

# **SAFEGUARDING POLICY**

**PROCEDURES AND GUIDELINES FOR NORTHWOOD COLLEGE**

## Statutory Responsibility

*Under the terms of the Education Act 2002 Section 175, the Governors of Northwood College are responsible for ensuring that their functions are carried out with a view to safeguarding and promoting the welfare of children. They undertake a crucial annual review of this safeguarding policy and procedures and of the efficiency with which the related duties have been discharged.*

*Safeguarding Children and Safer Recruitment in Education 01/2007 provides details of the current guidance and is about the duty of schools to have arrangements for carrying out their functions with a view to safeguarding and promoting the welfare of children. This policy is in compliance with "Safeguarding Children and Safer Recruitment in Education", section 2.22.*

*It replaces the previous guidance about the organisation of Child Protection arrangements in the education service that is contained in Safeguarding Children in Education: Guidance about Child Protection Arrangements for the Education Service published by the DfES in September 2004 and Circular 10/95: Protecting Children from Abuse: The Role of the Education Service.*

*This policy is in accordance with locally agreed inter-agency procedures and is made available to parents and prospective parents on the school website or by sending a copy on request.*

*This policy has been written with reference to the 'London Child Protection Procedures' and 'What to do if you are worried a child has been abused'.*

*The School will report to the Independent Safeguarding Authority, 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 Deputy Head (Pupil Welfare) will send such a referral to PO Box 181, Darlington DL1 9FA.** In the above 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. Reports will include as much evidence about the circumstances of the case as possible.*

*The nominated officer for Child Protection within the Local Education Authority is ANDREA NIXON, Child Protection Officer, Civic Centre, Uxbridge, 01895 277463.*

## **Safeguarding Policy**

Northwood College fully recognises its responsibilities for Child Protection.

Our policy applies to all staff, governors, outside providers and volunteers working in the school.

The policy is made available to parents and prospective parents on request and is on the school website. If the school discovers any deficiencies or weaknesses in child protection arrangements, these will be remedied without delay.

There are five main elements to our policy:

1. Ensuring we practise safe recruitment in checking of all who work with children and train all in safe procedures and child protection.
2. Raising awareness of Child Protection issues and equipping children with the skills needed to keep them safe.
3. Procedures for identifying and reporting cases, or suspected cases, of abuse.
4. Supporting pupils.
5. Establishing a safe environment in which children can learn and develop.

### **1) Ensuring we practise safe recruitment in checking of all who work with children and train all in safe procedures and child protection.**

#### **1.1 Safe Procedures**

The school:

- Operates safe recruitment procedures including CRB checks and compliance with independent School Standards Regulations.
- Carries out all mandatory pre-appointment checks on all staff.
- Keeps a single central record of all checks covering all staff, governors, parent helpers, members of the NCPA and any specialist outside teachers such as music or dance specialists.
- Carries out CRB checks on all staff, governors, parent helpers, members of the NCPA and checks the status of any specialist outside teachers.

- Obtains assurance that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils on another site (for example, Field Centres).
- Confirms in writing that all supply agency staff are CRB checked and that all such staff have identification. The school checks the identification of all supply agency staff.
- Ensures that all outside providers, including peripatetic music teachers and sports clubs must show CRB checks for all staff who enter the building.
- Ensures that all such providers are aware of this policy and follow its provisions.
- Ensures any organisation that advertises through the school, such as local sports clubs, provide evidence of CRB checks.

Further advice can be found in the Department's guidance Safeguarding Children and Safer Recruitment in Education 01/2007.

## 1.2 Training

All staff and governors are fully trained in the Safeguarding Policy of Northwood College.

- All staff who come into contact with children are trained in child protection at least once every three years.
- All new staff who come into contact with children are given child protection training by the Deputy Head (Pupil Welfare).
- The designated child protection officer (Deputy Head Pupil Welfare) is trained at least once every two years in inter agency working by the Local Safeguarding Children Board.
- A selection of Governors as well as the Head Mistress, Deputy Head (Pupil Welfare), Head of Junior School and the Bursar are trained in safe recruitment.

