



Child Protection Policy

Designated senior person; Simon Willcocks

Deputy designated person; Chris Clarke

Headmaster; Simon Willcocks

Nominated governor; Rosemary Lewis

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Introduction

This policy is one of a series in the school's integrated safeguarding portfolio. Our core safeguarding principles are:

- the school's responsibility to safeguard and promote the welfare of children is of paramount importance
- safer children make more successful learners
- policies will be reviewed biannually, unless an incident or new legislation or guidance suggests the need for an interim review.

Child protection statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff and governors and are consistent with those of the Local Safeguarding Children Board (LSCB).

Policy principles

- Welfare of the child is paramount
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm
- Pupils and staff involved in child protection issues will receive appropriate support

Policy aims

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice
- To demonstrate the school's commitment with regard to child protection to pupils, parents and other partners
- To contribute to the school's safeguarding portfolio

Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

Staff refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity.

Child refers to all young people who have not yet reached their 18th birthday.

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

Context

Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.

Research suggests that more than 10 per cent of children will suffer some form of abuse. Due to their day-to-day contact with pupils, school staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that school staff are alert to the signs of abuse and understand the procedures for reporting their concerns.

Key personnel

The designated senior person for child protection is: **Simon Willcocks**

Contact details: simon.willcocks@fonthill-lodge.co.uk. oo.2.beagoonier@hotmail.com

(W) 01342321635

The deputy designated person is: **Chris Clarke**

Contact details: chris.clarke@fonthill-lodge.co.uk chris61clarke@aol.com

(W) 01342321635

The nominated child protection governor is: **Rosemary Lewis**

Contact details: RosemaryFLewis@aol.com

The Headmaster is: **Simon Willcocks**

Contact details: simon.willcocks@fonthill-lodge.co.uk. oo.2.beagoonier@hotmail.com

(W) 01342321635

Roles and responsibilities

All schools must nominate a senior member of staff to coordinate child protection arrangements.

The DSP:

- is appropriately trained
- acts as a source of support and expertise to the school community
- has an understanding of LSCB procedures
- keeps written records of all concerns, ensuring that such records are stored securely and flagged on, but kept separate from, the pupil's general file
- refers cases of suspected abuse to children's social care or police as appropriate
- notifies children's social care if a child with a child protection plan is absent for more than two days without explanation
- ensures that when a pupil with a child protection plan leaves the school, their information is passed to their new school and the pupil's social worker is informed
- attends and/or contributes to child protection conferences
- coordinates the school's contribution to child protection plans
- develops effective links with relevant statutory and voluntary agencies
- ensures that all staff sign to indicate that they have read and understood the child protection policy
- ensures that the child protection policy is updated annually
- liaises with the nominated governor and Headmaster (where the role is not carried out by the Headmaster) as appropriate
- keeps a record of staff attendance at child protection training
- makes the child protection policy available to parents.

The deputy designated person is appropriately trained and, in the absence of the designated person, carries out those functions necessary to ensure the ongoing

safety and protection of pupils. In the event of the long-term absence of the designated person, the deputy will assume all of the functions above.

The governing body ensures that the school has:

- a DSP for child protection who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to basic child protection training
- a child protection policy and procedures that are consistent with LSCB requirements, reviewed annually and made available to parents on request
- procedures for dealing with allegations of abuse made against members of staff including allegations made against the Headmaster
- safer recruitment procedures that include the requirement for appropriate checks
- a training strategy that ensures all staff, including the Headmaster, receive child protection training, with refresher training at three-yearly intervals. The DSP should receive refresher training at two-yearly intervals
- arrangements to ensure that all temporary staff and volunteers are made aware of the school's arrangements for child protection.

The governing body nominates a member to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the Headmaster.

The Headmaster:

- ensures that the child protection policy and procedures are implemented and followed by all staff
- allocates sufficient time and resources to enable the DSP and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistleblowing procedures
- ensures that pupils' safety and welfare is addressed through the curriculum (refer to PHSCE scheme of work)

Good practice guidelines

To meet and maintain our responsibilities towards pupils we need to agree standards of good practice.

Good practice includes:

- treating all pupils with respect
- setting a good example by conducting ourselves appropriately
- involving pupils in decisions that affect them
- encouraging positive and safe behaviour among pupils
- being a good listener
- being alert to changes in pupils' behaviour
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school's child protection policy and guidance documents on wider safeguarding issues, for example bullying, physical contact and information-sharing

- asking the pupil's permission before doing anything for them of a physical nature, such as assisting with dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse.

Abuse of trust

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

Children who may be particularly vulnerable

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions, and child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and a reluctance on the part of some adults to accept that abuse can occur.

