



Keble School Child Protection Policy

Aims

We believe children have a fundamental right to feel safe and protected from any form of abuse. At Keble School it is our stated aim to provide a secure caring environment and a curriculum that nurtures self-esteem, encourages independence and thus empowers children to take the steps required to protect themselves.

Objectives

In particular the objective of this policy is to guide all staff on how to recognize abuse in its various forms, how to deal with a disclosure, how to avoid allegations of abuse to outline the school's training procedures.

In addition, the objective is to indicate the school's regard for its duties in regard to safeguarding legislation or guidance: -

- The Children Act (1989)
- The Children Act (2004)
- The Education Act (1996)
- The Education Act (2002)
- Working Together to Safeguard Children (2006)
- Safeguarding Children and Safer Recruitment in Education (2007)
- Early Years Foundation Stage Statutory Framework (2008)

Designated Persons and Contacts

The school's designated Child Protection Officer (CPO) is Stephen Holland. Owing to his expertise and experience, Stephen will also act as the designated person for the Early Years setting. (*This policy also applies to the EYFS.*)

The Headmaster, Gerard McCarthy, has also received Designated Staff Training and will support Stephen in his role. Both can be contacted via the school: -

Keble School
Wades Hill
Winchmore Hill
London
N21 1BG
Tel 020 8360 3359

The named governor with a remit for Child Protection is Liz Newton. Both she and the Chair of Governors can be contacted in complete confidence by writing to the Clerk to the Governors (John Field) at the school address above or using his direct line 020 8360 4440

The school works in accordance with local inter-agency procedures. Referrals can be made directly to the local authority or to the police. Details of the procedures for doing so can be found on the websites of the various local authorities from which we draw pupils. The guidance from Enfield is that, where possible, the referral comes through the school where we have staff trained in the process and its consequences.

Publication

A copy of this policy is available on the school's website and also on the Learning Platform – Studywiz. A hard copy can be obtained from the School Office. All staff will have a copy of the policy in their handbook and copies will be given to external agencies who work within the school.

Safe Recruitment (DCSF Guidance) and the ISA

The Headmaster and named governor have undertaken Safe Recruitment Training as per the DCSF Guidance.

The school will report to the Independent Safeguarding Authority (ISA), 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. The address for such referrals is PO Box 181, Darlington DL1 9FA (Tel 0300 123 1111).

Procedures

Child abuse occurs throughout society, and affects children of all ages. Children may be abused by parents, co-habitees, step-parents, substitute parents, siblings, relatives friends.... They may be abused anywhere and may be subject to more than one 'type' of abuse. There are many behavioural signs but these indicate more about the fact of abuse than about the type.

Teachers are particularly well placed to observe outward signs of abuse, changes in behaviour or failure to thrive.

If you suspect abuse:

- The flowchart in Appendix 1 gives the basic sequence of events
- Follow the guidelines included in this policy
- Never go your own way; if in doubt seek advice
- Before speaking to parents about your concerns, always speak to The CPO. If CPO is unavailable then speak with the Headmaster

Categories of Abuse: Definitions/Descriptions

The following is a guide to recognising abuse - it is not exhaustive and neither must you fall into the trap of thinking that every child is abused because they happen to fit into one of the criteria outlined.

An accumulation of factors may, as part of a comprehensive assessment, support a suspicion of abuse.

1. Physical Abuse

Physical injury to a child, or a reasonable suspicion, that the injury was inflicted or knowingly not prevented.

For example:

Bruises from adult human bites

- Black eyes without bruising to forehead
- Injuries to the face and mouth, particularly to the inside of the mouth
- Any physical punishment wheals
- Cigarette type burns
- Burns and scalds
- Fractures with unsatisfactory explanations.
- Poisoning for which the parent has no reasonable explanation.

2. Neglect

The persistent or severe neglect of a child (for example, by exposure to any kind of danger, including cold and starvation) which results in serious impairment of the child's health or development, including non-organic failure to thrive.

For example:

- Poor hair and skin tone.
- Stick like arm and legs
- Expression of apathy/frozen watchfulness.
- Unusual eagerness to please
- Overly pink arms/legs/hands and feet swollen
- Concern over height/weight.

3. Emotional Abuse

This is the severe adverse effect on the behaviour and emotional development of a child caused by persistent or severe emotional ill-treatment or rejection. All abuse involves some emotional ill-treatment: this category should be used where it is the main or sole form of abuse.

Emotional abuse is very difficult to assess and can often be manipulated by other members of the family e.g. conflict/not liking daughter-in-law. If refusing to 'work for change' parents often say, "He/she is all right at home: it's the fault of 'X'".

