



Dame Alice Harpur School

Child Protection Policy

Safe-Guarding Children (Child in Need and Child in Need of Protection) Child Protection Policy

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1 INTRODUCTION

EVERY CHILD MATTERS

The Every Child Matters agenda looks at the specific needs of children. At Dame Alice Harpur School, pastoral care provides a structural framework which underpins the girls' academic achievement. It supports each girl through her school life and ensures that the five key areas below are addressed:

Be healthy
Stay safe
Enjoy and achieve
Make a positive contribution
Achieve economic well-being

In school, members of both the teaching and support staff constantly strive to make sure our girls are happy, that they feel supported and are safe. Through the delivery of consistently good teaching and the implementation of support mechanisms, our girls become successful, confident individuals who will, in time, enjoy a healthy approach to economic independence. As individual teachers we are aware when things are not going well for a child and it is our responsibility to ensure that any identified need is reported to either the Head of Section/Head of Department/Assistant Head (Pastoral)/Deputy Head or Headmistress as appropriate. In this way we can ensure that issues are fully discussed and the necessary guidance or referral made to support the child.

Occasionally it is necessary to refer a Child in Need to appropriate services within the community. Our Child Protection Policy sets out the details of procedures to follow in the event of any form of Child Abuse.

The law with respect to Child Protection covers all children under the age of 18. Pupils who are 18+ may decide themselves whether to report abuse to the police, but they are still supported by the school.

We believe that Dame Alice Harpur School promotes the welfare, health and safety and guidance of every girl through its positive, safe and stimulating environment. The School Committee of Governors and the Senior Leadership Team accept that they are responsible for ensuring that the school has a Child Protection policy and procedures in place to deal with incidents, consistent with the Local Safeguarding Children Bureau guidance, 'Working together to Safeguard Children in Education' September 2006.

There are three main elements to our policy:-

- a) Prevention of abuse through the teaching and pastoral support offered to all girls in our care;
- b) Procedures for identifying and reporting cases or suspected cases of abuse. School staff are well placed through their day-to-day contact with girls to observe the outward sign of abuse; and
- c) Provision of support for girls who may have been abused.



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Our policy applies to all staff and to every adult who works with or comes into contact with girls during their day-to-day life at the school.

2 AIMS OF THE POLICY

It is the aim of Dame Alice Harpur School to create a warm and supportive environment where girls feel safe and secure. We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult provide an essential framework within which our girls can live increasingly independent lives.

Girls are actively encouraged to talk and they are listened to sympathetically. Their view point is valued.

Teaching and support staff provide guidance through the pastoral system or as subject staff. All are aware of the need to safeguard children and of their responsibilities in identifying and reporting concerns regarding girls' well being, including possible cases of abuse.

Through the Personal Social and Health Education programme, responsible attitudes to adult life and parenthood are engendered and girls' awareness is raised. Girls are made aware of a variety of support mechanisms.

Links with parents are very important and staff are encouraged to respond quickly to requests and concerns received from parents and guardians, either by telephone, e-mail or by personal appointment.

Parents' Evenings are also arranged to facilitate this common concern for pupil welfare and academic progress.

3 RESPONSIBILITIES

i) Fundamental Principles

Dame Alice Harpur School accepts the principles that:

- Abuse, in whatever form, always constitutes serious harm to the child.
- Suspicion, belief or evidence of abuse of a child, currently or in the past, must be passed to a person in authority in order for them to investigate and evaluate the information.

It is accepted that child abuse can be a problem for children from all backgrounds and that any child may be in need of protection.



