



CHILD PROTECTION (SAFEGUARDING) POLICY

INTRODUCTION

Longridge Towers School fully recognises the responsibility it has to have arrangements about safeguarding and promoting the welfare of children

Rationale

Our school believes that pupils have a fundamental right to be protected from harm and that they cannot learn unless they feel secure. We also believe that all staff working in school have a right to personal support and guidance concerning the protection of pupils.

There are four main elements to our policy:

PREVENTION through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos.

PROCEDURES for identifying and reporting cases, or suspected cases, of abuse.

SUPPORT TO PUPILS who may have been abused.

PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN

Our policy applies to all staff and volunteers working in the school including community education staff and governors. Teaching assistants, mid-day supervisors, secretaries as well as teachers can be the first point of disclosure for a child. Concerned parents may also contact school governors.

1. PREVENTION

- 1.1. We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps prevention. We will therefore raise awareness of child protection issues and equip children with the skills to keep them safe.
- 1.2. The school will therefore:
 - 1.2.1. establish and maintain an environment and positive ethos where children feel secure, supported and are encouraged to talk, are listened to, can learn, develop and feel valued;
 - 1.2.2. ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty;
 - 1.2.3. include in the curriculum, activities and opportunities for PSHE which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help;
 - 1.2.4. include, in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills.

2. PROCEDURES

- 2.1. Longridge Towers School will act in accordance with the following legislation and guidance:
 - 2.1.1 The Children Act 1989 and 2004
 - 2.1.2 Education Act 2002, section 175
 - 2.1.3 DfES guidance Safeguarding Children and Safer Recruitment in Education 2006
 - 2.1.4 Interagency Procedures produced by the Northumberland Safeguarding Children Board
 - 2.1.5 HM Government 'Working Together, 2010.
 - 2.1.6 DCFS guidance 'What To Do If You're Worried A Child Is Being Abused' 2006.
 - 2.1.7 Boarding Schools National Minimum Standards (June 2010),

2.2. The school will:

- 2.2.1. ensure it has a designated senior member of staff is Helen Notman, Senior Teacher (Pastoral) who has undertaken appropriate training. The training should be updated every two years. There are contingency arrangements should the designated member of staff not be available. Sandra Bullen, EYFS Teacher and Lyndsey Monkman, Junior School Teacher deputise as necessary.
- 2.2.2. recognise the importance of the role of the designated person and arrange support and training.
- 2.2.3. ensure every member of staff and every governor knows:
- the name of the designated person and her/his role
 - that they have an individual responsibility for referring child protection concerns using the proper channels and within the recommended timescales
 - where the school's Child Protection Procedures, currently on the school website, in the staff room and with the Headmaster and the designated persons.
 - that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school brochure
- 2.2.4. provide training for all staff from the point of their induction, and updated every three years at a minimum, so that they know
- their personal responsibility,
 - the Child Protection School procedures,
 - the need to be vigilant in identifying signs of abuse
 - how to support and to respond to a child who tells of abuse
- 2.2.5. undertake appropriate discussion with parents prior to involvement of another agency unless the circumstances preclude this.
- 2.2.6. notify the locality FACT Team if:
- it should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently)
 - if there is an unexplained absence of a pupil who is subject to a Child Protection Plan of more than two days duration from school (or one day following a weekend); (or as agreed as part of any child protection or core group plan)

- 2.2.7 work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance and written reports at initial child protection conferences, core groups and child protection review conferences;
- 2.2.8. keep clear detailed written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to the locality team immediately;
- 2.2.9. ensure all records are kept secure and in locked locations;
- 2.2.10.1. ensure that all staff and volunteers recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies
- 2.2.10.2. procedures are annually reviewed and updated as necessary.
- 2.2.10.3. appoint and train a Governor with special responsibility for child protection whose responsibilities are:
 - to monitor the school's procedures on behalf of the Governors as a whole
 - to report to the Governors at least once a year about child protection measures and review the school's policy annually
 - to monitor any reportable incidents and ensure, on behalf of the governors, that the corrective action is being taken
 - to ensure that any major incidents that need to be brought to the Governor's attention are reported in a timely manner
- 2.2.11 operate safe recruitment procedures including enhanced Criminal Record Bureau checks on all employees and peripatetic staff. The school will comply fully with the Independent Schools Standard Regulations
- 2.2.12 put in place arrangements to deal with allegations of abuse against members of staff, volunteers and the Headmaster
- 2.2.13 has a policy and procedures which are in accordance with locally agreed inter-agency procedures

3. SUPPORTING THE PUPIL AT RISK

- 3.1. We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self-blame.