For example:

- Verbal abuse
- Lack of praise
- Lack of encouragement
- Inappropriate play.
- Lack of independence/responsibility
- Lack of pride in child
- Child ignored, belittled, molested
- Child frightened about going home or going somewhere else

The vulnerable child

- Difficult birth
- Sickly child/odd appearance
- A child who resembles a hated/feared/despised adult
- A child is favoured by a hated/feared/despised adult
- Wrong gender
- Personality clash
- Separated from mother/carer

Factors to exclude

- Learning difficulties
- Medical problems
- Illness/death in family
- Creativeness and copying.

4. Sexual Abuse

The involvement of dependent, developmentally immature children and adolescents in sexual activities they do not truly comprehend, to which they are unable to give informed consent, or that violate the social taboos of family roles.

It includes Pedophilia, rape, incest, sexual intercourse between relatives within the prohibited degrees of relationships as laid down by the Sexual Offences Act 1956.

Consequences or sign and symptoms

- Direct damage -tearing of the vaginal wall, rectal damage, ulceration, bleeding.
- Infection -sexually transmitted diseases.
- Throat infections
- Other forms of physical abuse.

Direct physical consequences

- Flash backs -re-experiencing
- Psychic numbing -detached -switched off -frozen watchfulness
- Hyper alertness, sleeplessness, nightmares, impaired memory
- Guilt, depression, anxiety, irritability.

Specific patterns

- Disturbed behaviour
- Psychosomatic responses –headaches
- Abdominal pain
- Over sexualised play or drawings
- Change in behaviour pattern - disruptive, withdrawn, regressive, wetting/soiling
- Poor self esteem
- S.T.D
- Sexual assault on younger children (especially boys)
- Drug/alcohol abuse
- Self mutilation/destruction
- Running away
- Severe depression
- Sexualised "behaviour

Training

a) Staff:

Staff information and training will be provided in a variety of forms on a regular basis.

This will include:

- whole staff input on procedures and referrals and self protection issues.
- subsequent information on procedures to all new staff to the school.
- workshop sessions on how to handle 'disclosures'.

The Designated Officers will undergo "refresher" training every two years. with the staff as a whole receiving similar training every three years. Those staff appointed in any intervening period should have some guidance given by the Child Protection Officer as part of their induction process.

b) Pupils:

Via the PSHE programme pupils will be supported in self protection and assertiveness. All curricular areas and interactions should aim to raise self esteem.

c) Parents:

The school will consider the most effective way forward in the education of parents.

d) Support for child returning after Child Protection Care

Great care needs to be taken in integrating such pupils back in school. Arrangements for the most appropriate member of staff will be made to help re-integration. Work with teaching classes/tutor groups will be undertaken where appropriate.

e) Staff support

In cases of child disclosure or allegation against a teacher, individual support either through release from teaching duties to deal with the child or opportunity and time for personal support/discussion will always be arranged on a 'as needed' basis.

The Head or Deputy will consider relieving a teacher of immediate teaching duties when involved in such cases.

f) Allegations of Abuse

All referrals, excluding those allegations of abuse against a volunteer or a member of staff, should normally be made to The CPO. If The CPO is absent the referral should be made to the Headmaster.

If The CPO or a volunteer or member of staff is the subject of an allegation the referral should be made to the Headmaster.

If the Headmaster is the subject of an allegation the referral should be made to the Chairman of Governors. This can be done through the Clerk to the Governors, who is the Bursar, John Field. Mr. Field can be contacted in complete confidentiality on tel.020 8360 4440

If any member of the school staff is the subject of allegation the Headmaster would decide on the action to be taken with regard to the teacher.

Remit of Governors

The Governing body has an obligation under the 2004 Children's Act to ensure the school follows statutory procedures and guidance in Child Protection. Consequently there will be a named governor with responsibility for Child Protection who will receive appropriate training and report annually to the whole board on Child Protection within the school.

The named governor is Elizabeth Newton, who can also be contacted via the Clerk to the Governors as outlined above.

Monitoring Evaluation and Review

The Headmaster, Child Protection Officer and SMT are responsible for the monitoring and review of the policy and its effectiveness in meeting the stated aims.

Links to Other Policies

Anti-Bullying Policy, Health & Safety Policy, First Aid Policy, Educational Visits Policy, Teaching & Learning Policy

Review Cycle

The SMT and Governing body will review this policy annually. If this review highlights deficiencies, or there are alterations required due to changes in practice or legislation, they will be addressed immediately.