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- ii) The School Committee of Governors accepts their responsibility to:
- Follow the safe recruitment in Education Guidelines 2006 when recruiting staff. (The Headmistress, Jill Berry, completed the NCSL on-line training in Safer Recruitment in 2007 and the Children's Workforce Development Council on-line training in December 2009 (certificate obtained). The school's Human Resources Co-ordinator, Diana Moule, and the Bursar, Jean-Marc Hodgkin, have also completed the CWDC on-line training during the 2009/2010 academic year).
 - Ensure that all adults who have had a lapse in service of three months will be checked through the Criminal Records Bureau.
 - Review the policies and procedures for Child Protection annually at a School Committee of Governors' meeting to satisfy themselves that the duties outlined have been appropriately and efficiently discharged.
 - Nominate a governor to have responsibility for Child Protection. (This governor is currently Rosie Gutteridge.)
 - Remedy any deficiencies or weaknesses in regard to Child Protection arrangements that are brought to its attention without delay.

iii) The Designated Teacher

The Headmistress, Jill Berry, is the **Designated Teacher for Child Protection** at Dame Alice Harpur School. Her responsibilities include:

- To undertake training every two years. She completed the Local Authority two-day training in 2006 (certificate obtained) and has completed annual training in each subsequent year.
- To be familiar with 'Protecting Children: the Bedfordshire and Luton Manual of Child Protection Procedures', which is kept in her office and is accessible to any staff who wish to refer to it.
- To keep written records of concerns about a child, even if there is no need to make immediate referral.
- To ensure that all such records are kept confidentially and securely, and are separate from pupil records.
- To monitor the attendance of any pupil currently deemed to be at risk and refer concerns, when appropriate, to the Educational Welfare Service in the first instance.
- To ensure school staff, all teaching staff and those support staff who routinely have contact with the girls, are trained and receive refresher training every three years about their responsibilities with regards to the school's Child Protection Policy.

Fiona McGill, Deputy Head, also completed the two day Local Authority Training in 2006, and Sue Willis, Assistant Head (pastoral) completed the two day training in October 2009. Either Fiona or Sue can therefore act as the Deputy for the Designated Teacher for Child Protection.



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4 DEFINITIONS OF CHILD ABUSE

i) Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child or young person. It may also be caused by the parent/carer fabricating or inducing illness in a child.

- **Possible signs:**

Bruising [without satisfactory explanation], burns [often recurrent], bite marks, parent/carers frequently alleging illness in a child, body covered in hot weather, reluctance to do PE or shower, self-harm.

- **Impact of physical abuse:**

It can lead to neurological damage, physical injuries, disability and occasionally death. Harm may be caused directly by the abuse itself or by the abuse taking place in a wider family context of conflict. Physical abuse has been linked to aggressive behaviour, emotional and behavioural problems and educational difficulties.

ii) Neglect

Neglect is the persistent failure to meet a child or young person's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent/carer failing to provide adequate food, shelter, and clothing, access to medical care, failure to protect a child from physical harm, as well as excluding a child from home or abandonment.

- **Possible signs of neglect:**

Constant hunger, poor personal hygiene, poor state of clothing, frequent lateness or non-attendance at school, untreated medical problems.

- **Impact of neglect:**

Severe neglect of young children is associated with major impairment of growth and intellectual development. Persistent neglect can lead to serious impairment of health and development, and long-term difficulties with social functioning, relationships and educational progress.

iii) Emotional Abuse

Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that he/she is worthless, unloved or inadequate, or valued only in so far as they meet the needs of another person.

- **Possible signs of emotional abuse:**

Physical, mental and emotional development lags, over-reaction to mistakes, extremes of passivity or aggression, continual self-depreciation, self-harm, inappropriate emotional response to painful situations. It may be when an adult constantly behaves in an uncaring or hostile way towards a child or young person, perhaps by bullying, rejecting, frightening or criticising them.



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- **Impact of emotional abuse:**

Emotional abuse has an important impact on a developing child's mental health, behaviour and self-esteem. It can be especially damaging in infancy. Domestic violence, adult mental health problems and parental substance misuse may be features in families where children are exposed to such abuse. Some level of emotional abuse is involved in all types of mistreatment of a child or young person, though it may occur alone.

iv) **Sexual Abuse**

Sexual abuse involves forcing or enticing a child/young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative [e.g. rape/buggery] or non-penetrative acts including non-contact activities [e.g. exposure to pornographic material, watching sexual activities or encouraging children and young people to behave in sexually inappropriate ways.

- **Impact of sexual abuse:**

Self-harm, inappropriate sexualised behaviour, depression, loss of or a poor self-esteem, aggressive behaviour, lack of trust, running away from home.

