



THE ROYAL SCHOOL, HAMPSTEAD
WHOLE SCHOOL AND EARLY YEARS
CHILD PROTECTION POLICY

The policy should be read in conjunction with the Safeguarding Policy, Procedures for Allegations of Abuse made by a pupil against a staff member and the Behaviour which are attached as appendices and the Anti-Bullying Policy

Aims and Objectives

As teachers we all have a statutory duty to 'safeguard and promote the welfare' of children. Staff and pupils have the right to protection from abuse and exploitation. Staff should work towards fulfilling the school's vision in providing a nurturing environment where each child is inspired to learn and discover her own potential; to feel safe and secure amongst her peers and staff; and be eager and excited for her school day to begin. It is essential to maintain effective methods and systems to monitor and review the safety and welfare of pupils and staff.

Recruitment & Training

Our objectives will be realised by regular Child Protection training sessions given to the whole staff, a minimum of every two years (including part time and voluntary staff). New staff will be given guidance on their responsibilities and a comprehensive talk as to how the school system operates. The Royal School practices safe recruitment in checking the suitability of staff and volunteers to work with children.

Child Protection Core Group

Child Protection Officer (Zoe Dunn) Headmistress (Jo Ebner) Nominated Trustee (Samantha Kilgour) Sarah Campbell (Early Years) Debbie Pretty (Senior School)

Concerns, however mild, should be taken to the C.P.O. who will advise further action. In the absence of the C.P.O., concerns should be referred to the Headmistress. The Core Group is able to monitor and review the actions of each other.

In the event of an allegation made by a child against a member of staff, the C.P.O. will interview those involved, make notes and bring these to a strategy meeting of the Core Group.

Reporting

The member of staff reporting a concern will be asked to give an account of the alleged incident. This will be kept as a record for possible future reference. They should also fill out an Incident Report. It is understood that should a member of staff wish to share a worry, or need simple advice on how best to deal with an incident, it is important to report your

concerns however mild they seem. The Core Group, will then, if appropriate an occasion, in consultation with the *Director of Boarding and Pastoral Care* (Debbie Pretty), decide on the strategy forward.

Recognising Child Abuse

It is a teacher's responsibility to recognise signs of abuse and to refer these concerns to the C.P.O. All lists of signs and symptoms of child abuse should be treated with caution. At times there will be straightforward explanations for injuries or behaviour, what is essential is that teachers share their concerns with the C.P.O. *(For further detail please consult London Child Protection Procedures Ch4pp1 19-127 or online www.londonscb.gov.uk)*

Definitions of Child Abuse

There are four areas that are specified as headings under which concerns may be identified:

Neglect is the persistent failure to meet a child's physical and psychological needs, which is likely to result in serious impairment of a child's health or development, including failure to thrive; failure to protect a child from danger. There is often little professional consensus about what constitutes neglect.

Physical abuse is a physical injury to a child where there is definite knowledge; or a reasonable suspicion, that the injury was inflicted or knowingly not prevented. This includes, for example, deliberate poisoning, attempted drowning or smothering and Munchausen's syndrome by proxy - where a parent or carer feigns the symptoms of, or deliberately causes ill health in a child. Physical abuse can lead directly to neurological damage, physical injuries, disability or even death.

Emotional abuse is the persistent or emotional ill treatment of a child; which has a severe adverse effect on the behaviour and emotional development of that child. Its diagnosis will require medical, psychological psychiatric, social and educational assessment. (NB All Abuse involves some emotional ill treatment; this category should only be used when it is the main or sole form of abuse). There is increasing evidence of the long-term consequences for children's development of emotional abuse. It can have a negative impact on a child's behaviour and self-esteem.

Sexual Abuse is the involvement of dependent, developmentally immature children and adolescents in sexual activities that they do not truly comprehend and to which they are unable to give informed consent. This may include non-contact activities such as involving children in watching pornographic videos or watching sexual activities. The key elements in any definition of child sexual abuse are: betrayal of trust and responsibility, abuse of power for the sexual gratification of the abuser, inability of children to give consent.

Responding to Disclosure:

- Ensure the child is safe and if in distress, cared for
- Reassure the child that you are listening and want to help
- Let the child talk freely; do not interrupt
- Keep questions open and to a minimum
- Never promise confidentiality

Reporting and Recording Disclosures:

- Report to the C.P.O., Headmistress or Trustee.
- Record the date and time of the disclosure and put into some context how the child came to tell you what has happened/is happening.