Guidance for Staff

Disclosures

a) What we as Staff should do if a Disclosure is Made to us or we suspect that Abuse is Taking Place.

Before speaking to parents about your concerns always speak to The CPO/Headmaster first.

Any member of staff who knows of or suspects an incident of abuse should refer the matter immediately to The CPO via the INCIDENT REPORT FORM (Appendix 2). If The CPO is not available reports should be referred to the Headmaster.

A teacher, or any other staff member directly involved, has a duty to listen to the child - to provide reassurance (without promising confidentiality) and to record the child's statement but not to probe or put words into the child's mouth.

A leading question is one that steers the child towards a particular answer, for example by asking 'what did he do to you?' or even 'he touched you, didn't he?' If you ask this there is a danger that the child will want to give you the "right" answer. Instead, stick to 'open' questions as far as possible, for example 'what happened then?' or 'did he do anything after that?'

The referral may come to you via the child's friend - this should be taken seriously.

Professional experience is that children rarely lie - it is thought that they do not have the experience to describe emotional feelings like smell, taste, feel, if they had not had the experience.

If a pupil accuses another pupil of abuse- physical, emotional or sexual, the matter should be referred to the designated teacher who will investigate and if necessary, refer to the local Safeguarding Children Team for guidance.

b) What will happen?

All information will be confined to The CPO, the Headmaster and the teacher(s) responsible for the initial report. The CPO will liaise with the local Safeguarding Children Team.

Other colleagues may be informed, but only if it felt necessary in order to safeguard the child; the focus is on confidentiality. All incidents will be recorded by The CPO following Home Office advice and all such information kept, locked and separate from any pupil files.

The records will document every aspect of the case as it develops including grounds for initial concern and where appropriate descriptions of injuries to the child or worrying behaviour, records of interviews, evidence offered to a Child Protection case conference and its minutes and outcomes.

Action may include any of the following:

- Consult London Child Protection Procedures, 3rd Edition 2007
- Immediate referral to Social Services and or Police:
 - a) for action
 - b) for advice
- Further in-school observation
- Advice sought from other agencies e.g. NSPCC., Children's Society
- Recording of changes in behaviour patterns, injuries.
- Long term monitoring
- In the case of a boy in the Early Years setting, Ofsted must be informed of any allegations of serious abuse as soon as possible (but within 14 days)
- National Business Unit number - 0845 640 4040

c) Making a referral

In making a referral to social services or seeking advice the following opening statements should be made:-

- (1) I am ringing social services to make a referral as the designated Child Protection person for Keble School.
- (2) As the designated Child Protection person \ would like advice on

Details of date/time/name of person talking the outcome should be recorded and confirmed by letter as soon as possible.

School acts in loco-parentis; therefore the child can be interviewed in school as part of the unwritten agreement with the parents. However, the child cannot be interviewed by a psychiatrist, a social worker or a policeman without the authority of someone with parental consent, except for emergency medical treatment.

Parents must be told when a medical examination is necessary. This should also be explained in appropriate language to the child.

Abused children are very often referred to a psychiatrist by the professional agencies involved. A sexually abused or a physically abused child is also by definition emotionally abused. If a disclosure is made to the school nurse, the school nurse should refer that disclosure to the designated Child Protection person available or to Social Services.

d) When a Child Wants to Confide in You.

In any interview with the child please follow the following guideline:-

- Listen
- Accept
- Record accurately
- Refer to The CPO/Headmaster

Do's

- Be accessible and receptive
- Listen carefully to what the child says spontaneously
- Observe the child's demeanour.
- Take it seriously
- Reassure children they are right to tell
- Negotiate getting help and find help quickly from designated child protection colleagues.
- Make careful records of what was said -immediately and pass to The CPO

Don't's

- Offer absolute confidentiality
- Jump to conclusions
- Try to get the child to 'disclose'
- Speculate or accuse anybody
- Make promises you cannot keep
- Confuse physical abuse with normal bruising (e.g. shins/knees)

i.e. LISTEN – RECORD – PASS ON

2. Avoiding Allegations of Abuse

There has been widespread concern about the increase in false or malicious accusations of child abuse brought against teachers by children and/or their parents. Once an accusation has been made, it must be investigated by the school and the police and social services may be called in, depending on the nature and severity of the alleged offence. The teacher concerned may even be suspended, and people in this situation inevitably feel isolated and powerless.

a) Physical contact with pupils

A teacher should never stand in the shoes of the parent to provide physical comfort. Teachers should now be very wary of any demonstration of affection in the light of the complaints that can be made against teachers.

There are situations where physical contact is inevitable and unavoidable with children. The following are some examples of when a teacher has to respond to a child's own needs.