To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs
- living in a domestic abuse situation
- affected by parental substance misuse
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- involved directly or indirectly in prostitution or child trafficking
- do not have English as a first/additional language.
- Living with a disabled parent or sibling
- Families under stress(for example divorce, unemployment or bereavement)

Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats.

Support for those involved in a child protection issue

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We will support pupils and their families and staff by:

- taking all suspicions and disclosures seriously
- nominating a link person who will keep all parties informed and be the central point of contact. Where a member of staff is the subject of an allegation made by a pupil, separate link people will be nominated to avoid any conflict of interest
- responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- storing records securely
- offering details of helplines, counselling or other avenues of external support
- following the procedures laid down in our whistleblowing, complaints and disciplinary procedures
- cooperating fully with relevant statutory agencies.

Complaints procedure

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include,

- unfairly singling out a pupil,
- using sarcasm or humiliation as a form of control,
- bullying or belittling a pupil or discriminating against them in some way.

Complaints are managed by senior staff, the Headmaster and governors. An explanation of the complaints procedure is included in the Safeguarding Information Booklet for Parents and Carers and children are made aware of it in the 'Staying Safe and Happy' booklet. Both booklets are on the school website www.fonthill-lodge.co.uk

Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

If you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's whistleblowing code (appendix 2) enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. All concerns of poor practice or possible child abuse by colleagues should be reported to the Headmaster. Complaints about the Headmaster should be reported to the chair of governors.

Staff who are the subject of an allegation

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events can and do happen. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to pupils and we must act on every allegation. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Allegations against staff should be reported to the Headmaster. Allegations against the Headmaster should be reported to the chair of governors who will refer the matter to the nominated governor.

The full procedures for dealing with allegations against staff can be found in *Safeguarding Children and Safer Recruitment in Education* (pp57-67). Further information is contained in the WSCC Child Protection 'Quick Guide' file for staff (issued to staff Nov 2009)

Staff training

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern. New staff and governors will receive training during their induction. All staff, including the Headmaster (unless the Headmaster is the DP) and governors will receive training that is updated at least every three years and the DSP will receive training updated at least every two years, including training in inter-agency procedures. Supply staff and other visiting staff will be given the school's 'Visiting Staff and Volunteers' booklet.

Safer recruitment

Our school endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in *Safeguarding Children and Safer Recruitment in Education* (pp20-54) together with the IAPS and the school's individual procedures.

Safer recruitment means that all applicants will:

- complete an application form
- provide two referees, including at least one who can comment on the applicant's suitability to work with children
- provide evidence of identity and qualifications
- be checked through the Criminal Records Bureau as appropriate to their role and be registered with the Independent Safeguarding Authority (from 2010 onwards)
- be interviewed (safer recruitment checklist and documentation is available on request from the office).

All new members of staff will undergo an induction that includes familiarisation with the school's child protection policy and identification of their child protection training needs.

All staff sign to confirm they have received a copy of the child protection policy (see: appendix 4).

Extended school and off-site arrangements

Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, we will check that effective child protection arrangements are in place. In the case of overseas trips, we will seek confirmation that the country of destination's own procedures are adhered to.

The following passage is our Safeguarding statement for our overseas exchange.

The Safeguarding of Fonthill Pupils whilst on French Exchange Trips.

March 2010.

'For this matter we have taken advice directly from ISC as at January 2010.

The exchange lasts for 4 days and 3 nights – pupils are placed in pairs or threes.

We have a longstanding relationship with our partner school, Ecole Pierre D'Ascq and its Headmaster, Olivier Degand. Indeed, we have been doing exchanges with them since 2001.

M. Degand, knows his families very well and is able to select the best families for our pupils from a large number who are willing to offer accommodation. We are sure that none of our children would be placed with any French family with 'a cause for concern'. Virtually ALL our pupils have a very positive experience and are looked after extremely well by their French hosts.

Much information in the form of letters and emails is exchanged between the two schools prior to placement in families and the visit.

Where there is a medical or behavioural or other issue with any child an individual RA form is completed and staff will speak directly to the hosting family in French on the first evening.

The pupils travel to and from France with several members of staff e.g. this year we are taking 28 pupils- and 4 members of staff.

Staff accompanying them include; The trip leader- Amanda Clark KS2 Co-ordinator and French Teacher, Simon Willcocks- Headmaster, Anthony Whitestone- Governor, Helen Schortz -French Teachers.

Anthony is a retired Head and Modern Foreign Language FL teacher who speaks fluent French. Amanda Clark is a Qualified First Aider.

ALL have enhanced Criminal Records Bureau checks for Fonthill Lodge.

