaviour or severe attention seeking behaviour
- A sudden change in school performance

Parental Signs of Child Abuse:

Particular forms of parental behaviour that could raise or reinforce concerns are:

- Implausible explanations of injuries
- Unwillingness to seek appropriate medical treatment for injuries
- Injured child kept away from school until injuries have healed without adequate reason
- A high level of expressed hostility to the child
- Grossly unrealistic assumptions about child development
- General dislike of child-like behaviour
- Inappropriate labelling of child's behaviour as bad or naughty

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- Leaving children unsupervised when they are too young to be left unattended

Appendix E

The Key Worker and Child Protection Case Conferences

The Key Worker:

Every child placed on the Child Protection Register has a named Key Worker, who is either a member of the Social Services Department or the NSPCC. It is the Key Worker's responsibility to co-ordinate inter-agency activity. Staff in educational establishments can make a vital contribution in advising and assisting the Key Worker, and have a duty to co-operate fully with the Key Worker in providing information, preparing assessments, implementing plans and in supporting the child as appropriate. This may involve liaising with other agencies during the school holidays.

Case Conferences:

A case conference is called when there has been a Child Protection Investigation. It is not a forum for a formal decision that a person has abused a child, but it should identify those adults who present, or are thought to present, risks to the child – it is the courts who decide the guilt of a person on child abuse charges. Although case conferences are normally covered by the Social Services Department, other agencies, including education department staff, may request a case conference. Participation may be limited to those who have a need to know or a contribution to make, and this will always include staff in schools. Even if alleged abuse had not been identified in the school, the Head should automatically be invited to attend the initial case conference as she will undoubtedly have invaluable information to contribute. The conference will take **decisions** on the following :

- Whether to place the child on the child protection register
- The category of abuse under which the child's name should be entered
- Any plans to protect the child in the future
- Whether to place the name of the parents/guardians or any other adult on a register of abusers.

A Key Worker will be assigned, either a social worker or an NSPCC official, to take responsibility for the child's welfare between case conferences.

Staff in schools may need to be aware of any recommendations made at the case conference and in a Child Protection Plan in order to ensure continuing care for the child. It may be necessary to attend case conferences held in school holidays and the Child Protection Liaison Officer will need to make arrangements as appropriate.

The conference can make **recommendations** to the relevant support agencies on the following issues:

- The Child Protection Plan, which will cover :
 - Help being offered to the child

- How often the Key Worker and other professionals will see the child and family
 - The purpose of the meetings with each professional
 - Financial assistance
- Whether the police should investigate an alleged criminal offence
 - Whether the child's health should be investigated by a doctor or psychiatrist
 - Whether the child should be voluntarily accommodated by social services
 - Whether legal action should be taken by social services or the NSPCC, for example a child assessment order (section 43), an emergency protection order (section 44), a care and supervision order (section 31) or an educational supervision order (section 36)

Parents are encouraged to attend case conferences, but local procedures specify the level of involvement. A parent can be excluded for much of the conference if there is evidence that he/she can be violent or has severe mental problems, or arrived intoxicated. A teacher who feels threatened by a violent parent should let the person chairing the conference know. If no protection is offered, or if it is decided that the parent will not be excluded, the teacher may opt to submit written evidence rather than attending in person. Parents have the right to attend with a representative or solicitor but teachers do not. Teachers who are required to give evidence should prepare a written statement in advance of the conference; Union members should submit the statement to Headquarters for advice.

At the conference itself, a teacher needs only to read out this statement; any subsequent oral evidence can be given within the confines of the statement. Teachers should offer only **professional** opinions based on their knowledge and experience **as teachers**.

Case conference records are confidential and schools must ensure the safekeeping of such records and of other documents for individual cases and the eventual secure destruction of such records. Information given at case conferences must not be disclosed without the prior permission of the person who originally supplied the information. The Education (Schools Records) Regulations 1989 exempt any information relating to actual, alleged or suspected child abuse from the requirements of disclosure. When a pupil transfers school all relevant concerns and/or records must be forwarded.

Appendix F

Contacts

Child Protection Liaison Officer: J Purkiss

- Tel : 01483 813102

Head: J Roseblade

- Tel : 01483 813401

Deputy Head (Pastoral): J Lunnon

- Office Tel : 01483 813416

SSCB (Surrey Safeguarding Children Board) –

- 08456 009 009

Ofsted

- 08456 404040

Out of hours number for referral – Emergency duty Team

- 01483 517898

Designated Governor: Mrs A Morris

The designated Governor will be contacted by a member of staff at Prior's Field School who has received a report or has evidence of child abuse involving the Head. Her telephone number will be made available by the Clerk to the Governors.