Sporting activities

In sport, teachers may have to come into close physical contact with the pupil. Wherever possible however, contact should be avoided.

Disciplining of pupils

Corporal punishment had been abolished in all maintained schools by the Education (No 2) Act 1986. The School Standards & Framework Act of 1998 extended this ban to independent schools. Teachers at Keble should never use physical force in the disciplining of pupils.

b) Detention

Where detention is used as a punishment after school, it is important to follow school rules. It is also essential to be aware of the pupil's need to get home afterwards and it may be important to know what transport is required and if it is available at the end of the detention. When giving detention, a teacher should take into account the child's age, journey difficulties and any home circumstances that are relevant (e.g. arrangements for the child to be collected). Following a court case, teachers should be aware that blanket detention of a whole class could result in the teacher and the school being accused of false imprisonment.

A teacher should seek to :

- Ensure that he/she is not alone with a pupil in an isolated part of the building
- Try to hold detentions close to where other adults are nearby
- Never put themselves in a small confined space alone with a pupil.

All detentions must be logged.

c) Force used to avert an immediate danger

When an emergency arises in the classroom, or elsewhere within a teacher's employment, action must be taken immediately. An example of this is where children are fighting or where a child is acting in a manner that would put others at risk. It is obviously necessary to act quickly in order to avert any risk of danger to other pupils and, if necessary, to prevent any escalation of the violence that may be taking place.

Where physical intervention is necessary, it should involve the minimum force/action required to prevent injury to persons and/or damage to property. Where violence is taking place or is about to take place, the teacher should :

- i. Wherever possible, first try to speak with the pupils in an effort to calm the situation;
- ii. Where violence has begun, a sole teacher is advised not to intervene unless absolutely necessary but, where possible, to raise the alarm and try to get the assistance of others;
- iii. Once another teacher is in the vicinity, then they can attempt to separate the pupils and to calm the situation.

- iv. The importance of the presence of another teacher is twofold: firstly, the two teachers are a witness to each other's actions if any allegations of assault were subsequently made by pupil or parent. Secondly, another teacher may reduce a risk of bodily harm being suffered by the teacher. A sole teacher would be in a very exposed position if a fight were intercepted.

Where physical intervention has been necessary a record should be made on an incident form. Parents should be informed of the action that took place.

d) First Aid

Naturally where immediate First Aid is required it is necessary to act quickly. Wherever possible when administering First Aid:-

- have other pupils/colleagues in the vicinity
- say aloud why you are touching a particular part of the anatomy

Always record very accurately any accident First Aid on the Accident forms available stating which parts of the body were touched.

If at all possible have this witnessed and signed by another adult.

e) School Visits - Self Protection

See Educational Visits Policy. If it is an overnight trip, staff should always check the rooms in pairs.

On a journey, never, under any circumstances, take a child or children into your bedroom.

Do not go into the toilet alone with children. Inform another staff member if it is necessary to do so.

When taking children on an outing, be aware of how you appear to the public ~ when dealing with the children. In one county a special needs teacher was reported for 'abusing' a child by a member of the public who misunderstood her actions. This could apply to anyone taking out a group of children. It may mean that disruptive children cannot go on outings. (See outings/supervision policy).

All members of staff should carry identification when on journeys with children.

General Guidance on Self Protection

If a child touches you or talks to you in a sexually inappropriate way or place, record what happened and ensure that another adult also knows. As it could be a totally innocent touch, do not make the child feel like a criminal. However, remember that ignoring this or allowing it to go on may place you in an untenable situation. Neither is it a good idea for the child to go on doing this as the next person might take advantage and then say the child instigated it.

Do not place yourself in a situation where you are spending excessive amounts of time alone with one child away from other people. If you tutor a student, ensure that the door to the room is open. Tell another staff member if you are going to see a child on your own.

Do give firm guidelines on sexually inappropriate behaviour to the child. Explain that the behaviour is not acceptable and could get the child into difficulty, but be sure that you do not make the child feel guilty. The behaviour is an imitation of the abuse the child suffered and is not the child's fault.

Never do something of a personal nature for children that they can do themselves.

Be mindful of how and where you touch children (only if absolutely necessary). Be careful of extended hugs (and kisses on the mouth) from children. (This might be particularly relevant to those working with children with special needs.) This guideline is important not only for our protection but for the children as well.

If you must physically restrain a child for any reason, be aware that it could be misinterpreted as assault.