- 3.2. The school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.
- 3.3. We recognise that some children actually adopt abusive behaviours and that these children must be referred on for appropriate support and intervention and will need to support them in accordance with his/her agreed child protection plan.
- 3.4. The school will endeavour to support the pupil through:
 - 3.4.1. the content of the curriculum to encourage self esteem and self motivation
 - 3.4.2. the school ethos which (i) promotes a positive, supportive and secure environment (ii) gives pupils a sense of being valued
 - 3.4.3. the school's behaviour policy is aimed at supporting vulnerable pupils in the school. All staff will agree on a consistent approach, which focuses on the behaviour of the offence committed by the child but does not damage the pupil's sense of self worth. The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred.
 - 3.4.4. liaison with other services which support the pupil such as the locality team, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Services and the Education Welfare Service.
 - 3.4.5. a commitment to develop productive and supportive relationships with parents whenever it is in a pupil's best interest to do so.
 - 3.4.6. recognition that children living in a home environment where there is domestic violence, drug or alcohol abuse are vulnerable and in need of support and protection.
 - 3.4.7. vigilantly monitoring children's welfare, keeping records and notifying the locality team **as soon as there is a recurrence of a concern.**
 - 3.4.8. transferring information of a pupil subject to a Child Protection Plan to a new school immediately should that child leave the school.

4. PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN

- 4.1. **Further implementation of the Vetting and Barring Scheme in 2009**

From 12 October 2009, a new duty to share information and a set of increased safeguards have been introduced under the Vetting and Barring

Scheme, as administered by the Independent Safeguarding Authority (ISA). For further information and guidance, visit the '[Vetting and Barring Scheme](#)' section of the Every Child Matters website.

- 4.2. The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.
- 4.3. The school will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents.
- 4.4. The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of position of trust).
- 4.5. The school will promote responsible use of social networking sites by education staff as detailed by Becta. Internal training and awareness will be provided annually to pupils and staff and will follow the E-safety in Northumberland Schools.

OTHER RELEVANT POLICIES

4.6. Physical Intervention

- 4.6.1. We acknowledge that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person.
- 4.6.2. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

4.7. Bullying

Our policy on bullying is set out in a separate document and is reviewed annually by the governing body. We acknowledge that to allow or condone bullying may lead to consideration under child protection procedures.

4.8. Racist Incidents

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

4.9. **Health & Safety**

Our Health & Safety policy, set out in a separate document, is reviewed annually by the governing body. It reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

4.10. **Children with Statements of Special Educational Needs**

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

4.11. *Confidentiality and Information Sharing*

- 4.11.1. Staff will ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubts about confidentiality, staff will seek advice from a senior manager or outside agency as required.
- 4.11.2. The Head Teacher or designated person will disclose any information about a pupil to other members of staff on a need to know basis only.
- 4.11.3. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 4.11.4. All staff must be aware that they cannot promise a child to keep secrets.

5. GOVERNING BODY CHILD PROTECTION RESPONSIBILITIES

- 5.1. The governing body fully recognises its responsibilities with regard to child protection and to safeguarding and promoting the welfare of children.
- 5.2. It will:
 - 5.2.1. designate a governor for child protection who will oversee the schools child protection policy and practice and champion child protection issues
 - 5.2.2. ensure an annual report is made to the governing body, and copied to Children's Services, on child protection matters to include changes affecting CP policy and procedures, child protection

training received, the number of incidents/cases (no names) and child protection in the curriculum

5.2.3. ensure that this policy is annually updated and reviewed

5.3. If the governing body provides extended school facilities or before or after school activities directly under the supervision or management of school staff, the school's arrangements for child protection as written in this policy shall apply.

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

6. BOARDING PUPILS

6.1 All senior pupils given positions of responsibility over other pupils are briefed, on appropriate action to take should they receive any allegations of abuse;

6.2 There is a policy, known to staff and used in practice, for searching for and, if necessary, reporting any boarder missing from school;

6.3 All pupils will have immunity from retribution or disciplinary action for 'whistle blowing' in good faith.

Our designated member of staff with responsibility for Child Protection, including EYFS, issues is:

Mrs Helen Notman

Senior Teacher Pastoral

Last trained on October 21st 2010

Deputising arrangements if absent or unavailable:

Mrs Sandra Bullen

Mrs Lindsey Monkman

EYFS Teacher

J4 Form Teacher

Last trained on October 21st 2010

Last trained on October 21st 2010

Outside Agencies:

The outside agency most likely to be involved is the Children's Safeguarding Unit, 163 Langdale Drive, Cramlington, Northumberland, NE23 8EH (Tel: 01670 714411; Fax: 01670 733861);

Safer Recruitment and Selection on-line training:

One member of the selection panel for staff appointments must have completed either the on-line or face-to-face safer recruitment training

Mr Stuart Bankier**Mr Ian McCreath****Bursar****Chair of Governors****November 2009****January 2011****(NCC training)**