The designated Governor will make a Child Protection report annually, to the Governing Body.

Appendix G

Guidelines for staff in relation to pupils' boarding houses

The Children Act has not changed the way adults respond or should respond to children at Prior's Field School, but it has made us all more aware of the virtues of sound relationships, sensible practices, and of the possibility of misunderstanding and even of malicious allegations. We would not want to inhibit the natural feelings of warmth and comfort or indeed of congratulation, which may occasionally bring a teacher and pupil into momentary physical contact, and in moments of extreme crisis, such as a death or family catastrophe, there may be a special need for this. As a form of discipline there is never a place for physical retribution though there may be occasions on which restraint is required.

Although we would wish to adopt an inclusive and equal approach to the care of girls in the school, particularly in the boarding environment, there are occasions when what is or is not appropriate behaviour needs careful management. There are two particular situations which might give rise to concern: one to one encounters in study/bedrooms, and the presence of a male member of staff in an area where girls are preparing for bed. The school discourages visits by individual pupils to private accommodation inhabited by members of staff and the presence of a girl in bachelor accommodation can lead to misunderstandings and allegations that should be avoided. When one-to-one teaching or tutorial work is necessary, it should take place in rooms that are open, properly lit and when others are working in the same building. It should not take place in classrooms or departmental areas after buildings have been locked, unless it is with other people present in the building and aware of such work in progress.

A male member of the boarding staff must act with sensitivity. A firm knock on the door when he is on duty in the evening is essential before entering a room - he should not be present when girls are dressing or undressing; however, neither should he feel inhibited about conducting the business of a boarding assistant in a straightforward manner.

It is accepted that spouses are regarded as being in loco parentis, and it would not be possible to give an undertaking that they won't be 'upstairs' in the normal and proper course of everyday life. Visitors should never go beyond the Common Room areas, except in the obvious circumstances of parents bringing their children back to school or similar situations. At other times, parents should check with a member of staff whether it is suitable for them to go beyond the public areas of the house.

The following guidelines are offered as a help to finding the required balance in this difficult but important area of our work.

Staff visiting a boarding house when not on duty:

Members of staff are free to enter the boarding houses at any time (to leave a message etc) and should do so if they hear a disturbance or have any other misgivings. However, members of staff should communicate directly with the boarding staff about any matters of concern.

In the normal course of events, male members of staff should not enter girls' houses. If they are concerned about possible disorder, they should notify a female member of staff or a prefect as soon as possible. Only if there is an obvious crisis, should a male member of staff intrude, and then he should, be accompanied by a female member of staff or house prefect if at all possible.

Guidelines for 'Opposite Sex' Tutors

It is perfectly reasonable to expect 'opposite sex' boarding staff to be present in the boarding houses at certain times (if there is a male member of the boarding staff team); indeed it is a necessary part of fulfilling our duty of care. However, this is a potentially sensitive area and it is essential that we follow appropriate, sensible guidelines to protect boarders and staff. What follows is good practice.

At the beginning of the year, the boarding staff should address the girls on this matter. Boarders must be informed that there will be times when a male member of the boarding team might need to visit their rooms. This will certainly happen during prep in either the Sixth Form or the Junior Boarding areas and at various times during a weekend duty. However, this would not happen once pupils were getting ready for bed except in an emergency.

Boarders must be told of the procedures published below, that it is their responsibility to respond accordingly and always to be dressed appropriately during prep time so as to avoid embarrassment.

If a member of staff is at all unhappy with the conduct of a pupil with regard to this policy, they should report it immediately to the Boarding staff and record it.

Procedure:

- Boarders will be informed of the member of staff on duty (weekdays and weekends)
- When visiting a room, the member of staff must knock and wait for a response. If there is no response, the member of staff should knock a second time. If there is still no response, the member of staff should open the door and announce their presence before entering.
- The member of staff must never enter a room and close the door behind them. Common practice must be to stand in the doorway. If a member of staff needs a longer conversation, this could take place in a communal area or in an office / staff study, with the door open.

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- Staff should be particularly mindful of these procedures at weekends when fewer pupils may be in the boarding areas and there is a more relaxed atmosphere
- It is incumbent on the boarding staff to ensure that protocols are in place so that staff on duty are aware of any pupils who may be ill in bed.