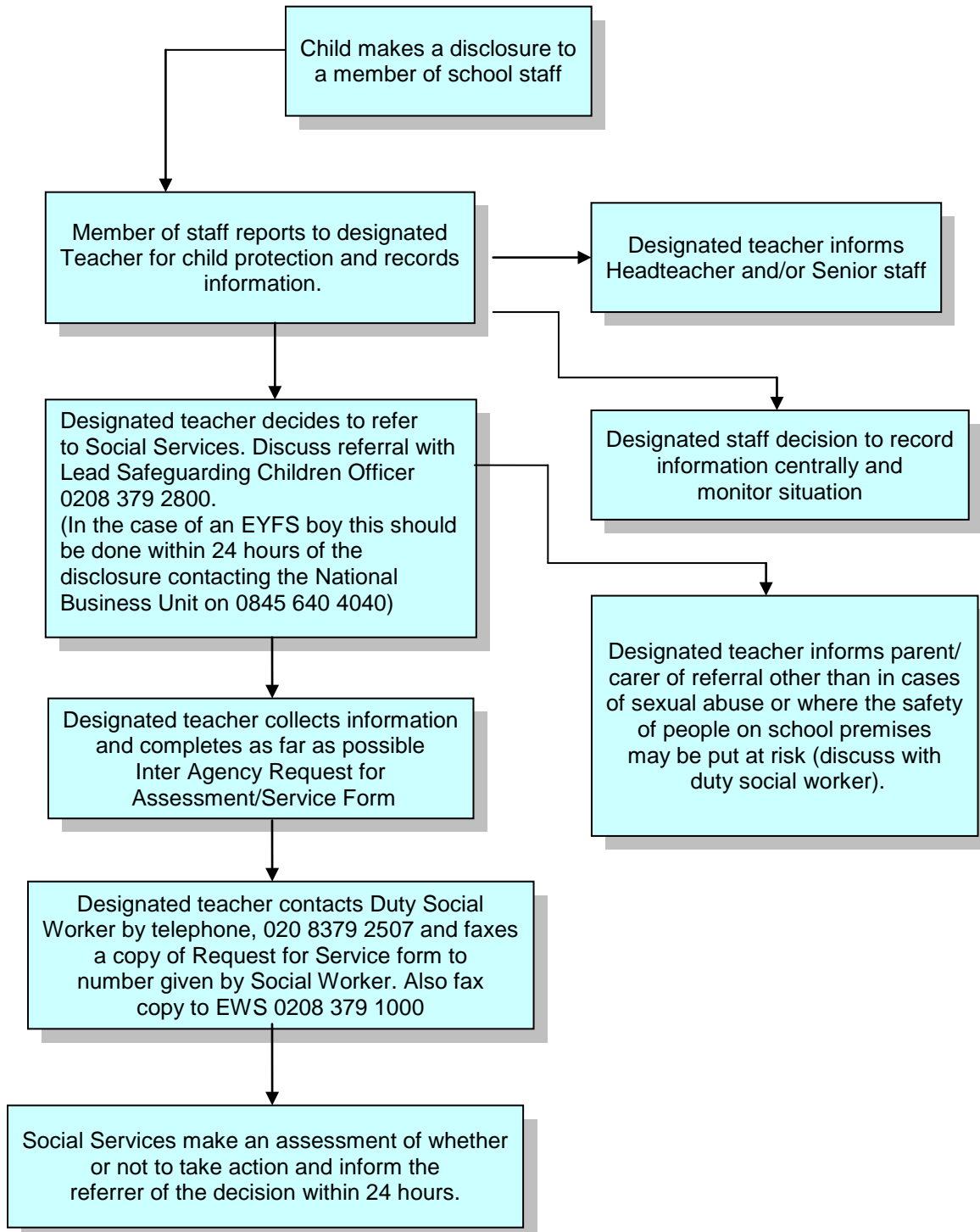
Be aware of inappropriate electronic communication with a child.

Never keep suspicions of inappropriate behaviour or abuse by a colleague to yourself. If there is an attempted cover-up, you could be implicated by your silence. "Why didn't he tell. / Something to hide?"

Ensure that you have the opportunity to discuss your own feelings, if possible with other members of staff.

The Process in a Flowchart

(An A3 copy of this flowchart should be on display in the staffroom)



LOGGING A CONCERN

Name of Child:	
Date:	Time:
Name: Print Signature
Position	
Ask yourself why you are recording the incident.	
Record the following factually:	Who?
	What?
	Where?
	When?
Offer an opinion where relevant (how and might this have happened?)	
Substantiate the opinion. Note action taken, including names of anyone to whom our information was passed?	

Check to make sure your report is clear and will also be clear to a stranger reading it next year.

