

Child Protection Policy

The first responsibility of all paid staff and volunteers at Heritage School is to prevent, as far as it is within our power to do so, 'significant harm' (in the form of neglect or physical, emotional, or sexual abuse) occurring to children in our care and to support vulnerable children in our care. All school staff 'have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.' ('Keeping children safe in education', July 2015). Every other good we aspire to achieve for children will be undermined if we fail to meet our responsibilities in this area.

This policy explains:

1. prevention strategies,
2. procedures for dealing with child protection issues,
3. guidance on recognising abuse (Appendix 1). Every regular volunteer or staff member will be expected to read this policy and sign a form declaring they have done so at the time of their appointment and once per year thereafter.

Heritage's Child Protection Policy draws upon the Department for Education guidance Keeping children safe in education (July 2015). Other key documents are: Safeguarding Children and Safer Recruitment in Education (2010), Working Together to Safeguard Children (March 2015), What to do if you're worried a child is being abused (March 2015), and Cambridgeshire Local Safeguarding Children Board (LSCB) Safeguarding Procedures Manual (August 2015). Other relevant school policies to refer to are the Disclosure and Barring Service Clearance policy and the Safer Recruitment policy. The legislation that governs our practices with respect to child protection is:

- 1989 Children's Act (sections 47 and 17 define the duties of the local authority for all children in its area) which establishes the concept of 'significant harm', or the likelihood thereof, as the basis for intervention,
- 2002 Education Act (section 157 states the responsibility of an independent school to meet standards with respect to the welfare, health and safety of pupils),
- 2004 Children's Act (section 58 removes the defense of 'reasonable chastisement' and therefore exposes parents or those acting in loco parentis to a charge of Actual Bodily Harm if there is bruising, etc. as a result of discipline).
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1. Prevention

Heritage staff members seek proactively to prevent significant harm coming to children in our care through safer working practices, effective pastoral care and effective teaching about personal, social, health and emotional issues across the curriculum.

1.1 Safer working practices

All volunteers and staff agree to adhere to the following working practices in order to reduce the risk of abuse or a false allegation of abuse:

1.1.1 Physical contact

Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and children, staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism or misinterpretation. It should be noted that young children generally initiate contact; staff should generally be reactive to physical contact not proactive. Where incidents occur which might otherwise be misconstrued, this will be appropriately recorded and reported to the Headteacher.

1.1.2 Being alone with students

For their own safety and protection, staff should exercise caution in situations where they are alone with pupils. Other than formal teaching situations such as musical instrument tuition, all other one-to-one work such as coaching, counselling or tutor meetings should take place in an area either where there is visual access and/or an open door. Some of the doors in the Senior school now have glass panels in them, so a room with these in should be chosen if possible for one-to-one meetings. Ordinarily two members of staff ought to remain after school should a parent be delayed collecting a child.

1.1.3 Volunteers

From a child protection point of view, there are two groups of volunteers: (1) those who exercise sole responsibility for children, and (2) those who do not, i.e. they are always under the direct supervision of DBS (Disclosure and Barring Service) checked staff. Regular volunteers will be required to read this policy at the time of their appointment and once per year thereafter. Both will be required to adhere to this code of conduct. Any volunteer who ever has sole responsibility for children will be DBS checked prior to assuming those responsibilities. A DBS-checked member of staff will be in the immediate vicinity for scribes. The only exception to this policy rule is when a volunteer drives children on a school outing. In this case we make an informed judgement about the reliability of the volunteer (usually a well-known parent).

1.1.4 Discipline

Children will be treated with respect and dignity and no punishment, detention, or sanctions are allowed outside of those detailed in the school's Behaviour Policy.

1.1.5 First Aid

Except in cases of dire emergency, first aid will only be administered by qualified first aiders. If it is necessary for the child to remove clothing for first aid treatment, there will, wherever possible, be another adult present.

1.1.6 Using the toilet

If a child needs help with toileting or washing after soiling themselves, another adult should be present or within earshot. If a male member of staff is providing any form of intimate care, a female colleague will be present. All first aid treatment and non-routine changing or personal care will be shared with parents/carers at the earliest opportunity.