In making professional judgements, take into account:

The frequency of bruising/injury, context of injury, explanation from child and adult, parent response/skills.

N.B. 'Non-Accidental Injuries' may need to be followed up too. If injuries keep occurring, issues of neglect and level of supervision needs to be investigated.



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5 PROCEDURES WITHIN THE SCHOOL

i) Principles

The staff summary sheet issued to staff at the beginning of each academic year provides a quick reference for dealing with a case of abuse. This is available on the school intranet, ALICE.

Our school procedures for safeguarding children will be in line with Bedfordshire's Manual of Procedures in Education 2006. We will ensure:

- All new members of staff including supply staff will be given a copy of the summary sheet as part of their induction. Training for new staff will take place during the first term of entry to the school.
- Our procedures will be reviewed and updated annually and staff reminded of their responsibilities at the start of every academic year. Staff training will be updated at least once every three years.
- We have a trained Designated Teacher for Child Protection (see section 3 above) who undertakes refresher training more frequently. She has two trained Deputies.
- All staff (including teaching and support staff) are familiar with Child Protection procedures and all cases of child abuse or suspected child abuse are reported immediately to the Designated Teacher; she has responsibility for referring suspected child abuse cases to Social Services within 24 hours.
- All parents/carers may obtain a copy of the summary child protection policy from the school website. All parents/ carers therefore know the identity of the Designated Teacher and her Deputies.
- Through our links to other policies, for example, sex and relationships/anti-bullying, we will help to develop self-esteem and self-assertiveness in our pupils.

ii) What to do if you are concerned about a child's welfare:

- Discuss your concerns with the Designated Teacher (i.e. Jill Berry) or, in her absence, to one of her Deputies (Fiona McGill or Sue Willis).
- Put your concerns in writing with dates and details of these suspicions and pass to the Jill Berry.

iii) What to do if a child makes a disclosure:

- A disclosure may happen at any time.
- Do not panic and think things have to happen instantly. It is more important that the right decision is made and therefore immediate referral to the Designated Teacher is essential.
- It is important to remind the child that you will have to pass on their concern.
- Confidentiality should not be promised; make clear that staff have a responsibility to share relevant information with the Headmistress.
- If you talk to a child, do so with tact and sympathy. Listen, but do not offer an opinion.
- Do not ask leading questions.



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- When asking questions always ask open questions using the TED principle of Tell me, Explain to me, Describe to me.
- Do not let the child take the blame. A child cannot be held responsible for abuse received at the hands of an adult or older sibling or carer.
- Make careful and detailed legible notes – they may be needed later. Record the date, event, observation, disclosure and action taken.
- Pass the information and a written account to the Jill Berry immediately.
- Jill Berry will decide on the best procedure and will either seek guidance from the Educational Welfare Service or contact the Social Services Duty Desk. **She will decide whether it is appropriate to contact parents. Do not contact parents yourself.**

iv) General Principles of Confidentiality

- All staff should be aware that personal information about a child and her family is confidential and should only be given to an appropriate person.
- If abuse is suspected accurate information will be given to the Designated Teacher immediately.
- Other teachers need only know enough to prepare them to act with sensitivity to a distressed child.
- If a child makes a disclosure, the child should be kept informed of who knows and why.
- Promises of confidentiality must not be given as a teacher has a duty to protect a child from abuse; all abuse must be reported.
- Teachers should not, in any circumstances, remove a child's clothing. They should only note those marks which they have noticed or which are brought to their attention by the child.
- No further examination should be carried out.
- Teachers should not photograph the injury.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

If staff (teaching or support) hear worrying information about children from other parents, neighbours or even other children, this should be passed on to the Designated Teacher.

v) Monitoring and Record Keeping

The school can play a vital role in helping children and those who are suspected of being abused, by monitoring and recording certain aspects of the child's progress and behaviour in school.

Evidence from reports and reviews into the deaths of children indicate the vital importance of record keeping (as indicated in the Working Together Document 2000). The CAF (Common Assessment Framework and Multi Agency Referral Form) will be used by the school. A chronology sheet will be used to make a written record of Child Protection activities and concerns.