All staff are reminded that when on duty there are two particular situations which might give rise to concern:

- a) One to one encounters between staff and single pupils should, if possible, take place on neutral territory (a public room or area in a boarding house). Pressure of room space may occasionally necessitate such encounters in study bedrooms, but when this occurs, an open door policy prevents misunderstandings. Such encounters should be brief.
- b) A member of staff of one sex must not be in an area where members of the opposite sex are changing for games or other activities, washing, showering and visiting the washrooms and lavatories, or preparing for bed or having gone to bed.

Staff should only visit the boarding areas during prep and for specific duties, but before bedtime. These visits should be regular and well publicised.

If a boarder has gone to bed early, e.g. because of sickness, this information must be available for the staff on duty so that discretion may be exercised by both parties.

Public areas within boarding houses may be visited freely by staff on duty.

Finally, staff should act sensibly and responsibly in order to protect themselves from misunderstandings and also in case, as sometimes happens, a pupil develops a dangerous enthusiasm for a member of staff. Anyone in doubt about the propriety of the circumstances in which he or she may work or socialise with pupils, should consult with a senior colleague, most obviously the Head of Boarding.

The above guidance is offered as a framework in which relationships can be handled in a way consonant with the friendly, intimate and relaxed style of the School.

Appendix H

CHILD PROTECTION AND CHILD ABUSE – SUMMARY DOCUMENT

KEY POINTS TO FOLLOW IF YOU SUSPECT, OR ARE TOLD OF ABUSE

Please refer to the full Child Protection Policy document for more detail. What follows is a very much condensed version of key actions.

Adults looking after children or young people must be aware of the risk of abuse by adults or other young people. Child abuse can occur in all walks of life and Prior's Field School should not be considered in some way immune.

We believe that all pupils have the right to be safeguarded from harm and exploitation regardless of:

- Race, religion, preferred language or ethnicity:
- Age, gender, sexuality or disability

Adults in charge of, or in contact with, children or young people should know what to do if they suspect abuse or are told of abuse.

1. ALWAYS stop and listen straightaway to someone who wants to tell you about incidents or suspicions of abuse. A voluntary disclosure from a pupil is nearly always of significance and MUST be reported to the School's Child Protection Liaison Officer (CPLO) who is the Head of Boarding (the Head in her absence).
2. IF YOU CAN, write brief notes of what they are telling you while they are speaking and keep original notes, however rough they are. It is important that what you record is as factually accurate as possible and reports faithfully what the pupil discloses. The pupil's own words must be recorded, not your version of them. Do not embellish or speculate. **All notes must be signed, dated and timed.** (A form is provided for noting all action accurately - Appendix.A in the full Child Protection Policy.)
3. DO NOT give a guarantee of confidentiality. Explain that you will have to report the matter to those who need to know but reassure the pupil that only those needing to know will be informed.
4. DO NOT ask leading questions such as: did he/she do X to you? Keep your questions open (is there anything else you want to tell me?) and don't interrogate. Neither you nor the CPLO is qualified to investigate allegations of abuse and leading questions may well compromise possible criminal procedures.
5. IMMEDIATELY tell the CPLO and pass on your notes as soon as possible. The CPLO must refer the matter to the Social Services (and possibly the Police) within 24 hours.

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6. NEVER think abuse is impossible in the school or that an allegation against someone you know well and trust is bound to be wrong.
7. Pupils who may be confided in by those being abused (e.g. prefects, House Captains) are also aware of these main points.

Support is available from the staff as well as our Independent Counsellor.

Appendix J

Restraint of pupils

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In an emergency staff very rarely may find it necessary to use physical restraint as a last resort. On these occasions the following policy applies:

1. Physical restraint of a pupil will only be used as a short term measure to prevent immediate danger of personal injury to the pupil, another person or, exceptionally, to property and only if there is no viable alternative to physical intervention
2. The restraint used will be the minimum necessary to avoid physical harm and for the minimum duration, commensurate with the actual risk. If possible another member of staff should be present
3. Any use of restraint will be reported to the boarding staff (if relevant), the form tutor, the Deputy Head (Pastoral) and the Child Protection Liaison Officer. The report should be written and include why restraint was needed, the duration of the restraint, names of witnesses and signatures of staff present.

Appendix K

Procedure for Staff Facing Allegations of Abuse

This document should be read in conjunction with the school's Safeguarding Policy

INTRODUCTION

Allegations that a member of staff has abused a pupil or pupils either inside the school premises or during a school trip or visit could be made by:

- Parents
- The abused pupil
- Other members of staff
- Other pupils
- The Police or Social Services
- A third party

An allegation of such seriousness would normally be made directly to the Head; but if another member of staff is told first, he/she must ensure that the Head is informed immediately. The school's Whistleblowing Policy aims to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations. A copy of the policy is available on staffshare.