1.1.7 Security

- No internal doors to classrooms will be locked whilst pupils are present in these areas.
- Entry to school premises will be controlled by doors that are secured physically.
- Authorised visitors to the school will sign in and out at the school office and will be supervised. Unidentified visitors will be challenged immediately by staff and reported to the Headteacher or school office.
- The presence of intruders and suspicious strangers seen loitering near the school or approaching pupils will be reported to the police.

1.1.8 Home time

Accurate records of those with parental responsibility and emergency contacts for each child will be regularly updated. Pupils will only be released in to the care of those with parental responsibility or someone acting with their prior consent.

1.1.9 Photography

Parents, carers or relatives (only) may take still or video photographic images of pupils in school or on school organised activities. Parents, carers or relatives are informed that all such photography is for private use only. Any photographic images used by the school for advertising purposes will only be done with the prior written consent of the parents concerned. Students are only allowed to use

cameras on educational visits on rare, specified occasions. Students who are independent travellers are the only pupils allowed to bring phones to school and are only allowed 'dumb' phones which are handed in to staff at the beginning of the school day (for more information see the school's Phones, Tablets, iPods, Cameras policy).

1.1.10 Whistle blowing

The safety of children is absolutely paramount. Staff members are encouraged to share any concerns they may have about the behaviour of other staff immediately with the Designated Safeguarding Lead/Headteacher.

1.1.11 Recruitment

All staff recruited to Heritage will be subject to appropriate character, identity, qualification and health checks. Periods of unemployment will be queried. References will be verified and DBS with barred list checks undertaken. Interviews with prospective staff will outline our child protection procedures in detail. Please see the school's Disclosure and Barring Service Clearance and Safer Recruitment policies.

1.2 Pastoral care

All Heritage staff, and class teachers in particular, have a responsibility for the pastoral needs of the children in their care. This includes:

- provision of opportunities for children to share and discuss their concerns with a trusted adult
- provision of a classroom environment where every child feels secure and where supportive friendships are encouraged and where children feel safe to express their views and concerns
- special attention to the needs of vulnerable children, i.e. those with an open Child Protection File, offering support and advice.

1.3 Personal, social, health and emotional education

We seek through a range of teaching opportunities to build resilience, help pupils to keep safe and to know how to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, pupils will be helped, for example:

- to recognise and manage risks in different situations (including the 'virtual' world) and then decide how to behave responsibly
- to judge what kinds of physical contact are acceptable and unacceptable
- to recognise when pressure from others (including people they know) threatens their personal safety and well being
- to know when and to whom to turn to for help, including whom they can talk to at school if they should feel concerned about their safety
- to find names for their own feelings and acceptable ways to express them
- to have the self confidence and the vocabulary to resist inappropriate approaches
- to develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting
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2. Procedures

2.1 Who is responsible

The Designated Safeguarding Lead (DSL) is: J W Fletcher, Headteacher

The Deputy is: J Carter, Head of Infants

The DSL is responsible for:

- managing referrals of cases of suspected abuse to the appropriate agencies
- acting as a source of advice within the school,
- ensuring that staff are familiar with the policy and procedures,

- passing on child protection files to new schools/colleges as soon as possible after the child has left Heritage.
- organising training on child protection within school.

The DSL will undergo refresher training every two years and will refresh staff understanding once per year. New staff will be made aware of this policy as part of their contract of employment. Trustees hold the ultimate responsibility for ensuring that child protection concerns are dealt with in accordance with this policy.

2.2 What to do if you suspect abuse

All staff are responsible for the welfare of all children in our care. All staff should be alert to possible abuse and be prepared to 'believe the unbelievable'. We recognise the danger of assuming abuse could never happen in our small and close-knit school community. If a member of staff, including voluntary staff, suspect a child is being abused or is at risk of significant harm either in school or out of school, he/she should immediately:

- write down any information before it is forgotten (a formal log of concern can be created from these notes, on a disclosure form),
- refer to Appendix 1 of this policy where there are doubts about whether or not a child is at risk or has been abused
- speak to the DSL, as soon as possible.
- Whilst the DSL will usually decide whether to make a referral, any staff member can refer their concerns to children's social care directly.
- If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration by the DSL.

2.3 Guidance on dealing with a disclosure of abuse

Staff need to be prepared for a child to disclose information about abuse. Information may be offered in response to an appropriately broad question or it could be entirely unsolicited.