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All staff are responsible for passing the following information to the Designated Teacher:

- Patterns of attendance
- Changes in mood
- Changes in classroom functioning
- Relationships (with peers and adults)
- Behaviour
- Statements made by the child, comments, stories, 'news', drawings
- General demeanor and appearance
- Home/family changes
- Medicals
- Response to PE/Sport
- Injuries/marks - past and present

The Designated Teacher will decide when to start and finish monitoring the child and decide upon further action to be taken.

When the school has logged a maximum of **three** significant concerns, it will seek advice as to the appropriate action from Social Services.

vi) Referrals to Social Services

When the school is considering making a referral, thought must be given to the type of referral - child in need or child in need of protection.

- When a referral is being made to the duty desk of Social Services, the appropriate Bedfordshire Education Service form will be used. A copy of this form will be kept in the Child Protection file and a copy must be sent to the Education Welfare service. When referring, anything said by the child should be written down as a verbatim report.
- Information will be recorded in factual, non-emotive, non-judgmental terms, with notes of the time, date and context of the events in question. A reference will be made on the child's file.
- The file will be kept centrally and confidentiality will be respected. Child Protection records will be kept securely locked. A reference should be made on a child's school file that a Child Protection File exists. When the child transfers to a new school, the Child Protection File will be forwarded to the receiving school.

vii) Child Protection Records and the Data Protection Act

Child Protection records can be kept on computer and are exempt from the disclosure provisions of the Data Protection Act 1984. For manual records the Education (School Records) Regulations 1989 exempt information relating to child abuse from the requirement of disclosure. However, in cases of alleged child abuse which come to court, the court may require the school to provide its Child Protection records.



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viii) Supporting the Child

If abuse is suspected, accurate information will be given only to the Designated Teacher. The school accepts that other staff need know only enough to prepare them to act with sensitivity to a distressed child.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of worth. They may experience feelings of helplessness, humiliation or self blame.

Dame Alice Harpur School will endeavour to support the pupil through the provision of a positive, supportive and secure environment together with curriculum content which promotes self esteem and self motivation.

ix) Supporting Staff

We accept that staff working in school who have become involved with a child who has suffered harm or appears to be likely to suffer harm may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the Designated Teacher and to seek further support.

x) 'Whistle-blowing'

The school provides an environment in which children and adults feel confident to express concerns regarding the behaviour of a member of staff.

xi) Bullying and Peer Abuse

Our policy on Anti-bullying is set out in a separate policy document, which acknowledges that to allow or condone bullying may lead to consideration under Child Protection procedures.

Some children are thought to be particularly vulnerable to physical, sexual and emotional abuse by their peers. Such abuse is taken as seriously as abuse perpetrated by an adult.

All disclosures will be investigated and referred to Social Services.

xii) Physical Contact with Pupils

It is unrealistic to suggest that teachers should never touch pupils, and they have the right to restrain and control pupils in certain circumstances. (DfES Circular 10/98).

If it is necessary to restrain or control a pupil then the amount of force used must not be more than is needed for the individual to regain control of themselves.

All staff must clearly understand the need to maintain a professional relationship with pupils at all times. Teachers must make sure appropriate boundaries are maintained during their dealings with pupils. This includes the type of language they employ and



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also their conduct, which should not be such that it gives rise to comment or speculation.

xiii) Procedures when abuse by a member of staff is alleged

Any action taken must be by the senior person in the school, usually the Headmistress. The Chairman or Vice-Chairman of Governors should be contacted and kept fully informed.

Immediate action should be taken to protect the child and any other children present, and advice can be sought from the Principal Education Welfare Officer, County Hall, Telephone (01234) 228319.

A report of the allegation of abuse should immediately be given to Social Services for investigation. Consideration should be given as to whether the member of staff should be suspended from their duties while an investigation is carried out.

ALL action MUST be carefully recorded.

If a pupil makes an allegation against the Designated Teacher with responsibility for Child Protection, the member of staff receiving the allegation must immediately inform the Chair of Governors, or the governor with specific responsibility for Child Protection, currently Rosie Gutteridge.