## **2) Raising awareness of Child Protection issues and equipping children with the skills needed to keep them safe.**

### 2.1 Raising awareness of Child Protection issues

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

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Ensure every member of staff, volunteer and governor knows the name of the Designated Teacher responsible for Child Protection and their role.

- Ensure all staff and volunteers read this policy and understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the Designated Teacher responsible for Child Protection.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for Child Protection by setting out its obligations in the School Prospectus and making the policy available for all adults.
- Ensure that senior pupils in Years 11 to 13 know to contact the Deputy Head (Pupil Welfare) if they have concerns about the safety of any pupil.

## **2.2 Equipping children with the skills needed to keep them safe.**

It is important to make children and young people aware of behaviour towards them that is not acceptable and how they can help keep themselves safe:

- The framework for Personal, Social and Health Education (PSHE) provides opportunities for children and young people to learn about keeping safe and who to ask for help if their safety is threatened.
- Issues such as Domestic Violence and abuse can be difficult to broach directly in the classroom. However, discussions about personal safety and keeping safe can reinforce the message that any kind of violence is unacceptable. We let children know that it is acceptable to talk about their own problems and signpost sources of help.
- Raising these issues can lead children to bring up personal problems and concerns and staff delivering lessons on these subjects are prepared for that possibility.
- All children are trained in internet safety and all parents and carers have access to this training by requesting copies of Pastoral Teaching Programmes.
- All children have pedestrian training in the Junior School as part of their Pastoral Programme.
- Cycling proficiency training is offered through London Borough of Hillingdon.

## **3) Procedures for identifying and reporting cases, or suspected cases, of alleged abuse.**

3.1 In order to identify and report alleged cases of abuse:

- The Designated Teacher has responsibility for co-ordinating action within the school, and for liaising with other agencies.
- Staff should be alert to signs of abuse and they all know to whom they should report any concerns or suspicions.

## Procedure

The Head teacher should ensure that:

- The Policies and Procedures relating to Child Protection adopted by the Governing Body are fully implemented, and followed by all staff.
- Sufficient resources and time are allocated to enable the Designated Teacher and other staff to discharge their responsibilities including taking part in training, strategy discussions and other Inter-Agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner.
- Children are taught so as to equip them with the skills they will need to keep them safe.

### 3.2 The Designated Teacher

The Designated Teacher for Child Protection is the Deputy Head (Pupil Welfare). Her role is to:-

- Ensure that the All London Child Protection Procedures are followed in the school.
- Ensure that all staff are aware of these procedures.
- Ensure that all appropriate training and support is provided to all staff. In addition to basic Child Protection training, the Designated Teacher must undertake training in inter-agency working that is provided by, or to standards agreed by, the ACPC, and refresher training at two yearly intervals to keep her knowledge and skills up to date.
  
- Ensure that the Deputy Head (Pupil Welfare), and all other staff who work with children undertake appropriate training to equip them to carry out their responsibilities for Child Protection effectively, that is kept up to date by refresher training at three yearly intervals, and temporary staff and volunteers who work with children are made aware of the school's arrangements for Child Protection and their responsibilities.
- Ensure that the Deputy Head (Pupil Welfare) and Head are kept fully informed of any concerns.
- Develop effective working relationships with other agencies and services.
- Decide whether to take further action about specific concerns e.g. refer to Social Services.

- Liaise with Social Services teams over suspected cases of child abuse within 24 hours of a disclosure or suspicion of abuse.
- Ensure that accurate records relating to individual children are kept in a secure locked location, separate from the main pupil file and marked 'Strictly Confidential'.
- Ensure that reports are submitted to, and that staff attend Child Protection Conferences.
- Ensure that the school effectively monitors children who have been identified as 'At Risk'.
- Notify Social Services if there is an unexplained absence of more than two days of a pupil who is on the Child Protection Register.
- Provide guidance to parents, children and staff about obtaining suitable support.