- Record verbatim what the child said, as soon as possible after the disclosure, keep the recording factual and objective.
- Where there is visible bruising/injury; describe what you have seen and where on the child's body. Do not ask children to remove clothing.
- Describe your observations of the child, describing their emotional state and behaviour.
- All information is confidential and once passed onto the C.P.O. there is no right to further knowledge.
- When making a referral a copy of written CAF referral forms will be sent to Safeguarding and Social Care within 48 hours.

Confidentiality and Information Sharing

All confidential issues relating to children and young people should be dealt with on a *need to know* basis. Therefore only information relevant for a particular purpose should be passed on to the recipient, who in turn may not pass this information onto another individual, without consulting the informant.

All information given by the child is confidential at all times and once a report is made any further action taken will not be disclosed to members of staff. Before a referral to Social Service is made, an assessment of disclosure needs to be carried out by the C.P.O. who can seek advice from the Lead Officer for Safeguarding Schools & Social Care (S.S.C.). If a child does not consent to the disclosure of information, then the C.P.O. can override the duty of confidentiality in order to safeguard the welfare of the child. If appropriate consent can be gained from the parent if this is deemed not to put the child at risk.

Only relevant members of staff in schools need to know the details of concerns relating to a child in need i.e. the C.P.O., class teacher and anyone involved in monitoring particular aspects of a child's behaviour such as midday supervisors in the playground. Children should also know which teachers/staff are in possession of what information, when it will be shared, why and with whom.

All Child Protection records are kept in a secure place.

(For further detail please consult London Child Protection Procedures Ch3 pp101-112 or online www.londonscb.gov.uk)

Monitoring

The C.P.O. and Head of Pastoral Care will set a timescale for monitoring a child about whom a concern has been expressed (approximately half a term or 6–8 weeks). If no indicators are found or appear to develop, the monitoring will cease. If indicators and concerns continue, appropriate action will be taken and recorded. The C.P.O. will also liaise with outside agencies as required.

As part of good practice, parents/carers should be advised that their child is to be monitored and involved in the process as much as possible. If a child is on a child protection plan, a C.A.F. monitoring form (completed by the C.P.O.) must be used to record any particular incidents or concerns when they arise and this information shared with the SSC. When a pupil on the Child Protection Register leaves The Royal School, their information will be transferred immediately to their new school and their social worker will also be informed.

Safe working practices for staff and dealing with allegations against staff

Please consult appendix for policy.

This policy was written in line with national, local and Camden safeguarding guidance and legislation:

The 'Every Child Matters,' agenda for children's services,
www.everychildmatters.gov.uk

'The Children Acts 1989 and 2004

'Safeguarding Children – Safer Recruitment in Education (2007).

HM Government (2006): 'Working Together to Safeguard Children', The Stationery Office
www.everychildmatters.gov.uk/socialcare/safeguarding/workingtogether

Department for Education and Skills (2007): 'What To Do If You're Worried A Child Is Being Abused', DfES Publications
www.everychildmatters.gov.uk

London Safeguarding Children Board: 'London Child Protection Procedures' (2007)
www.londonscb.gov.uk

Written: November 2007

Trustees Review: November 2007

Rewritten January 2010

Review Date: March 2010

Appendices

- Useful Contact Information
- Safeguarding Policy
- Allegations of Abuse made by a pupil against a staff member

Useful Contact Information

Camden Safeguarding Children Board
Terry Ellis
Development Officer
Crowndale Centre
218 Eversholt Street
London
NW1 9BD

Phone: 020-7974 6639
Fax: 020-7974 6708

Website: cscb.org.uk
Times: Office hours Mon-Fri 09.00-17.00.

For Copies of CSCB guidance contact Terry Ellis on 020 7974 6639.