In case of serious harm, the police should be notified from the outset.

The Independent Safeguarding Authority (ISA) will be notified within one month of any person leaving the school whether employed, contracted, a volunteer or student whose services are no longer used because he or she is considered unsuitable to work with children.

Where qualified teachers are registered with the General Teaching Council (GTC) any misconduct referrals (that is those which are not child protection related) must be reported.

6 DOCUMENTATION

The school has in its possession the publication:

Protecting Children: the Bedfordshire and Luton Manual of Child Protection Procedures

This is kept in Jill Berry's office and can be borrowed by any member of staff who wishes to consult it.



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7 CONTACTS

Principal Education Welfare Officer	Carol Younger	01234 228319
Education Welfare Officer		01234 228357
	County Hall	
	E-mail edwel@lea.bedfordshire.gov.uk	
	Website: www.bedfordshire.gov.uk	
Bedfordshire Children's Social Care Intake & Assessment Duty Desk	01234 223599	Mon - Thurs 8.45am - 5.20pm Fri 8.45am - 4.20pm
Social Care Emergency Duty Team	0870 238 5465	Mon - Thurs 5.00pm - 9.00am Weekends 4.00pm on Fri to 9.00am on Mon
Police Child Abuse Investigation Unit	01234 275207	
Bedfordshire Designated Office for Safeguarding Children	01234 292952	
National Society for the Prevention Of Cruelty to Children	0808 800 5000	

Further information is available from the following websites:

www.bedfordshirelscb.org.uk
www.dcsf.gov.uk
www.everychildmatters.gov.uk
www.nspcc.org.uk
www.ofsted.gov.uk

Custodian of the Register 01525 840543

Safeguarding Authority (ISA) referrals address:

PO Box 181
Darlington
DL1 9FA

Tel: 0300 123 1111

ACKNOWLEDGEMENTS

This policy was written using guidelines provided by Bedfordshire County Council.



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Appendix 1:

Safe Working Practice for the Protection of Children and Staff

1 UNDERPINNING PRINCIPLES

- The welfare of the child is paramount (Children Act 1989).
- Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Staff should work, and be seen to work, in an open and transparent way.
- Staff should discuss and/or take advice promptly from their line manager or another senior member of staff over any incident which may give rise to concern.
- Records should be made of any such incident and of decisions made/further actions agreed, in accordance with school policy for keeping and maintaining records. (See Section 5.1 of the school's Records Retention Policy).
- Staff should apply the same professional standards regardless of gender or sexuality.
- All staff should know the name of their Designated Teacher for Child Protection (see above), be familiar with local child protection arrangements and understand their responsibilities to safeguard and protect children and young people.
- Staff should be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

2 DUTY OF CARE

Teachers and other education staff are accountable for the way in which they exercise authority, manage risk, use resources and protect pupils from discrimination and avoidable harm.

All staff, whether paid or voluntary, have a duty to keep young people safe and to protect them from physical and emotional harm. This duty is in part exercised through the development of respectful, caring and professional relationships between staff and pupils and also through the behaviour demonstrated by staff which reflects integrity, maturity and good judgement.

Local Authorities (LAs), schools and parents have legitimate expectations about the nature of professional involvement in the lives of pupils. When individuals accept a role that involves working with children and young people, they must understand and acknowledge the responsibilities and trust inherent in that role.



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3 EXERCISE OF PROFESSIONAL JUDGEMENT

This guidance cannot provide a complete checklist of what is, or is not, appropriate behaviour for staff. However, it does highlight behaviour that is illegal, inappropriate or inadvisable. There will be occasions and circumstances in which staff have to make decisions or take action in the best interests of the child or young person which could contravene this guidance or where no guidance exists. Individuals are expected to make judgements about their behaviour in order to secure the best interests and welfare of the children in their charge and, in so doing, will be seen to be acting reasonably. Ideally individuals should:

- Discuss any proposed action with a senior colleague whenever possible.
- Record the events and any discussions/actions taken with reasons.