### 3.3 School Procedures for all staff

Any member of staff concerned about a child must inform the Designated Teacher immediately.

The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations.

The Designated Teacher will decide whether the concerns should be referred to the Social Services Department.

If a child protection referral is made to Social Services, the Designated Teacher will ensure that a written report of the concerns is sent to the Social Worker dealing with the case within 24 hours. (CAF Form)

Particular attention will be paid to the attendance and development of any child who has been identified as at risk, or who has been placed on the Child Protection Register. Any absence needs to be confirmed immediately.

If a pupil who is on the Child Protection Register changes school, the Designated Teacher will immediately inform the Social Worker responsible for the case, and transfer the appropriate records to the receiving school.

Staff should ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil (e.g. in one to one tuition, sports coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil).

### 3.4 When to be concerned

The following categories of harm are commonly used, but staff should always be vigilant to any sign of distress in a child:-

- a) **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 the symptoms of, or deliberately induces, illness in a child.
  
- b) **Emotional Abuse** – 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 that they are worthless or unloved, inadequate, or valued only in so far 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 the 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.
  
- c) **Sexual Abuse** – Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex), or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.
  
- d) **Neglect** – Neglect is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter, including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate caretakers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

### 3.5 Signs and Symptoms

The following behavioural signs may or may not be indications that abuse has taken place, but the possibility should be considered:

#### **a) Physical Signs of Abuse**

- Any injuries not consistent with the explanation given for them.
- Injuries, which occur to the body, in places which are not normally exposed to falls, rough games etc.
- Injuries which have not received medical attention.
- Neglect – under-nourishment, failure to grow, constant hunger, stealing or gorging food, untreated illnesses, inadequate care etc.
- Reluctance to change for, or participate in, games or swimming.
- Repeated urinary infections or unexplained stomach pains.
- Bruises, burns, bites, fractures etc. which do not have an accidental explanation.
- Cuts/scratches/substance misuse.

#### **b) Emotional Signs of Abuse**

- Changes or regression in mood or behaviour; particularly where a child withdraws or becomes clingy. Also depression/aggression, extreme anxiety.
- Nervousness, frozen watchfulness.
- Obsessions or phobias.
- Sudden under achievement or lack of concentration.
- Inappropriate relationships with peers and/or adults.
- Attention seeking behaviour.

- Persistent tiredness.
- Running away/stealing/lying.

#### **c) Signs of Possible Sexual Abuse**

- Any allegations made by a child concerning sexual abuse.
- Child with excessive preoccupation with sexual matters, and detailed knowledge of adult sexual behaviour; or who regularly engages in age-inappropriate sexual play.
- Sexual activity through words, play or drawing.
- Child who is sexually provocative or seductive with adults.
- Inappropriate bed-sharing arrangements at home.
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares; sometimes with overt or veiled sexual connotations.
- Eating disorders – Anorexia, Bulimia.

#### **d) Racial, Cultural and Religious Patterns**

- Crucial to any assessment, is the knowledge and sensitivity to racial, cultural and religious patterns. While it is important to respect these practices, it is important to remember that all children have basic human rights. Differences in child rearing do not justify Child Abuse.

### **3.6 Dealing with a disclosure**

If a pupil discloses that he or she has been abused in some way, including by another Northwood College pupil, the member of staff should:

- Listen to what is being said without displaying shock or disbelief.
- Accept what is being said.
- Allow the child to talk freely.
- Reassure the child, but not make promises which it might not be possible to keep.

- Not promise confidentiality, as it might be necessary to refer the case to Social Services.
- Reassure the pupil that what has happened is not their fault.
- Stress that it was the right thing to tell.
- Listen, rather than ask direct questions.
- Ask open questions rather than leading questions if necessary, for clarification.
- Explain what has to be done next and who has to be told.

