

SAFEGUARDING FOR CHILD PROTECTION POLICY

NB: *Safeguarding for Child Protection Policy was known as The Child Protection Policy until May 2010 when Level 3 Safeguarding training advised the new change of name. This Policy has been updated accordingly.*

Date formally approved by the Governors : February 07
Date policy became effective : Updated from Sept. 04 annually
Review Date : (May 2008, May 2009, September 2009) September 10
Person responsible for implementation and monitoring : Safeguarding Officers (JMB/KAL/(Joanne Manson is the Early Years representative)
Other relevant policies : Teaching and Learning Policy, PSHCE schemes of work, SRE policy, Confidentiality policy, Positive Handling policy, E-Safety Policy, Disability and Accessibility Plan, Discipline policy and reporting of related incidents, The Special List, pastoral plan, anti-bullying policy, pupil grievance procedure, Health and safety policy and related practice & Safer Recruitment Policy.

Aims of the School - Garde ta Foy

Felsted Preparatory School (as part of Felsted) aims to educate children in a warm and caring environment, where the highest possible standards are set. The School aims to encourage boys and girls to achieve their individual best by gaining appropriate skills and awareness in order to be prepared for the next stage of their education. To achieve these aims, pupils ought:

- To understand and enjoy the academic and intellectual challenges that they face as well as the social, spiritual, physical, creative, moral, emotional and cultural dimensions of life at Felsted Preparatory School and beyond.
- To develop the capacity to know and appreciate their own strengths and weaknesses, and to encourage and nurture the development of personal faith, while also being considerate, tolerant and respectful of the strengths and weaknesses of others, which is consistent with the School's Christian ethos and foundation.
- To develop an understanding and sympathetic appreciation of those of different backgrounds and cultures.
- To set themselves high personal standards and values in all that they do.
- To participate in and enjoy the wide range of activities on offer.

Felsted Preparatory School – encouraging all children to achieve their individual best.

This policy sets out to support all the aims of the School by taking its responsibility to protect and safeguard the welfare of the pupils in its care very seriously. It cannot fulfil its aims unless its children are safe and well.

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As part of the ethos of the School, the staff and governors are committed to:

- Promoting a culture of vigilance and awareness when it comes to the protection, safeguarding and welfare of pupils
- Listening to and valuing the pupils.
- Ensuring all staff, both teaching and support, are aware of the signs and symptoms of abuse, know the correct procedure for referring concerns or allegations and receive appropriate training to enable them to carry out these requirements.
- Maintaining a safe, positive, caring and nurturing environment for all pupils which makes them feel valued.
- Exercising their duty to work in partnership with other agencies and to share information with them.
- Prevention of unsuitable people working with pupils, including volunteers
- Providing medical support and education for the avoidance of substance abuse

The School recognises that staff, because of their contact with and knowledge of the children or young people in their care, is well placed to identify abuse and offer support to children in need.

The School recognises that it is an agent of referral and not of investigation.

Children's right to protection

Safeguarding is recognised as a right of all children under the 1989 Children Act, 2004 Children Act and the Education Act 2002.

The Independent School Standards Regulation also requires compliance with Safeguarding Children and Safer Recruitment in Education 2007.

In order to secure protection for pupils at Felsted Preparatory School it is considered that:

- The rights and welfare of children are paramount.
- These rights may be summarised as being an entitlement to healthy and proper physical, emotional and moral development in childhood.
- Child abuse is a violation of these rights.
- Child abuse may be physical, emotional, neglect or sexual
- An ongoing culture of awareness and vigilance must be maintained by all members of the community

The role of staff in Safeguarding

Mrs Debbie Buckenham has been appointed to the role of Governor responsible for Safeguarding whose role it is to monitor the Head who is overall responsible for the Safeguarding Policy and its implementation. The Safeguarding Policy is reviewed annually by her.

It is recognised that the School has a key role to play in Safeguarding. Abused children may disclose to a member of staff, and thereafter the School may be involved in the monitoring and care process action in concert with outside agencies such as social services. Sometimes a teacher's suspicions, based on evidence or raised by hearsay, may ultimately lead to a child abuse investigations.

Teachers' confidential reports on such matters do not have to be disclosed to parents.

Teachers may need to attend Case Conferences. They may participate in the development and implementation of Safeguarding Plans.

Statutory Responsibilities

Safe Recruitment – see Appendix 1 for Statutory Responsibilities in Recruitment & Safeguarding Policy.

The active involvement of school in Safeguarding is mandatory and binding on all teachers. DCSF Circular 0027/2004 imposes a duty of protection on all schools.

Procedure for referral:

All action is taken in accordance with the following guidance:

DCSF Circular 10/95 Protection of Children from Abuse: The Role of the Education Service.