2.3.1 Effective listening

Staff should:

- Listen to the pupil, keeping calm and offering reassurance - e.g. that they are doing the right thing, that you recognise how hard it is for them, that other children have been in similar situations and have come through.
- Let the child lead the conversation. Do not press for details. Ask very open or broad questions.
- Don't lay the blame or criticise either the child or the perpetrator.
- Don't promise confidentiality; explain that you will need to tell others and why.
- Observe bruises, but you should not ask a child to remove or adjust their clothing to observe them.
- Don't promise that you can 'fix things' easily or immediately.

2.3.2 What you are listening for

The goal is to discover enough information to determine whether a referral to the Social Care Team or police is necessary. If it quickly becomes clear, for example, that there is suspected sexual abuse, there is no need to 'investigate' or press for details because an investigation will be undertaken by the Social Care Team and the police.

2.3.3 Immediate recording on a Disclosure Form

It is essential that staff record the allegations immediately in note form then onto a Disclosure Form (available on the staff room noticeboard) or directly onto a Disclosure Form. In particular take note of who might have been witnesses. Any original notes should be dated and signed and submitted to the DSL with the Disclosure Form for action and secure filing. On the Disclosure Form you must note:

- the date and time of disclosure,

- the place and context of the disclosure or concern,
- the facts you need to report,
- whether or not there are any witnesses, and if so, who they are.

2.3.4 Abuse in school

If you suspect the Headteacher is abusing children, you should immediately contact Chris Meddle (01223 703564) of Cambridgeshire County Council for advice.

2.4 Involving the local authorities

2.4.1 Responsibility of DSL

Upon receipt or completion of a Disclosure Form, the DSL will make any additional notes as required, and will consider whether an early help assessment is needed or a swift referral to children's social care needs to be made.

2.4.1 Prior discussion with parents/carers?

Ordinarily the DSL will contact the parents/carers before a referral to the Social Care Team is made. However, if the concern involves alleged or suspected sexual abuse or the DSL has reason to believe that informing the parent at this stage might compromise the safety of the child or a staff member, nothing will be said ahead of referral. The situation must be very serious to avoid speaking to the parents/carers as failing to do so is likely to create significant tension in the relationship with those parents/carers.

2.4.2 Who to call: Social Care Team or Police

If, after clarifying the situation directly with the parents/carers a referral is required, the DSL will contact Cambridgeshire Social Care Team Direct Contact Centre (0345 045 5203) and, if there is an immediate threat of harm to the child, the Child Abuse Investigation Unit of the Cambridgeshire

Constabulary (01480 847743). Ordinarily, it will be sufficient to refer the matter to the Social Care Team Direct Contact Centre who will, in turn, contact the police if necessary. There is an out of

hours Social Care Emergency Duty Team that can be contacted (01733 234724).

2.4.3 Advice prior to contacting the Social Care Team?

Where there is any doubt as to the seriousness of the concern the DSL may contact the

Cambridgeshire Education Child Protection Service (01223 703800). It is possible to request advice either from the Cambridgeshire Education Child Protection Service or the Cambridgeshire Social Care Team Direct Contact Centre without giving the name of the child involved. A decision may be taken by the DSL to monitor the situation if a referral is not appropriate at that stage. The Disclosure Form and any notes should be dated and filed securely (see below).

2.4.4 What to do about allegations against staff

Any concerns pupils, parents or other staff have about the actions of any member of staff or volunteer should be brought immediately to the attention of the Headteacher. If the allegation concerns alleged minor physical mishandling or verbal abuse, this will normally be dealt with under the school's Complaints Procedure. If the allegation is of a more serious nature the Headteacher (DSL) will make

immediate contact with Chris Meddle (01223 703564).

2.4.5 What happens after a referral to the Social Care Team

The following steps will take place upon making a referral:

- The Social Care Team (Safeguarding Manager), together with the police, will decide what action will be taken, including if an assessment is needed, and feed back to the referrer.

- If an assessment is needed then this will be completed by children's social care. An early help assessment may be recommended and/or referral to other specialist or universal services.