If the Head is unavailable – or is involved - the Chairman of Governors should be told at once, through the Bursar.

Such allegations are among the most testing issues that any Head or Chairman of Governors is likely to face and these procedures have been established to meet the need to handle such a situation as sensitively and efficiently as possible.

These procedures are reviewed on an annual basis by the Education and Welfare Committee, however, the results of the DCSF's consultation guidance of May 2009 on "Handling Allegations of Abuse against Adults who Work with Children and Young People" will necessitate an earlier review in 2010.

If an allegation is raised against a member of staff, the Surrey Safeguarding Children Board (SSCB) Procedures must be followed. This involves contacting the SSCB. A full copy of the SSCB Procedures Manual is available on their website: www.proceduresonline.com/surreyscb - the school's child protection officers also keep hard copies. The Bursar must also be informed, if after the Head has conducted an initial enquiry there might be the need for a formal investigation then the school's insurers must be informed.

ANONYMOUS ALLEGATIONS

If the Head receives an anonymous allegation of child abuse which names both a member of staff and a child, it will be handled in exactly the same way as if the identity of the person making the allegation was known. Where the allegation names the member of staff; but not the pupil, the Head will normally interview the member of staff, and ask for his or her version of events. It could be appropriate to establish a mentoring or review programme for that individual, or to provide him or her with further training. A record would be kept on the individual's personal file.

THE FIRST RESPONSE

We will respond promptly and sensitively to the legitimate concerns of the victim and his or her family. We undertake to:

- Take any allegation of abuse, involving a member of staff, very seriously,
- Establish the facts before jumping to any conclusion,

- Inform the member of staff concerned honestly of the allegation that has been made. Teachers who are the subject of an allegation of this nature will invariably feel threatened and isolated we will advise him or her to contact their Trade Union or Professional Association for advice and support,
- Inform the child's parents in confidence, inviting them to maintain confidentiality whilst the investigation takes place, unless the allegation involves the parents, in which case we will contact the Social Services before making contact.

THE NEXT STEP

Although a formal investigation is a matter for specialists, where the facts suggest that there may be reasonable grounds for suspecting actual abuse, or grooming of a child, or other criminal behaviour, we will always:

- Involve the Local Safeguarding Children's Board (LSCB),
- Invite the police to conduct the investigation,
- Consider suspending the member of staff (or volunteer) concerned. Full consideration will be given to all the options, subject to the need to ensure the safety and welfare of the pupils or pupil concerned and the need for a full and fair investigation.

SUPPORT FOR THE PUPIL

Our priority is to safeguard the young people in our care. We will give all the support that we can to a pupil who has been abused. The Head, together with Mrs J Purkiss, the school's Safeguarding Officer (formerly CPO), will consider how best to support and monitor the pupil concerned through any process of investigation, liaising closely with parents, guardians, SSCB or other agencies involved to identify the support strategies that will be appropriate.

SUSPENSION

Suspension of a member of staff is a neutral act and does not imply that any judgement has been reached about his or her conduct. Even so, it is a serious step, and we will take legal advice beforehand, and will normally only suspend a member of staff where:

- There is a serious risk of harm (or further harm) to the child,
- The allegations are so serious as to constitute grounds for dismissal, if proven,
- The police are investigating allegations of criminal misconduct.

We recognise fully that we have a duty of care towards all of our staff, and we will always:

- Keep an open mind until a conclusion has been reached.
- Interview a member of staff before suspending him or her.
- Keep him or her informed of progress of the investigation.

Any member of staff is entitled to be accompanied by a friend or Trade Union representative.

Where a member of boarding staff, or other accommodated staff is suspended, pending investigation of an allegation to do with child protection, alternative offsite accommodation will be provided by the school if necessary. They will be required to remain off-site for the duration of their suspension.

ALTERNATIVES TO SUSPENSION

We will always consider whether an alternative to suspension might be appropriate. Possibilities include:

- Sending the member of staff on leave,
- Giving him or her non-contact duties,
- Ensuring that a second adult is always present in the classroom when he or she teaches.

IF THE MEMBER OF STAFF RESIGNS

The resignation of a member of staff or volunteer mid-way through an investigation would not lead to the investigation being abandoned. The school will always complete every investigation into allegations of child abuse.

COMPROMISE AGREEMENTS

The school's policy is to follow the DCSF guidance set out in "Safeguarding Children and Safer Recruitment in Education" on the use of compromise agreements in cases of child abuse which is:

"Compromise agreements, by which a person agrees to resign, and a school.. ... agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, must not be used in these cases. In any case, such an agreement will not prevent a thorough police investigation where that is appropriate. Nor can it override the statutory duty to make a referral to the ISA where circumstances require it"

LENGTH OF INVESTIGATORY PROCESS

It is in everyone's interests that the school completes any investigatory process as swiftly as possible. It is the aim that almost every case is completed within one month without compromising on the fair and impartial processes of the investigatory process.