The children spend everyday with the trip leader and other members of accompanying staff where they are given opportunities to talk about their experiences and if they have any concerns.

We will emphasise before leaving Fonthill Lodge that if they have any worries or problems that it is essential that they speak to their group leader or one of the other teachers while they are in France so the issue can be dealt with. It may arise from a misunderstanding of cultural differences.

The pupils are encouraged to speak to their parents everyday and M. Degand asks the hosting French families to allow our pupils to phone home every evening.

Our families have all necessary contact numbers and mobile numbers of AC and SW who may be contacted at anytime whilst we are abroad.'

Photography and images

The following is an extract from the Parent Handbook,

'The school likes to record and celebrate all aspects of life at Fonthill Lodge and there will be many times when photographs are taken on school trips, at matches, in the classroom etc. and these will be put onto the school website, onto notice boards, sent to the local media and used in marketing literature. We will not use the full names of the children and we will ensure that they are suitably attired.'

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

To protect pupils we will:

- Provide the opportunity for parents to withdraw parental consent (please refer to the Parent Handbook.)
- use only the pupil's first name with an image
- ensure pupils are appropriately dressed
- encourage pupils to tell us if they are worried about any photographs that are taken of them.

e-Safety

Most of our pupils will use mobile phones and computers at some time. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. Our 'Safeguarding Information for Parents' booklet explains how we try to keep pupils safe in school. Cyber-bullying by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access these sites in school. Some pupils will undoubtedly be 'chatting' on mobiles or social networking sites at home and we have produced a short advisory section to help parents and pupils understand the possible risks. This can be found in the Safeguarding Information for Parents and Carers Booklet. There is also a short section on e-safety in the 'Staying Safe and Happy' booklet. Both booklets can be found on the school website www.fonthill-lodge.co.uk

Child protection procedures:

Recognising abuse

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect. Details and descriptions of these categories are available on request from the school office (definitions are taken from *Working Together to Safeguard Children*, HM Government, 2006).

Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress.

All incidences of bullying should be reported and will be managed through our anti-bullying procedures. Copies of the school's policy on bullying are available from the school and information and insight is given via the 'Safeguarding Information for Parents' booklet (on the school website and in the school office) and in the 'Staying Safe and Happy' booklet for children (also on the school website and in the school office.) Bullying is addressed at regular intervals in the personal, social and health education (PSHE) curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Headmaster and the DSP will consider implementing child protection procedures.

Indicators of abuse – what you might see

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated person.

Remember, it is your responsibility to report your concerns. It is not your responsibility to investigate or decide whether a child has been abused.

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming

- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful, be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSP to decide how to proceed. It is very important that you report your concerns – you do not need 'absolute proof' that the child is at risk.

Impact of abuse

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

Taking action

Key points to remember for taking action are:

- in an emergency take the action necessary to help the child, for example, call 999
- report your concern to the DSP by the end of the day
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of concern
- seek support for yourself if you are distressed.

Appendix 6 provides a flowchart for reporting a concern.

If you suspect a pupil is at risk of harm

There will be occasions when you suspect that a pupil may be at risk, but you have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or you may

have noticed physical but inconclusive signs. In these circumstances, you should try to give the pupil the opportunity to talk. The signs you have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine to ask the pupil if they are OK or if you can help in any way.

Use the welfare concern form (see: appendix 7) to record these early concerns. If the pupil does begin to reveal that they are being harmed you should follow the advice in the section 'If a pupil discloses to you'.

If, following your conversation, you remain concerned, you should discuss your concerns with the designated person.

If a pupil discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault. If a pupil talks to you about any risks to their safety or wellbeing you will need to let them know that you must pass the information on – you are not allowed to keep secrets.

The point at which you do this is a matter for professional judgement. If you jump in immediately the pupil may think that you do not want to listen, if you leave it till the very end of the conversation, the pupil may feel that you have misled them into revealing more than they would have otherwise.

During your conversation with the pupil:

- Allow them to speak freely.
- Remain calm and do not over react – the pupil may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'.
- Do not be afraid of silences – remember how hard this must be for the pupil.
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil's mother think about all this.
- At an appropriate time tell the pupil that in order to help them you must pass the information on.
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier. Saying 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be your way of being supportive but the child may interpret it that they have done something wrong.
- Tell the pupil what will happen next. The pupil may agree to go with you to see the designated person. Otherwise let them know that someone will come to see them before the end of the day.

- Report verbally to the designated person.
- Write up your conversation as soon as possible on the record of concern form and hand it to the designated person.
- Seek support if you feel distressed.

A record of concern form is provided in appendix 8.