2.5 Working with parents

2.5.1 Parental Responsibility

Where important decisions respecting the welfare of a child are at stake, it is essential to know who has Parental Responsibility. Parental Responsibility is defined by the Children's Act (1989), Section 3(1) as "all the rights, duties, powers, responsibilities and authority which by law a parent of a child has in relation to the child and his property." Who has Parental Responsibility?

- all birth mothers,
- most birth fathers if they are married to the child's mother or listed on the birth certificate (after a certain date, depending on which part of the UK the child was born) How can Parental Responsibility be acquired:
- if the father marries the mother,
- if the father is granted a Parental Responsibility Order by a court,
- if the father enters into a "Parental Responsibility Agreement",
- if the father is granted a Residence Order by a court,
- if a step-parent or same-sex partner (joined through civil partnership) enters into a "Parental Responsibility Agreement" with the consent of everyone who already has Parental Responsibility,
- anyone: through being granted an Adoption Order, Residence Order or a Special Guardianship Order by a court,
- by being appointed a "testamentary guardian" in the signed will of someone with Parental Responsibility. Parental Responsibility cannot be lost or amended except by the making of an Adoption Order or through a limitation, not removal, imposed by a Care Order.

2.5.2 The priority of child welfare

Attitudes to, and contact with, parents will be non-judgemental in order to obtain the most effective working relationship: the priority is the needs of the child and we recognise that effective liaison is crucial for this.

2.5.3 Different cultures

We also recognise that families from different backgrounds and cultures will have different approaches to child rearing. These differences will be respected, provided they do not place the child at risk.

2.6 Record keeping

The following procedures and responsibilities will be observed:

2.6.1 Confidentiality

Members of staff should never promise confidentiality. Time should be taken to reassure a child and confirm that information given will be treated sensitively. Information should only be given to the appropriate person (DSL). Members of staff, other than the DSL and those involved closely, should only have enough details in order to help them act sensitively and appropriately to a pupil. Discretion should be used when talking about the personal and changing circumstances of children.

2.6.2 Disclosure Form

Once a teacher has a cause for concern about a child, he/she should immediately create a record of concern using the Disclosure Form found in the staff room. This form should be given to the DSL.

2.6.3 Secure filing

Child protection files are to be kept securely by the DSL and separately from educational records. They may only be accessed by the DSL and senior managers of the school. When a Child Protection File is created for a student, the student's main file in the office should be clearly marked to indicate that a Child Protection File is in existence. Upon creation of a Child Protection File, reference should

immediately be made by the DSL to 'Guidance to schools on keeping and auditing child protection records' (Cambridgeshire County Council) and to the template chronology of child protection concerns. These documents can be found among the 'Ofsted files'.

2.6.4 Information sharing

Heritage staff members have a professional responsibility to share relevant information about the protection of children with the investigative agencies. Social Services will inform Heritage when receiving a child with a Child Protection Plan and accompanying records should follow from the child's previous school. If a pupil with a Child Protection File transfers away from Heritage, all efforts will be made to identify the school to which the child will be attending and ensure that his/her educational records are sent on. If the parent/carer fails to provide this information, a referral will be made to the Cambridgeshire County Council Social Care Team or the Education Child Protection Service in order that they might make further enquiries.

2.7 Supervision

Supervision refers to support, guidance, advice, reflection and scrutiny. All staff at Heritage working with children for whom we maintain a Child Protection File will have the opportunity to discuss any causes for concern they may have. It is the responsibility of the DSL to ensure there is a planned and regular opportunity for the teachers concerned to be supervised. Ordinarily, this will be at least once per term or more frequently as necessary.

2.8 Missing children

The school has an admissions register and attendance register and all pupils are placed on both registers. The local authority will be informed of any pupil who is going to be deleted from the admission register when they meet the conditions listed in 'Keeping children safe in Education' (July 2015). This will be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. The school will inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of ten school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

3. Review Date

This policy will be reviewed on an annual basis or earlier as required. Trustees accept their responsibility to ensure adherence to this policy and their responsibility to liaise with the appropriate agencies (noted above) in the event of an allegation against senior staff.

Appendix 1:

Guidance on recognising suspected abuse Child abuse is a term used to describe ways in which children are harmed by someone, often in a position of power. Abuse could be carried out by an adult, adults or another child or children. It is not our responsibility to decide whether child abuse is occurring, but we are required to act on any concerns immediately and report it to the appropriate party. This should apply even if there is a reasonable degree of doubt. The health, safety and protection of every child is paramount. All staff members need to be alert to the signs of abuse as detailed in this policy. Support and guidance on specific safeguarding issues can be found on the NSPCC website and via the GOV.UK website.