REFERRAL TO THE INDEPENDENT SAFEGUARDING AUTHORITY

The school recognises the statutory legal duty to refer an individual, where there is the risk that he or she may harm, or has caused harm to children, to the Independent Safeguarding Authority (ISA) within one month of the individual's dismissal or resignation because he or she has been considered unsuitable to work with children.

Reports concerning members of staff or volunteers are normally made by the Safeguarding Officer. If the Safeguarding Officer is involved, the report is made by the Head. If the Head is involved, the report is made by the Chairman of Governors.

The referral form can be downloaded from the ISA website on (www.isa-gov.org.uk). The school plays no part in the subsequent process of barring individuals from working with children and/or vulnerable adults. We also have a legal duty to respond to any requests for information that we receive from the ISA at any time

RECORDING ALLEGATIONS OF ABUSE

All allegations of abuse will be recorded together with subsequent actions, including any disciplinary actions, on an individual's file. A copy will be given to the individual and he or she will be told that the record will be retained until he or she reaches statutory retirement age, or for ten years, if that is longer.

HANDLING UNFOUNDED OR UNSUBSTANTIATED ALLEGATIONS

The Child

A child who has been the centre of unfounded or unsubstantiated allegations of child abuse needs professional help in dealing with the aftermath. We will liaise closely with the SSCB to set up a professional programme that best meets his or her needs, which may involve the Adolescent Mental Health Services and an Educational Psychologist, as well as support from a Counsellor. We shall be mindful of the possibility that the allegation of abuse was an act of displacement, masking abuse that is actually occurring within the child's own family and/or community.

However much support the child may need in such circumstances; we need to be sensitive to the possibility that the aftermath of an unfounded allegation of abuse may result in the irretrievable breakdown of the relationship with the teacher. In such circumstances, we may conclude that it is in the child's best interests to move to another school. We would do our best to help her to achieve as smooth a transition as possible, working closely with the parents or guardians.

The Member of Staff

A member of staff could be left at the end of an unfounded or unsubstantiated allegation of child abuse with severely diminished self-esteem, feeling isolated and vulnerable, all too conscious that colleagues might shun him/her on the grounds of "no smoke without fire". If issues of professional competency are involved, and though acquitted of child abuse, disciplinary issues are raised; we recognise that he or she is likely to need both professional and emotional help. We will undertake to arrange a mentoring programme in such circumstances, together with professional counselling outside the school community. A short sabbatical or period of re-training may be appropriate.

ALLEGATION OF ABUSE OF A CHILD WHO IS NOT A PUPIL AT THE SCHOOL

If we were given information that suggested that a member of staff was abusing a child who was not a pupil at the school, we would immediately pass such information to SSCB to handle. We would then interview the member of staff and formally advise him/her of the allegations, making it clear that the school would not play any part in the investigatory process. He or she would be advised of the possibility of facing suspension, re-assignment to other duties etc in exactly the same way as if the allegation had involved a school pupil. If the allegation subsequently proved to be unfounded, he or she would be given full support by the school in resuming his/her career.

ALLEGATIONS INVOLVING THE HEAD OR CHILD PROTECTION OFFICER

In the case of suspected or identified abuse of a child by the Head, the police and/or Social Services have a duty to investigate. National guidelines have been produced and the first person to receive an allegation regarding the Head should take it directly to the Child Protection Liaison Officer or one of the Deputy Heads and through them to the Chair of Governors. At this stage, after hearing a child's allegation, no discussion should be initiated by school staff with the Head.

The Chairman of Governors will obtain legal advice before proceeding to the steps outlined above. The Head will normally be suspended for the duration of the investigatory process and asked to vacate his/her school residence, and one of the Deputy Heads will be made acting Head until the conclusion of the investigation and resolution of the issue.

The Head should similarly be told at once of any allegation involving the Safeguarding Officer. The Chairman of Governors should normally be informed on the same day, and legal advice obtained. The Safeguarding Officer will normally be suspended for the duration of the investigatory process and asked to vacate his/her school house. The Head /Another Deputy Head/ Member of the SLT should be made acting Safeguarding Officer until the conclusion of the investigation and resolution of the issue.

REVIEWED BY THE BURSAR

DATE OF NEXT REVIEW NOVEMBER 2010