### Record keeping

When a pupil has made a disclosure, the member of staff should:

- Make some brief notes as soon as possible after the conversation.
- Not destroy the original notes in case they are needed by a court.
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child.
- Draw a diagram to indicate the position of any bruising or other injury.
- Record statements and observations, rather than interpretations or assumptions.

### Support

Dealing with a disclosure from a child is likely to be a stressful experience. The member of staff concerned should consider seeking support for him/herself and discuss this with the Designated Teacher.

## 3.7 Allegations involving school staff

If a child, or parent, makes a complaint of abuse against a member of staff, a volunteer or the Head Teacher, the person receiving the complaint must take it seriously and immediately inform the Deputy Head (Pupil Welfare). If the allegation is against the Head Teacher, the Chair of Governors must also be informed.

Any member of staff who has reason to suspect that a pupil may have been abused by another member of staff, either at school or elsewhere, must immediately inform the Deputy Head (Pupil Welfare). A record of the concerns must be made, including a note of anyone else who witnessed the incident or allegation.

If the Deputy Head (Pupil Welfare) decides that the allegation warrants further action through Child Protection procedures, she must make a referral direct to the local Social Services team within 24 hours. If the allegation constitutes a serious criminal offence, it will be necessary to contact Social Services before informing the member of staff.

If it is decided that it is not necessary to refer to Social Services the Deputy Head (Pupil Welfare) and Head Teacher will consider whether there needs to be an internal investigation.

The procedures for responding to allegations of abuse involving staff in schools issued by Hillingdon LEA, are kept by the Designated Teacher.

If the concerns are about the Deputy Head (Pupil Welfare), the Head Teacher and Chair of Governors must be contacted. They are then responsible for liaising with the Child Protection Officer of the London Borough of Hillingdon.

In the event of allegations of abuse being made against the Deputy Head (Pupil Welfare), the Head Teacher will investigate the allegation herself and take written and detailed statements.

#### **4) Supporting pupils**

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

- The content of the curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The School Behaviour Policy which is aimed at supporting all pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil.

#### **5) Establishing a safe environment in which children can learn and develop.**

5.1 The Governing Body of our school controls the use of the school premises both during and outside school hours, no transfer of control agreement is made.

Where the Governing Body provides services or activities directly under the supervision or management of school staff, the school's arrangements for Child Protection will apply. Where services or activities are provided separately by another body, the Governing Body will obtain assurance that the body concerned has appropriate policies and

procedures in place in regard to safeguarding children and Child Protection, and there are arrangements to liaise with the school on these matters where appropriate.

**This Safeguarding Policy refers also to children in the EYFS.**

Revised November 2009

## **Appendix 1: Related Documentation**

This policy should be used in conjunction with:

- *Safeguarding Children and Safer Recruitment in Education 01/2007.*
- *London Child Protection Procedures.*
- *Child Protection Procedures for Schools, Education Establishments; and Services within EYL – 08/2005.*
- *Safeguarding Children in Education – DfES/0027/2004.*
- *Safeguarding Children: Safer Recruitment and Selection in Education Settings – DfES/1568/2005.*
- *Safeguarding Children in Education: Dealing With Allegations of Abuse Against Teachers and Other Staff – DfES/2044/2005.*
- *What To Do If You're Worried A Child Is Being Abused – 2003.*

## Appendix 2: Checklist

|  | Yes/No                       | Notes/Dates |
|--|------------------------------|-------------|
| Has the Designated Teacher received inter-agency training in the last two years?         | Yes                          |             |
| Have all staff had procedure training in the last three years?                           | Yes                          |             |
| Is there a separate locked file for children who are subject to a child protection plan? | Yes                          |             |
| Are children on the at risk register monitored?  | No children at risk on roll. |             |
| Are Northwood College's Child Protection procedures and policy appropriate?              | Yes                          |             |
| Annual review of Child Protection Policy conducted by Governors.                         |                              |             |