Any member of staff or visitor to the School who receives a disclosure of abuse or suspects that abuse may have occurred must report it immediately to the designated person for safeguarding, the Head. They are issued with such advice.

In accordance with DCSF Circular 10/95, the School has a Safeguarding Officer who has oversight of the Safeguarding arrangements in the School.

Presently, there are two named persons, Jenny Burrett (jmb@felstedprep.org - 01371 822612) and Karen Lilley (kal@felstedprep.org - 01371 822619). The named persons have close links with LCSB and is in receipt of current Safeguarding training. There is also an Early Years named representative, Mrs Joanne Manson.

The role of the named persons is to work together to:

- Establish and maintain an ethos whereby all pupils feel secure and encouraged to talk. Rules and guidelines are promoted through planners, tutor sessions, assemblies, chapel services and all pupils made aware of the anti-bullying policy at the start of the Autumn term.
- Make all staff (including assistants, GAP students and ancillary staff) aware of Safeguarding issues through formal training every three years and annual updates and questionnaires.
- Work with the staff to encourage all pupils to feel they can approach a member of staff if they are worried or in difficulty.
- To offer advice and support to staff involved in Safeguarding issues.
- To develop relevant training for staff within the statutory time frameworks.
- To develop relevant training for pupils to lead other pupils
- To promote the development of appropriate curricula approaches to Safeguarding issues (through the auspices of the PSHCE department).
- To be a focus within the School for outside agencies who have responsibility for Safeguarding and make every effort to establish effective working relationships.
- Know how to identify signs of abuse and when to make a referral.
- Know the procedures and ensure the correct action is taken.
- To have appropriate training (updated every two years) in child Safeguarding and inter-agency working
- Remedy any deficiencies or weaknesses in Safeguarding without delay.

Signs of Abuse

The word PENS is taught as a mnemonic for remembering the signs of child abuse - physical, emotional, neglect and sexual are the categories of abuse -

A physical change such as weight loss, bruising or marking, or a change of eyes
A change in behaviour such as sudden short temper, going very silent or unusual rudeness
Changes of routine
Going to different places around school
Prolonged or irregular absence
Visits to matron or a particular teacher
Isolation or difficulties/changes in friendships (who a pupil plays with at break or sits with in class)
Concern from parents
Odd eating (loss or gain of appetite) or drinking habits
A child who tells you that they have rarely have tea or breakfast
A child that seems to shy away from an adult or parent
Odd habits when it comes to going to the toilet
Self-deprecation, a tendency to never notice what the self does well and consequent low self-esteem

Reference to constant aches, pains, feeling sick or other problems
Complaints of feeling tired
Complaints about not liking a particular person, another child, teacher or adult
Self-harming
A child wanting to take too much medicine, paracetamol, cough medicine etc
Other signs of substance abuse
Unkempt appearance
<i>Other ideas that you have seen?</i>

Avoiding Allegations Of Abuse

Relationships are based on trust and respect, but this cannot be assumed and must in itself be respected.

Physical contact with pupils

A teacher can never take the place of a parent in providing physical comfort, and should be wary of any demonstration of affection. In the case of young children (e.g. Pre-Prep), it is recognized that an upset child may need a small amount of physical comfort from his/her teacher – in such cases, ensure that this **does not** happen out of sight of other teachers/children.

Sporting activities

Where exercise or procedures need to be demonstrated, extreme caution should be used if the demonstration involves contact with pupils and, wherever possible, contact should be avoided.

Restraining Policy - necessary force used to avert an immediate danger

If immediate action needs to be taken to protect a child (e.g. in the case of fighting) and physical intervention proves necessary, it should involve the minimum of force required to prevent injury to persons and damage to property. A sole teacher is advised not to intervene unless absolutely necessary, but to raise the alarm and summon assistance. The Head (Safeguarding Officer) should always be informed in such cases.

Corporal punishment

Corporal punishment has been abolished in all maintained schools by the Education Act 1986, and should never be used.

Teachers and one-to-one situations

Where teachers perform a pastoral, disciplinary, or tutorial task, or give individual tuition (e.g. a music lesson), this may involve them being in one-to-one situations. If this is the case, it is safer if these meetings take place within school time and in the vicinity of other teachers and/or pupils, although away from immediate earshot. If possible, doors should remain open (or have glass panels) and there should be an equivalent of a desk or small table width between pupil and teacher.

Inappropriate images

Staff/volunteers should never forward any inappropriate images which are received to any other member of staff or to any other person outside of School (even the Safeguarding Officer or IT Manager). Computers should be immediately closed down and the matter reported. Forwarding inappropriate material is a criminal offence and you could be charged with distributing inappropriate materials.

Communication by phone or e mail with a pupil

Private mobile telephone numbers should only be given out when necessary (e.g. when accompanying a school trip) and individual communication by text or mobile phone is to be discouraged unless in the case of the better discharge of duties. Informal and personal e-mail messages are also to be avoided. The school system should be used for e-mailing.