Notifying parents

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSP will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from children's social care.

Referral to children's social care

The DSP will make a referral to children's social care if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

Children with sexually harmful behaviour

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.

Confidentiality and sharing information

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the designated person, Headmaster or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Child protection information will be stored and handled in line with Data Protection Act 1998 principles. Information is:

- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- kept no longer than necessary
- processed in accordance with the data subject's rights
- secure.

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort should be made to prevent unauthorised access and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items should also be kept in locked storage. Child protection information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they should refer the request to the Headmaster.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The school's policy on confidentiality and information-sharing is available to parents and pupils on request.

Reporting directly to child protection agencies

Staff should follow the reporting procedures outlined in this policy.

However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the designated senior person, their deputy, the Headmaster and the chair of governors are all unavailable
- they are convinced that a direct report is the only way to ensure the pupil's safety.

Appendix 1

The following passage was agreed at a series of staff meetings in the Spring term of 2010

Establishing a safeguarding culture in the classroom

'Inevitably there are times when it is acceptable for a teacher to raise their voice;

- *To get the attention of a large number of children (although other methods are available, raising one's hands for example, it is a matter of establishing expectations and of training the children to respond to a signal)*
- *Matters of Health and Safety; to issue a warning or to get the attention of children if a teacher deems them to be at risk.*

It is not acceptable for teachers to raise their voices in anger, and/or to adopt a hectoring or bullying tone.

- *Our voices should **never** convey menace or threat.*

Humour is an essential tool for classroom and pupil management, true laughter is a sign of contentment and a happy school. Well considered and appropriately applied humour is perfectly acceptable.

It is not acceptable for teachers to;

- *Patronise children as part of our classroom/pupil management (sarcasm as a substitute for reason and explanation can be destructive and undermining to a positive teacher pupil relationship and to a child's self esteem.)*
- *Humiliate children as part of our classroom/pupil management.*

It is sometimes necessary to remove/relocate children from a situation in which their influence and behaviour is proving uncondusive to a productive and working atmosphere or is proving distracting for others.

- *Removing a child should always be accompanied by an explanation of the reason to move the child.*
- *In the classroom moving a child should be done with a view to allowing the child to remain in contact with the lesson. Preferably children should not be placed outside classrooms but taken to a colleague where some 'time out' can be gained.*
- *In the playground and communal areas moving children away from counter productive situations should be done so that the teacher is still able to see the child and talk to them, they could be told to sit quietly on the bench or in the gazebo for example. Children should not be sent in unaccompanied.*

There should always be a positive outcome to our dealings with the children. Children who misbehave should come away from the situation in the end with a clear understanding of their role in the affair, the impact of their role on others, why it was necessary for a teacher to intervene and an awareness that such behaviour should not be repeated.

We must always strive to achieve and maintain a sense of proportion and that our sanctions and punishments are in proportion to the misdemeanour.'

In addition we recognise that,

All school staff are valued members of the school community. Everyone is expected to set and maintain the highest standards for their own performance, to work as part of a team and to be an excellent role model for our pupils.

All school staff should:

- place the safety and welfare of pupils above all other considerations
- treat all members of the school community, including pupils, parents, colleagues and governors with consideration and respect
- adhere to the principles and procedures contained in the policies in our safeguarding portfolio and in teaching and learning policies
- treat each pupil as an individual and make adjustments to meet individual need
- demonstrate a clear understanding of and commitment to non-discriminatory practice
- recognise the power imbalances between pupils and staff, and different levels of seniority of staff and ensure that power and authority are never misused
- be alert to, and report appropriately, any behaviour that may indicate that a pupil is at risk of harm
- encourage all pupils to reach their full potential
- never condone inappropriate behaviour by pupils or staff
- take responsibility for their own continuing professional development
- refrain from any action that would bring the school into disrepute
- value themselves and seek appropriate support for any issue that may have an adverse effect on their professional practice.

Appendix 2

Whistleblowing code for issues relating to children and young people

Purpose of the code

The school adheres to the local authority whistleblowing policy and procedures that enable staff to raise concerns relating to:

- crime
- a miscarriage of justice
- illegality
- health and safety
- environmental or property damage
- unauthorised use of public funds
- concealing or attempting to cover up any of the above.

This code provides additional information to help staff to understand the role of whistleblowing in the context of poor practice and unacceptable conduct and attitudes towards children.

When to use the code;

The whistleblowing procedures and this code may be used by anyone employed by the school in a paid or voluntary capacity who believes they have reason to suspect that the conduct of an employee towards a pupil is inappropriate.