Physical Abuse

This can include hitting, shaking, throwing, poisoning, burning, drowning, scalding, suffocating or causing any form of 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. Possible signs include:

- unexplained injuries or burns

- refusal to discuss injuries
- improbable explanations of injuries
- untreated injuries or lingering injuries
- admission of punishment which appears excessive
- shrinking from physical contact
- fear of returning home or parents being contacted
- fear of undressing
- fear of medical help
- aggression / bullying
- running away
- significant changes in behaviour
- deterioration in work
- unexplained pattern of absences.

Emotional Abuse

This is persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on a child's emotional development. It can include:

- conveying to a child that they are worthless or unloved
- placing inappropriate age-related expectations on children
- making children feel frightened or in danger on a frequent basis
- exposing a child to domestic violence, even if that violence is not directed at the child Possible signs include:
- continual self-deprecation
- fear of new situations
- inappropriate emotional responses to painful situations
- self-harm or mutilation
- compulsive stealing / scrounging
- drug / solvent abuse
- 'neurotic' behaviour - obsessive rocking, thumb sucking
- air of detachment 'don't care' attitude
- social isolation
- attention seeking behaviour
- eating problems
- depression, withdrawal.

Sexual Abuse

Sexual abuse involves forcing or enticing a young person to take part in sexual activities, whether or not the child is aware of what is happening. It can include non-contact activities such as involving children looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways. Possible signs include:

- bruises, scratches, burns or bite marks
- scratches abrasions or persistent infection in the anal or genital regions
- pregnancy
- sexual awareness inappropriate to the child's age
- frequent public masturbation
- attempts to teach other children about sexual activity
- refusing to stay with certain people or go to certain places
- aggressiveness, anger, anxiety, tearfulness
- withdrawal from friends.

Cambridgeshire Sexual Behaviour Service works with children and young people aged from 5-17 years old who are displaying sexually harmful or sexualised behaviour. Any concerns in this area should be referred to the DSL who will contact the service for advice on whether a referral is necessary.

Neglect

Neglect is the persistent failure to meet a child's basic physical and or psychological needs and can affect the child's health and development. It might include failure to provide adequate food, shelter and clothing, failure to protect a child from physical harm or danger, failure to ensure appropriate access to medical care and treatment. Possible signs include:

- constant hunger
- poor personal hygiene
- inappropriate clothing
- frequent lateness or non-attendance
- untreated medical problems
- low self esteem
- poor social relationships
- compulsive stealing or scrounging
- constant tiredness.

Bullying

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time and directed against an individual who cannot defend him/herself in the situation. Bullying may be verbal, physical or psychological. In fact any action, which makes a child feel uncomfortable, insecure or threatened may be defined as bullying. All incidents of bullying will be dealt with by the class teacher in the first instance, followed by a senior staff member or head teacher as appropriate. A more detailed guide can be found in the school's Anti Bullying Policy.

Self Harm

If it comes to the attention of any member of staff that a child is self-harming, they should alert the DSL as soon as possible. Actions by the DSL might include:

- contacting parents
- contacting Child Adolescent Mental Health Services
- contacting Social Services if the child meets the referral criteria.

Forced Marriage and Honour Based Violence (HBV)

A dedicated hotline - Choice Hotline - at Cambridge Police was established in 2008 to offer confidential advice where there is a suspicion that a child may be at risk of a forced marriage or honour based violence. It is staffed by white female police officers and is available 24/7. Staff or children can call the hotline for guidance and support.

Choice Hotline: 0800 5 999 818 FREE

Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. From October 2015, where a teacher discovers that an act of FGM appears to have been carried out on a girl (either through disclosure by the victim or visual evidence) who is aged under 18, there will be a statutory duty upon that individual to report it to the police. (Child

Abuse Investigation Unit of the Cambridgeshire Constabulary (01480 847743)). It will be rare for teachers to see visual evidence, and they should not be examining pupils. Unless the teacher has a

good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

Preventing Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Protecting children from the risk of radicalisation are part of the school's wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

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