Recording and Monitoring

All records of Safeguarding issues are held in separate files under the same timescale as any other school data. Safeguarding files are kept in a locked cabinet and are not routinely available to members of staff. Ongoing issues are monitored also by the CPO.

Supporting Pupils at Risk

Felsted Preparatory School recognises that children who are abused or who witness abuse or violence may find it difficult to develop self worth and to view the world in a positive way. The School may be the only stable, secure and predictable element in the lives of such children. It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

The School will endeavour to support pupils through:

- 1) The curriculum, to encourage self-esteem and self motivation.
- 2) The School ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- 3) A consistent approach, which recognises and separates the cause of behaviour from that which the child displays.
- 4) A commitment to develop productive, supportive relationships with parents whenever it is in the child's interests to do so.

This policy should be read in conjunction with other related policies in school as stated above.

All staff must be aware that pupils may suffer physical, emotional or sexual abuse or neglect either at home or at School. All staff should be aware of behavioral and physical indicators that may draw attention to the possibility of abuse. It is the duty of all staff to be vigilant in this matter. The protection and general welfare of pupils within the School is of paramount consideration.

Procedures to be adopted when a Safeguarding incident is suspected

- a) Any member of staff, on hearing allegations or suspecting child abuse from whatever cause, must inform the one of the Safeguarding Officers (who are the persons

nominated as having responsibility for liaison with agencies in relation to Safeguarding issues) immediately either directly or through the Deputy Head or the Housemaster. If the allegation is against the Head, the Chairman of Governors should be contacted, without notifying the Head. In the case of serious harm, the police should be informed from the outset.

Staff members, and other adults at the school, should never give absolute guarantees of confidentiality to pupils or adults wishing to tell them something serious. They should however, guarantee that they will only pass on information to the minimum number of people who must be told to ensure that the proper action is taken to sort the problem out, that they will never tell anyone who does not have a clear "need to know", and that they will personally take whatever steps that they can to protect the informing pupil or adult from any retaliation or unnecessary stress that might be feared after a disclosure of alleged abuse has been made.

Any staff member to whom an allegation of physical or sexual 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 question that introduce their own ideas about what might have happened. (Do not ask questions like "Did he do X to you?" using a minimum of questions of the "Tell me what happened" type). Stop asking question as soon as the pupil or adult has disclosed that he or she believes that something abusive has happened to him or her or someone else. Tell the informing pupil or adult that the staff member will now make sure that the appropriate people are brought in to follow the problems up (these may included a specialist social worker, and that worker may need to involve the police). 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 the relevant details, to the named persons as above. Make a written record as soon as possible or what they have been told, and make a copy of this available to the Named persons above.

If an allegation is made against a teaching or other member of staff it is dealt with fairly, quickly and consistently in a way that provides effective protection for the child and at the same time supports the person who is subject of the allegations. The procedure is set out in "Working together to safeguard children: A guide to inter-agency working to safeguard and promote the welfare of children (April 2006).

This procedure should be used in all cases in which it is alleged that a teacher or member of the staff has:

- Behaved in a way that has harmed a child or may have harmed a child
- Possibly committed a criminal offence against or related to a child or
- Behaved towards a child or children in such a way that indicates their unsuitability to work with children.

These allegations need to be investigated and reported to either the DfES or the GTC if deemed necessary. Both the parents/guardians and the member of staff involved should be kept informed of the progress of the investigations.

Pupils and staff should be aware that they may report their concerns of allegations to Ofsted and that there will be immunity for “whistleblowing” in good faith ie telling on another member of the community if this was done with good intention.

b) If a serious physical injury has been sustained, which requires immediate treatment, the member of staff must accompany the child to the Medical Centre to be seen by medical staff who will assess the situation and give professional advice.

c) On hearing the matter, a meeting of the Head and Housemaster (if the pupil is a Boarder), with the School Doctor and Deputy Head if thought necessary, will be convened to discuss the course of action and to arrange an interview with the child as soon as possible, if this is appropriate. IF IT IS FELT THERE MAY HAVE BEEN ABUSE THEN The Essex Safeguarding Children’s Board (ESCB) MUST BE CONTACTED IMMEDIATELY WITHOUT FURTHER INVESTIGATION.

ESCB - please note that if and when you call to make a referral the ‘contact team’ are NOT social workers or professionals. They are an administrative team who will take details and pass on to the social workers. If you need to make a call always ask for a referral number. If you are unsure on whether or not to make a referral you can call the ESCB and ask for a professional consultation. The Abuse Investigation Unit at Essex Police also offer good advice and will often be included in any referral (Emergency - call 999, non-emergency - call 0300 333 4444). Common Assessment Framework Forms (CAF Forms - will be used to complete any paperwork.