Inappropriate conduct includes, but is not confined to:

- bullying or humiliation
- contravening health and safety guidelines
- serious breaches of the school's code of ethical practice
- professional practice that falls short of normally accepted standards
- compromising pupils' welfare but in a way that does not meet the threshold for child protection intervention.

Reasons for blowing the whistle

Staff will naturally be reticent to report a concern about the conduct of a colleague. However, each individual must take responsibility for ensuring that pupils are fairly treated. If poor practice is allowed to continue unchecked, it could escalate with serious consequences.

Your action not only protects pupils, but also deters any suggestion that you have colluded with poor practice that you knew was occurring but chose to ignore.

Whistleblowing can also support the member of staff who is the subject of the concern. Their conduct may result from inexperience or lack of training that can be addressed by the school, or they may be under stress and be relieved when their conduct is questioned.

Staff who deliberately fail pupils and show no remorse or desire to improve are unlikely to welcome being exposed, but their conduct has to be confronted for the sake of the pupils and the reputation of the whole school.

Barriers to whistle blowing

You may worry that you have insufficient evidence to raise a concern, that you will set in train an unstoppable chain of events, that there will be adverse repercussions for your career, that you may suffer harassment or victimisation, or that your suspicion or concern might be totally misplaced.

These concerns are entirely understandable but you can be reassured that whistleblowing procedures addresses these issues.

The Public Interest Disclosure Act 1998 protects employees from reprisals for public interest whistleblowing. Your union, a solicitor or the local authority legal services can provide you with information about your legal position.

Confidentiality and anonymity

All concerns are treated in confidence and, as far as possible, your identity will not be revealed if that is your wish. However, absolute confidentiality cannot be guaranteed if, as a result of an investigation, you are required to provide a witness statement or attend a court hearing.

You can, if you prefer, raise your concern anonymously. The school would need to decide whether the levity and credibility of the concern warrants investigation if the source of the concern, and the key evidence, is not readily available.

The school will fully support you and do all it can to protect you from any harassment or adverse repercussions that may arise from whistleblowing.

Allegations that prove to be deliberately fabricated and malicious will be dealt with through staff disciplinary procedures. However, no action will be taken against any member of staff who raises a genuine concern that proves to be unfounded.

Reporting procedure

- It may help if you write down, for your own benefit, what you have observed or heard that is causing alarm. One useful way to decide whether your concern should be reported, is to consider whether you would want the conduct of this member of staff to continue unchecked if your own child or another young family member was involved.
- You may raise your concern verbally or in writing. You should report your concern directly to the Headmaster.
- If the Headmaster is the subject of your concern, speak to the chair of governors.
- A friend, colleague or union representative may accompany you to the meeting if you wish.
- Ensure the head or chair informs you of their proposed action and sets a date for a second meeting.
- Timescales will depend on the complexity of the initial inquiry but the case should not be allowed to stall and you should receive initial feedback within 10 working days. The timescale for subsequent feedback should then be agreed.
- Ask for clarification about confidentiality and ensure you have your wishes regarding the protection of your identity recorded.

Process and outcome

- The Headmaster or chair will make enquiries to establish the facts of the matter and whether poor practice or inappropriate conduct has occurred.
- Members of the school community, including governors, may be asked to provide information or advice.
- External advice, for example, from legal or human resources or children's services may be sought.
- A written record of the conduct, established facts and outcome of the inquiry will be kept.
- The whistleblower will be kept informed of the progress of the inquiry.

The outcome of the inquiry will be one of the following:

- No poor practice or wrongdoing is established and the case is closed
- The concern has some substance and the subject of the concern will receive advice and support from the Headmaster to improve practice
- Poor practice or wrongdoing is established and disciplinary proceedings are initiated
- The concern is more serious and an investigation is initiated. This investigation may involve the local authority's legal team, children's social care or the police.

If, at any stage in the process, there is reason to believe that a child is at risk of significant harm, children's social care will be immediately involved.

Further action

If you raise a concern and you are dissatisfied with the way it is managed, or the outcome, you may contact the governing body or local authority for advice.

Alternatively you can seek advice from your union or professional association, a solicitor, the police, children's social care or Public Concern at Work (PCaW), a registered charity that offers free and confidential legal advice on workplace malpractice.

Public Concern at Work
Suite 301, 16 Baldwins Gardens,
London ,
EC1N 7RJ
020 7404 6609
whistle@pcaw.co.uk
www.pcaw.co.uk

Appendix 3

Visiting staff child protection information is referred to in the 'Information for Visiting Staff and Volunteers' booklet.

Key facts about child abuse

Abuse and neglect can happen to any child, boy or girl, of any race, culture, ethnicity or sexuality. Disabled children and children with SEN are particularly vulnerable.