London Safeguarding Children Board
www.londonscb.gov.uk

NSPCC
www.nspcc.org.uk

Barnardo's
www.barnardos.org.uk

National Children's Homes (NCH)
www.nch.org.uk

Child Support Agency
www.csa.gov.uk

Camden Safety Net Domestic Violence Service
rachel.nicholas@camden.gov.uk

Every Child Matters
www.everychildmatters.gov.uk

Independent Safeguarding Authority
www.isa.gov.org

Teacher Net
www.teachernet.gov.uk/publications

Protecting Children Publication
www.protecting-children-update.com

Anti Bullying

Helpful Organisations:

Advisory Centre for Education (ACE)	0808 800 5793
Children's Legal Centre	0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	08451 205 204
Parentline Plus	0808 800 2222
Youth Access	020 8772 9900

Websites:

www.bullying.co.uk

www.kidscape.org.uk

www.dfes.gov.uk/bullying

www.bullying.co.uk

www.beatbullying.org

www.antibullyingweek.org

www.cybersmartcurriculum.org

www.childnet-int.org

www.stoptextbully.com



Safeguarding Policy for Royal School Hampstead

This is a whole school policy including Early Years

‘Safeguarding is not just about protecting children from deliberate harm. It includes issues for schools such as: pupil health and safety; bullying; racist abuse; harassment and discrimination; use of physical intervention; meeting the needs of pupils with medical conditions; providing first aid; drug and substance misuse; educational visits; intimate care; internet safety; issues which may be specific to a local area or population, for example gang activity; school security.’ (Briefing for Section 5 Inspectors on Safeguarding Children, Ofsted 2009)

Child protection is the responsibility of all school staff. 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
- include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

Because of their day to day contact with individual children during the school terms, teachers and other school staff are particularly well placed to observe the outward signs of abuse, changes in behaviour or failure to develop.’
(*Working Together 2006*)

The Royal School fully recognises its responsibilities for child protection.

- Our policy applies to all staff, governors and volunteers working in the school. There are five main elements to our policy:
- ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children
- raising awareness of child protection issues and equipping children with the skills needed to keep them safe
- developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse
- supporting pupils who have been abused in accordance with his/her agreed child protection plan
- establishing a safe environment in which children can learn and develop.

Roles and responsibilities

All adults working with or on behalf of children have a responsibility to protect them. There are, however, key people within schools and the local authority who have specific responsibilities under child protection procedures. The names of those carrying out these responsibilities for the current year are listed on the cover sheet of this document.

It is the role of the governing body and the school leadership team to ensure that the designated child protection coordinator is properly supported to carry out this task and that they are given time to fulfil the duties that their role demands.

The school leadership team will ensure that designated child protection coordinators attend the required training and that they refresh their training every two years.

All other staff and the nominated governor must be offered an appropriate level of training and must undergo refresher training every three years.

It is the role of the designated child protection coordinator to ensure that the child protection procedures are followed within the school, and to make appropriate, timely referrals to children's social care in accordance with the locally agreed procedures. Additionally, it is the role of the designated child protection coordinator to ensure all staff employed including temporary staff and volunteers within the school are aware of the school's internal procedures, to advise staff and to offer support to those requiring this.

The role of the nominated governor for child protection is to ensure that the school has an effective policy, that locally agreed procedures are in place, and that the policy and structures supporting safeguarding children are reviewed annually. Governors must not be given details relating to individual child protection cases or situations to ensure confidentiality is not breached.

A statement in the school brochure will inform parents and carers about our school's duties and responsibilities under child protection procedures. Parents can obtain a copy of the school child protection policy on request.

The governing body and school leadership team are responsible for ensuring that the school follows safe recruitment processes, including:

- ensuring the headteacher, other staff responsible for recruitment and one member of the governing body completes safer recruitment training
- ensuring the upkeep of a single central record of all staff and regular volunteers in accordance with government guidance.

The designated child protection coordinator and the headteacher provide an annual report for the governing body detailing any changes to the policy and procedures; training undertaken by all staff and governors and other relevant issues.

Ethos

The Royal School recognises the importance of creating an ethos within school that will help children feel safe and confident they will be listened to.

We recognise that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. Our school may be the only stable, secure and predictable element in their lives.

- The Royal School will endeavour to support all pupils through:
- ensuring the content of the curriculum includes social and emotional aspects of learning

- ensuring that child protection is included in the curriculum to help children recognise when they don't feel safe and to identify who they should tell
- promoting a positive, supportive and secure environment where pupils can develop a sense of being valued
- the school behaviour policy which is aimed at supporting vulnerable 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.

Safe working practice

The Royal School has developed a clear code of practice that staff understand and agree to. The code of practice offers guidance to staff on the way they should behave when working with children.

[Safeguarding Training held every two years, Child Protection Policy and Procedures handouts]

Child protection procedures

The Royal School adheres to child protection procedures that have been agreed locally through the local children's safeguarding board.