4 POWER AND POSITION OF TRUST

As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people in educational settings are in positions of trust in relation to the young people in their care. **A relationship between a member of staff and a pupil cannot be a relationship between equals.** There is potential for exploitation and harm of vulnerable young people and staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

- Wherever possible, staff should avoid behaviour which might be misinterpreted by others, and report and record any incident with this potential.
- Where a person aged 18 or over is in a position of trust with a child under 18, it is an offence for that person to engage in sexual activity with or in the presence of that child, or to cause or incite that child to engage in or watch sexual activity.

5 CONFIDENTIALITY

Members of staff may have access to confidential information about pupils in order to undertake their everyday responsibilities. In some circumstances staff may be given additional highly sensitive or private information.

- They should never use confidential or personal information about a pupil or her/his family for their own, or others', advantage (including partners, friends, relatives or other organisations).
- Information must never be used to intimidate, humiliate, or embarrass the pupil.
- Confidential information about a child or young person should never be used casually in conversation or shared with any person other than on a need to know basis. In circumstances where the child's identity does not need to be disclosed the information should be used anonymously.
- There are some circumstances in which a member of staff may be expected to share information about a child, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass on information without delay, but only to those with designated child protection responsibilities.
- If a member of staff is in any doubt about whether to share information or keep it confidential he or she should seek guidance from a senior member of staff.
- Any media or legal enquiries should be passed to the Senior Leadership Team.



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6 PROPRIETY AND BEHAVIOUR

All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children and young people. They should adopt high standards of personal conduct in order to maintain the confidence and respect of their peers, pupils and the public in general.

An individual's behaviour, either in or out of the workplace, should not compromise her/his position within the work setting. The General Teaching Council for England's Code of Professional Values and Practice, which is now embodied within the standards for Qualified Teacher status, makes explicit that 'teachers recognise the value and place of the school in the community and the importance of their own professional status. They understand that this requires judgement about appropriate standards of personal behaviour'. (March 2009)

Staff should never:

- Make sexual remarks to a student (including in email, text messaging, chat room, phone or letter communication).
- Discuss their own sexual relationships with, or in the presence of, students.
- Humiliate or demean a student or encourage others to do so.

7 DRESS AND APPEARANCE

A person's dress and appearance are matters of personal choice and self esteem. However, staff should consider:

- The manner of dress and appearance appropriate to their professional role which may be different from that adopted in their personal life.
- Staff should ensure that they are dressed decently (not viewed as offensive, revealing or sexually provocative), safely and appropriately for the tasks they undertake.
- Those who dress or appear in a manner which could be considered as inappropriate could render themselves vulnerable to criticism or allegation.

8 INFATUATIONS

Staff must be aware that it is not uncommon for pupils to be strongly attracted to a member of staff and/or develop an infatuation. All situations should be responded to sensitively to maintain the dignity of all concerned. Staff should also be aware that such circumstances always carry a high risk of words or actions being misinterpreted or for allegations to be made against staff.

A member of staff who becomes aware that a pupil may be infatuated with them, or with a colleague, should discuss this at the earliest opportunity with a senior colleague so that appropriate action can be taken. In this way, steps can be taken to avoid hurt, embarrassment and distress for all concerned.



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9 SOCIAL CONTACT

Staff should not establish or seek to establish social contact with pupils for the purpose of securing a friendship or to pursue or strengthen a relationship. Even if a young person seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise her/his professional judgement in making a response and be aware that such social contact could be misconstrued.

Staff should not give their personal details such as home phone number or home email address to pupils unless the need to do so is agreed with the Senior Leadership Team.

Internal email systems should only be used in accordance with school policy.

10 PHYSICAL CONTACT

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role.

A 'no touch' approach is impractical for most staff and may in some circumstances be inappropriate. When physical contact is made with pupils this should be in response to their needs at the time, limited in duration and appropriate given their age, stage of development, gender, ethnicity and background. Appropriate physical contact in schools may occur most often with younger pupils.

It is not possible to be specific about the appropriateness of each individual occurrence of physical contact, since an action that is appropriate with one child in one set of circumstances may be inappropriate in another, or with a different child. Staff should, therefore, use their professional judgement at all times.

Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be recorded as soon as possible and copies given to the Designated Teacher for Child Protection.

If it is necessary to restrain or control a pupil then the amount of force used must not be more than is needed for the individual to regain control of themselves.

11 ACTIVITIES WHICH MAY REQUIRE PHYSICAL CONTACT

Some staff; for example, those who teach PE and games, or those who offer music tuition, will on occasions have to initiate physical contact with pupils in order to support a child so they can perform a task safely, to demonstrate the use of a particular piece of equipment/instrument or to assist them with an exercise. This should be done with the pupil's agreement.

Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the child.



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12 SHOWERS AND CHANGING

Young people are entitled to respect and privacy when changing clothes or taking a shower. However, there needs to be an appropriate level of supervision in order to safeguard young people, satisfy health and safety considerations and also to ensure that bullying or teasing does not occur. This supervision should be appropriate to the needs and age of the young people concerned and sensitive to the potential for embarrassment.

Staff would therefore need to be vigilant about their own behaviour, ensure they follow agreed guidelines and be mindful of the needs of the pupils.

13 PUPILS IN DISTRESS

There may be occasions when a distressed pupil needs comfort and reassurance. This may include age-appropriate physical contact. Staff should remain self-aware at all times in order that their contact is not threatening, intrusive or subject to misinterpretation.

Where a member of staff has a particular concern about the need to provide this type of care and reassurance she/he should seek further advice from a senior manager.

14 BEHAVIOUR MANAGEMENT

All pupils have a right to be treated with respect and dignity. Corporal punishment is unlawful in all schools. Equally, staff should not use any form of degrading treatment to punish a pupil. The use of humour can help to defuse a situation. The use of sarcasm, demeaning or insensitive comments towards pupils is not acceptable in any situation.

15 SEXUAL CONTACT WITH YOUNG PEOPLE

Any sexual behaviour by a member of staff with or towards a child or young person is both inappropriate and illegal. Children and young people are protected by the same laws as adults in relation to non-consensual sexual behaviour. They are additionally protected by specific legal provisions regardless of whether the child or young person consents or not.

There are occasions when adults embark on a course of behaviour known as 'grooming' where the sole purpose is to gain the trust of a child, and to manipulate that relationship so sexual abuse can take place. Staff should be aware that conferring special attention and favour upon a child might be construed as being part of a 'grooming' process, which is an offence.



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16 ONE TO ONE SITUATIONS

Staff working in one to one situations with children and young people may be more vulnerable to allegations. Teachers and others must recognise this possibility and should plan and conduct such meetings accordingly. Every attempt should be made to ensure the safety and security needs of both staff and pupils are met.

- Ensure all meetings whenever possible take place in an open area and not in remote or secluded locations around the school.
- Ensure there is visual access and/or an open door in one-to-one situations.
- Inform other staff of the meeting beforehand, assessing the need to have them present or close by.
- Always report to a senior colleague any situation where a student becomes distressed or angry.
- Pre-arranged meetings with pupils away from the school premises should not be permitted unless approval is obtained from their parent and the Headmistress or other senior colleague with delegated authority.

17 OVERNIGHT SUPERVISION AND EXAMINATIONS

There are occasions during examination periods when timetables clash and arrangements need to be made to preserve the integrity of the examination process. In these circumstances, staff may be asked to volunteer to supervise students perhaps in their own homes. Only if all over 18 members of the household have enhanced CRB clearance, will this be allowed.

Some LAs and some unions do not endorse this practice. Where there are no staff volunteers, the examination awarding bodies allow for alternative supervisory arrangements to be made.

When staff do volunteer, efforts should be made to balance the purpose of the arrangement with the need to safeguard and protect the wellbeing of all parties.

18 EDUCATIONAL VISITS AND AFTER SCHOOL CLUBS

Staff should take particular care when supervising pupils in the less formal atmosphere of a residential setting or after-school activity.

During school activities that take place off the school site or out of school hours, a more relaxed discipline or informal dress and language made may be acceptable.