Many children are unable to disclose what is happening to them and rely on us to interpret their behaviour and spot signs of abuse.

A pupil may:

- have a bruise, burn or injury that seems suspicious
- show signs of pain or discomfort
- be unnaturally passive or withdrawn
- be unpredictable and challenging
- seem anxious, fearful or distressed
- provide an unlikely explanation for their injury or their behaviour.

If you are concerned for a child's health, welfare or safety in any way you must speak to the designated senior person (DSP) **Simon Willcocks** or a senior member of staff before you leave the school site.

Do not question the pupil or try to secure evidence. Your responsibility is to report your concern, not to investigate.

If a pupil tells you something that suggests they are at risk of harm, allow them to tell you as much as they wish and let them know that you must pass the information on to the DSP.

If you become concerned about a pupil's immediate safety, notify the nearest member of staff and tell them why you are concerned.

You should complete a welfare concern form (attached) and hand it to the DSP or a senior member of staff before you leave the school site. Ask a senior member of staff if you would like help to complete the form.

If you have any questions or wish to see our child protection policy please contact the DSP.

Appendix 4

Confirmation of receipt of child protection policy

Name:

Date _____ of _____ joining _____ school:

Post:

Date _____ of _____ induction:

Name and designation of staff member responsible for induction:

I confirm that I have received and read the school child protection policy.

I have been made aware of my duty to safeguard and promote children's welfare.

The procedure for reporting concerns about a pupil has been explained to me.

Signature: _____

Name: _____

Date: _____

Please sign and return this form to the designated senior person:

Name of parent or carer

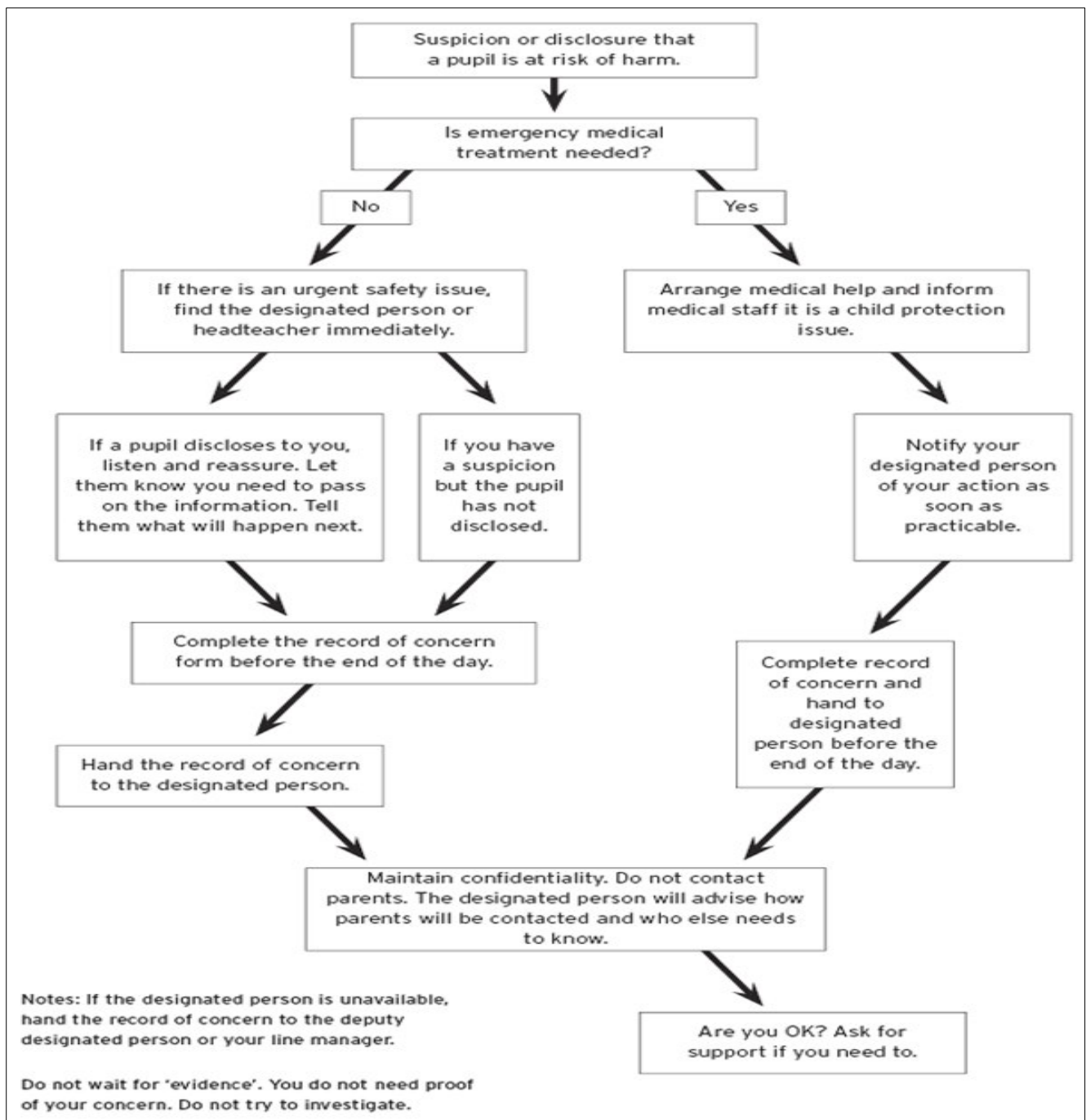
Relationship to the pupil

Signature of parent or carer

Pupil's address

Telephone:

Appendix 6 Reporting a concern flowchart



Appendix 7 School welfare concern form

Use this form to record any concern about a pupil's welfare and give it to the designated senior person for child protection:

If you suspect the pupil may be suffering abuse or neglect, or you have received a disclosure of abuse from a pupil, or you have heard about an allegation of abuse, you must complete the child protection record of concern form instead, and hand it to the designated person today.

Pupil's full name

Date of this record

Why are you concerned about this pupil?

What have you observed and when?

What have you heard and when?

What have you been told and when?

Date and time you handed this form to the designated person

Are the parents/carers aware of your concern? Yes No

Class

Class teacher/form tutor

Your name and designation

Signature _____

Have you spoken to the pupil? Yes No

What did they say? Use the pupil's own words

Have you spoken to anyone else about your concern? Yes No

Who?

Is this the first time you have been concerned about this pupil? Yes No

Further details

Appendix 8 Child protection record of concern: _____ School

Pupil's details

Full name

Address

Telephone

Date of birth

Gender: Male Female

Is the pupil looked-after by the local authority or are there any other legal family arrangements?
(for example, a residence order)

When was the pupil first admitted to this school?

Ethnicity and culture

Religion

Does the pupil have any disability or special educational need? Yes No

Please specify

Preferred language of pupil

Is any type of language support required to converse with the pupil? Yes No

Please specify

Does the pupil know this form has been completed? Yes No
If not, why not?

If yes, what did the pupil say?

Details of those with parental responsibility

Name(s)

Address

Telephone

Relationship to pupil

Ethnicity, culture and religion of those with parental responsibility if known

Preferred language of those with parental responsibility

Is any type of language support required?

Do those with parental responsibility have any disability or special need?

How does this disability or special need affect the pupil?

Details of any siblings

Does the pupil regularly spend time with other carers, for example, after-school or holiday carers, or at a short break service?

Has a Common Assessment Framework (CAF) been completed for this pupil? Yes
 No

Please give date and reason for the CAF

Why are you concerned about this pupil?

Please provide a description of any incidents/conversations and the dates they occurred. You must make clear what is fact and what is opinion or hearsay. You must not ask the pupil leading questions or try to investigate the concern yourself

What have you observed and when?
(This relates to anything you have personally witnessed)

What have you been told and when?
(Write here anything you have been told by the pupil or any other person. Be clear about who has said what)

What have you heard and when?
(This may be third-party information that is relevant but as yet unsubstantiated)

If an allegation has been made, give any details you have about the alleged abuser

Date and time of this record

Your details

Full name

Position

If you are not a member of the school staff please provide details of your school, agency or service together with a contact telephone number.

Do those with parental responsibility know this form has been completed? Yes No
If not, why not?

If yes, what did they say?

NOTE: Those with parental responsibility should not be contacted by anyone in the school if this could place the pupil at risk. Speak to the designated person first

Does the pupil have any visible injury, or have they told you they have been injured?

Yes No

If yes, has medical advice been sought?

Has any action already been taken in relation to this concern? (for example, pupil taken out of class, first aid)

Name and position of the person this record was handed to:

Date and time the above person received this record

If this record has been handed to anyone other than the designated person please explain why