The Local Authority Designated Officer (LADO) - in Essex this role is undertaken by the ESCB. All employers have a statutory duty to report any allegations made against staff or volunteers. Employers should not enter into compromise agreements where there are Safeguarding issues. In these cases the Local Authority Designated Officer (LADO) should be informed.

d) If the matter is sufficiently serious, e.g. sexual or physical abuse, criminal acts, acts of gross misconduct or any act where children are ‘at risk’ and involves a member of staff, the member of staff will be suspended immediately from duty and told that serious allegations of misconduct have been made. The complaints procedure of that teacher's contract will be implemented.

e) In the event of abuse of a child at the school, the Essex Safeguarding Children’s Board will be contacted by the Head by telephone to report the situation, making it clear that the report is being made under the Safeguarding Procedures. This report will be confirmed in writing using the appropriate form and faxed through as advised by the authority. The following telephone numbers are to be used:

Telephone: 0845 6037634
Fax: 01245 434154
E-Mail: escb@essex.gov.uk

f) In the event of a criminal act being alleged, the police will be contacted for their advice after discussions with the ESCB.

- g) In the event of the allegations not being sufficiently serious to warrant the suspension of a member of staff, decisions will be taken to ensure the complaint is fully investigated and resolved in a way that is in the child's best interest.
- h) All serious complaints will be reported to the Chairman of Governors immediately and to all Governors subsequently.
- i) The term 'child' includes all pupils being educated at the School.
- j) Procedures for dealing with abuse by one or more pupils against another pupil are stated in the Pastoral Care Plan

Useful Information:

Essex Safeguarding Children Board

1st Floor
New Bridge House
60-68 New London Road
Chelmsford
Essex
CM2 0PD

Telephone: 01245 436744
Fax : 01245 434154
Email: escb@essex.gov.uk

Child Exploitation and Online Protection Centre (CEOP)

33 Vauxhall Bridge Road
London SW1V 2WG

Email: www.ceop.gov.uk (online contact form)

Telephone: 0870 000 3344

Care Quality Commission

St Nicholas House

St Nicholas Building

Newcastle upon Tyne NE1 1NB

Tel. 0300 061 6161

Email : enquiries@cqc.gov.uk

- k) Should a member of staff be uncertain as to whether there is a child Safeguarding case to answer they should make a note of their concern with the pertinent Second Deputy who will make a record of the matter in the Safeguarding Concern Book for that age group

with a view to monitoring the situation over time. Any marks to the body should be drawn on the body map which is available from the pertinent Second Deputy and attached as an example to this policy.

1) Should any person (whether employed, contacted, a volunteer or a student) whose services are no longer used because he or she is considered unsuitable to work with children; Felsted Preparatory School recognises its responsibility to report said person to the Independent Safeguarding Authority (ISA), PO Box 181, Darlington DL1 9FA (Tel. 0300 1231111) sending a full report as to why said person is unsuitable for work at Felsted Preparatory School.

Contact Point

Contact Point is part of the Department for children, School and Families' Every Child Matters plan, which all councils follow.

Contact Point is a contacts list for professionals who work with children and young people. It will provide professionals with a quick way to find out who else is working with the same child, making it easier to deliver more co-ordinated support. Contact Point lists contact details for all children in English up to their 18th birthday, their parents, carers, and services working with a child.

Any misuse of the Contact Point system will lead to appropriate sanctions. These can include, if appropriate, fines or imprisonment under the provision of the Data Protection Act 1998 and Computer Misuse Act 1990 and permanent deletion of the User account.

Training

All members of the teaching staff are required to read this documentation and complete the questionnaire and sign a declaration indicating that they have done so.

Overseas Visits

In the case of an overseas visit, every effort will be made to make full assessments about host or visit families. Host or visit families will be made aware that there will be contact from Felsted families so that parents can make themselves at ease with prospective overseas visits.

Monitoring and Evaluation

When an individual case arises, the policy is adhered to and therefore is monitored through this process and adjusted as required. The School's Safeguarding Policy is evaluated at least on an annual basis by the Safeguarding Officers and through the Governors' Academic Committee but also following training sessions and experiences that arise that result in the need for close analysis of policy and practice. New safeguarding regulations require regular consideration and to this end the School has used the services of Graham Nunn, the consultant specialist employed by IAPS to advise preparatory schools on policy making and its own lawyers to ensure that this policy is compliant. Effectiveness is monitored through annual reporting. Adjustments are made to this policy accordingly. This Policy is also evaluated in accordance with the School's Evaluation Cycle and the date on the header at the top of this Policy.



Felsted Preparatory School

Body Map

Child's Name : Class/Form :

Observed By : Date :

Signature :

Confirmed By : Date :

Signature :