However, staff remain in a position of trust and need to ensure that their behaviour cannot be interpreted as seeking to establish an inappropriate relationship or friendship.

Where out of school activities include overnight stays, careful consideration needs to be given to sleeping arrangements. Pupils, staff and parents should be informed of these prior to the start of the trip.

Health and Safety arrangements require members of staff to keep colleagues/employers aware of their whereabouts, especially when involved in an out of school activity.



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19 INTERNET USE

The School has a clear policy for access and use of the Internet.

Under no circumstances should adults in school access inappropriate images. Accessing child pornography or indecent images of children on the internet, and making, storing or disseminating such material, is illegal and, if proven, will invariably lead to the individual being barred from working with children and young people.

Using school or college equipment to access inappropriate or indecent material, including adult pornography, is a breach of the school's ICT usage policy and is likely to result in disciplinary action being taken. See the school's E-Safety Policy for further detail.

20 WHISTLE-BLOWING

Whistle-blowing is the mechanism by which staff can voice their concerns, made in good faith, without fear or repercussion.

Staff should acknowledge their individual responsibilities to bring matters of concern to the attention of the Senior Leadership Team and/or relevant external agencies. This is particularly important where the welfare of children may be at risk.

21 SHARING CONCERNS AND RECORDING INCIDENTS

All staff should be aware of the School's Child Protection procedures, including procedures for dealing with allegations against staff.

Staff who are the subject of allegations are advised to contact their professional association.

In the event of an incident occurring, which may result in an action being misinterpreted and/or an allegation being made against a member of staff, the relevant information should be clearly and promptly recorded and reported to senior staff. Early discussion with a parent or carer could avoid any misunderstanding.

Members of staff should feel able to discuss with their line manager any difficulties or problems that may affect their relationship with pupils so that appropriate support can be provided or action can be taken.

It is a requirement to report to the Independent Safeguarding Authority, within one month of leaving the school, any person (employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children. In this context, ceasing to use a person's services includes: dismissal, non-renewal of a contract, no longer using a teacher from a supply agency, terminating a student's placement, no longer using staff employed by contractors, no longer using volunteers, resignation or voluntary withdrawal from any of the above.



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Where qualified teachers are registered with the General Teaching Council (GTC) any misconduct referrals (that is those which are not child protection related) must be reported.

It may be necessary to suspend a member of staff from duty while an investigation is carried out.



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Appendix 2:

Child Protection Summary

Child Protection Summary

The following checklist of the main points concerning child protection may be useful to you if you are dealing with any suspicions or disclosures of abuse, whether this is neglect or physical, sexual or emotional abuse, and whether the suspected abuser is an adult at home, an adult in school or another child:

If you *suspect* that a child is being abused but you don't know for sure, speak to the Designated Teacher for Child Protection, the Headmistress, Jill Berry, who will advise on the best course of action. In the Head's absence, you should speak to the Deputy Head, Fiona McGill, or Susan Willis, the Assistant Head (Pastoral). You will subsequently need to document your concern in writing. If the abuse has been perpetrated by another child, refer both children. You should then continue to monitor the situation and report any developments.

If you *know* that a child is being abused, you must speak **immediately** to Jill Berry, or, in her absence, to Fiona McGill or Sue Willis. **Do not delay your report.**

If a child wants to make a disclosure, receive the account and pass on the details, as above. Reassure the child but never probe. Write down what happened, very soon after the disclosure.

Never guarantee confidentiality and never refuse to hear parts of disclosures.

Avoid giving physical comfort, especially if you are alone with the child.

Never contact parents. There may be information that you do not know. It is likely that parents will be spoken to before referral but only the Headmistress should speak to suspected parents, although you may be required to be present at interviews with parents. The Headmistress will liaise with external agencies as appropriate.

Don't overlook the trivial: report all concerns so that we can see patterns when necessary.

Be vigilant and listen well: abuse can and does happen to children in all types of schools. The child's welfare is the single most important factor.

Pass on information promptly.

The school's full policy and more detailed information and advice can be found on the staff intranet and the school website.

Jill Berry
Headmistress
September 2009