Confidentiality

All staff are aware that they must not promise to keep, 'secrets' with children and that if children disclose abuse this must be passed on to the designated child protection coordinator as soon as possible and the child should be told who their disclosure will be shared with.

Staff will be informed of relevant information in respect of individual cases regarding child protection on a 'need to know basis' only.

Record keeping

Child protection records are kept centrally and securely by the designated child protection coordinator. Staff are aware that they must make a record of child protection issues and events as soon as possible and that these records must be signed and dated. Child protection records must not be made in the child's curriculum file.

Working with other agencies

Schools are not investigating agencies and it essential that child protection issues are addressed through agreed procedures. However, schools continue to play a role after referral and need to develop strong links with partner agencies particularly social care.

The Royal School recognises the importance of multi-agency working and will ensure that staff are able to attend all relevant meetings including case conferences, core groups and strategy meetings.

Allegations against members of staff

The Royal School recognises that it is possible for staff and volunteers to behave in a manner that causes harm to children and takes any allegation made against members of staff or volunteers seriously. The local arrangements for managing allegations are understood and followed. All staff know who to talk to if they are concerned about the behaviour of an adult.

[See Allegations against members of staff Policy]

The use of school premises by other organisations

Where services or activities are provided separately by another body, using the school

premises, the governing body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

Cross reference to other school policies

The Royal School recognises that a number of other policies and procedures developed and operated by school form part of the wider agenda of safeguarding and promoting children's welfare and this policy should be read in conjunction with the policies listed below:

- whole-school anti-bullying policy
- health and safety policy
- procedures for accessing risk, ie school trips
- safer recruitment policies and practice
- induction and handbook for staff
- policies that recognise specific vulnerable groups.

Policy review

The governing body is responsible for ensuring the annual review of this policy and that the list of key contacts on the cover sheet is kept up to date.



Early Years

Procedure for Allegations of Abuse made by a pupil against a staff member

Basic Practice

This practice is used in the Early Years, Junior and Senior school. This policy is used in conjunction with the Safeguarding and Child Protection Policy and the guidance set out in “*What to do if you are worried a pupil is being abused.*”

All allegations made by a pupil against a member of staff must be recorded immediately and be made known to the Head. This should happen on the same day that the disclosure is made.

When the pupil asks to speak to a member of staff privately, or makes a disclosure, ensure that you are not alone, with the door closed, but that, whenever practically possible, a female member of staff, preferably the C.P.O. is present.

Staff members are advised to follow good practice at all times:

- In accordance with every teacher’s statutory duty of care, pupils should not be inappropriately treated or touched (hugging constitutes this behaviour as does ridiculing or name calling).
- Staff members should make every effort not to put themselves in a situation where they are alone with a pupil, with the door closed. Ask that another member of staff is present, where possible at all times.
- In practice, this is harder to adhere to, but in order to safeguard pupils and staff, it should form part of The Royal School's good teaching practice.
- With very young children - physical contact is more frequent due to the nature of the pupil's age. If they fall over or are crying, they will need comforting.

Allegations against staff members will be judged on if that staff member has:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved in a way that indicates s/he is unsuitable to work with children

If a child discloses that a member of staff has abused them or acted in a manner to cause harm:

Make sure, wherever possible, that when hearing the disclosure that you are not alone with the pupil. Try and ask that the C.P.O. is present or another member of staff and that the door remains open. Obviously, due to the nature of the conversation, pupils may ask that they speak to you alone and shut the door. Wherever possible, prevent this from happening.

1. Record the allegation – verbatim, as soon as possible after the disclosure.

2. Tell the Head/C.P.O. If the Head is absent, inform the Chair of Governors. If the allegation involves the Head, then inform the Chair of Governors without informing the Head first. In case of serious harm, the police should be informed from the outset.

3. The C.P.O. will contact the L.A.D.O. who will be informed who will meet to discuss the situation and when to tell parents/teacher of any action.

6. Suspension can occur at this stage but is not automatic.

The process is represented on the attached flowchart: *Safeguarding Children in Education.*

False Allegations

Even if you suspect that the allegation is false, staff members have a duty of care to report the allegation to the Head and C.P.O.

Staff

A member of staff accused of abuse or significant harm against a pupil has the right to [a mentor and support network](#). They are also kept informed about the action taken.

Parents

Parents will be informed but do not have a right to all the details if the case, due to the confidentiality laws surrounding personal information. Parents do have a right to know the outcome and action of an allegation made by their child.

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