This policy was ratified on 5th January 2011 and will be reviewed 5th January 2012

Mr Tim Manning**Mrs Helen Notman****Headteacher****Senior Teacher Pastoral**

CHILD SAFEGUARDING PROTECTION POLICY
APPENDIX I

GUIDANCE TO STAFF

1. GENERAL

- 1.1 The Senior Teacher (Pastoral) is the designated Member of Staff responsible for the management and co-ordination of the School's response to all matters related to Child Protection.
- 1.2 Every member of staff has ready access to copies of this policy and its accompanying guidance, which are available in the Staff Handbook. In addition copies of the publications mentioned in this policy are available in the Staffroom. It is a requirement of all teaching staff to be acquainted, and to act in accordance, with all School policies including this one.
- 1.3 The Senior Teacher (Operations) who is in charge of staff induction will ensure that temporary and voluntary staff are made aware of the arrangements for Child Protection in the school.
- 1.4 The Bursar will ensure that all non-teaching staff are informed of, and have easy access to, a copy of this policy.
- 1.5 There are different categories of abuse/harm: physical, sexual, emotional and neglect. Staff must be alert to the signs of abuse and report any concerns to the Designated Member of Staff or to the Headmaster immediately. Possible signs of abuse are listed below. Those signs and others should do no more than raise questions: they are not in themselves proof that abuse has occurred.

1.5.1 PHYSICAL ABUSE

- the severity of injuries (although minor injuries will not be overlooked)
- presentation for treatment with an unexplained delay
- explanations which do not appear to be consistent with the injury.

1.5.2 SEXUAL ABUSE

- withdrawal and introversion
- display of sexual knowledge or behaviour beyond a pupil's years
- persistent masturbation , particularly in inappropriate settings
- provocative or seductive behaviour towards adults
- disclosure of sexual activity through words, play or drawings.

1.5.3. EMOTIONAL ABUSE

- lack of praise and encouragement
- lack of comfort and love
- lack of attachment
- lack of appropriate stimulation

- lack of continuity of care
- singling out a particular child for such treatment, e.g. scape goating or carrying the burden of many tasks at home inappropriate to their age and status
- over-protective and possessive behaviour of a parent so not allowing the child to have normal contact and activity with friends.

1.5.4. NEGLECT

- general neglected appearance and poorly clothed
- general developmental delay
- persistent failure to attend school with apparent collusion of parents/carers
- attention disorder
- lack of responsiveness.

2. WHAT TO DO IF ABUSE IS SUSPECTED

When a member of staff sees a sign which may be a cause for concern (s)he should seek any information from the pupil with tact and sympathy.

- 2.1 If a pupil makes an accusation of abuse to a member of staff, that member of staff should act in the following way:
 - 2.1.1 listen to the pupil;
 - 2.1.2 limit any questioning of the pupil to the minimum necessary to seek clarification only, strictly avoiding 'leading' the pupil by making suggestions or asking questions that suggest an answer. (Do not ask questions like 'Did s/he do to you?', using instead a minimum number of questions of the 'Tell me what happened', type).;
 - 2.1.3 reassure the pupil;
 - 2.1.4 make a written record as soon as possible after the conversation noting the time, date, place, people present, what was said and pass the record to the Designated Member of Staff as soon as possible;
 - 2.1.5 not promise confidentiality; reassure the pupil that any information will be treated with the utmost sensitivity and will only be disclosed to those people who need to know about it;
 - 2.1.6 not inform the parent at this stage;
 - 2.1.7 not make any detailed physical examination nor initiate an examination by any other agency other than in an emergency;
 - 2.1.7 inform the Designated member of Staff without delay.
 - 2.1.8 Once the Designated Member of Staff has been informed, the Headmaster will be notified immediately and a decision made as to what, if any, further action should be taken with regard being given to Northumberland Safeguarding Children Board procedures. Any allegation or suspicion of abuse will be referred to the Northumberland Children's Safeguarding Unit within 24 hours for initial discussion, and thereafter, for the services to be free to carry out, if deemed appropriate, a child protection investigation rather than an internal investigation by the School. If an accusation involves the Designated Member of Staff, the Headmaster should be notified directly. If an allegation involves

the Headmaster, then the Deputy Head should notify the Chairman of Governors.

- 2.2** In addition any serious incidents relating to the childcare of any pupil who is a boarder will be reported by the Designated member of Staff to the National Business Unit of Ofsted, initially by telephone (08456 40 40 40) and thereafter by completing and sending by post a notification form, a copy of which can be downloaded from the NBU website at Ofsted: www.ofsted.gov.uk. These additional steps take account of the guidance issued by Ofsted in its booklet 'The regulation and inspection of children's social care from 1 April 2007.'

Revised: February 2011