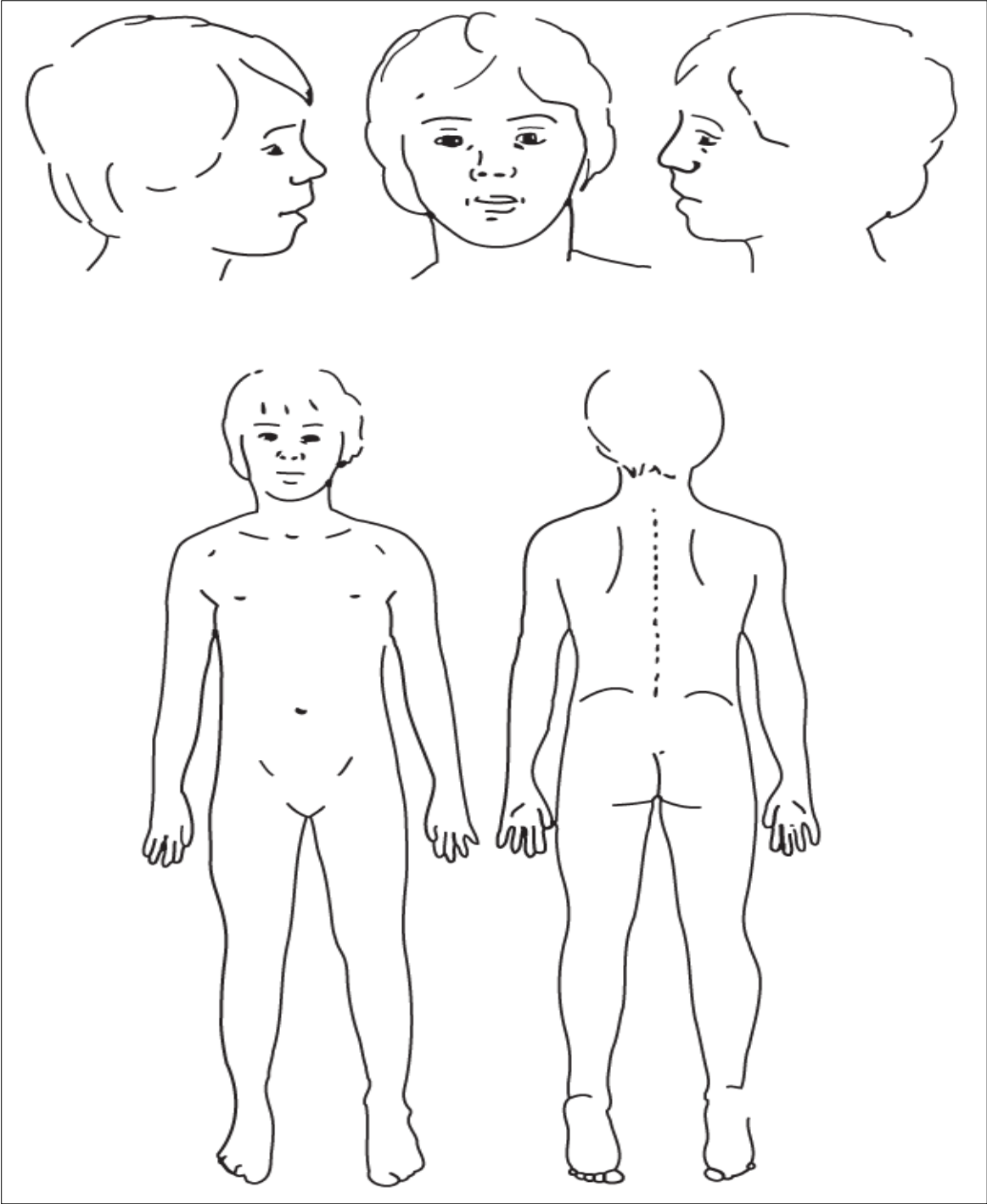
If you have used additional sheets to complete this record of concern please staple them to this form and write the number of additional sheets here _____

If the pupil has a visible injury, please indicate the location on the body map and staple the body map to this form.

Hand this form to the designated person before you go home. If the designated person is unavailable, hand it to their deputy, the Headmaster or your line manager.

If you do not have certain information, such as the child or family's ethnicity, do not delay handing in the form. Ask the designated person to complete the information.

Body map



Appendix 9 Essential contacts

Name and role:	Telephone and email address
School designated senior person	Simon Willcocks 01342 321635 simon.willcocks@fonthill-lodge.co.uk
Headmaster	Simon Willcocks 01342 321635 simon.willcocks@fonthill-lodge.co.uk
Nominated governor	Rosemary Lewis 01342 321635 RosemaryFLewis@aol.com
Deputy designated senior person	Christine Clarke 01342 321635 chris.clarke@fonthill-lodge.co.uk
County Child Protection Advisor	Brian Relph 01243 642420
Children's social care Crawley	01293 895100
Health authority	Lorraine Smith 07770 800247
Police child abuse investigation unit	Eddie Hick 01273 859086
NSPCC helpline local area	01293 651842

Date of publication ___ March 2010_____

Date of review ___ March 2012_____