



TAVERHAM HALL

Preparatory School

Child Protection Policy

The Child Protection (designated persons) officers at the school are:

Mrs Vivienne Foulkes-Arnold.
Mr Mike Crossley (Headmaster)
Mrs Angela Shutes (Governor)
Mrs Ruth Fry - EYFS

Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that abuse may have occurred must report it immediately to the designated person or the Headmaster.

“Abuse is always wrong and it is never the young person’s fault.”

In the event of a child or adult disclosing an instance of abuse to you, or if an allegation of physical or sexual abuse is made to you, you should:

- Listen carefully to what the informant has to say.
- Stay calm.
- Take what is being said seriously.
- Never give absolute guarantee of confidentiality to pupils or adults wishing to tell you something serious. You should, however, guarantee that you will only pass on the information to the minimum number of people who must be told, in this case the Child Protection Officer.
- Assure the informant that you, personally, will take any steps you can to protect them from any unnecessary stress.
- Limit questions to the minimum needed to seek clarification
- Do not use leading questions. Use questions like ‘tell me what has happened’ or repeat the information told to you.
- Stop asking questions as soon as the person has disclosed that he/she believes that something abusive has happened to him/her or someone else.

- Reassure the person that they were right to tell you and you are glad they have.
- Make a written record of what you have been told. **Only include facts**, not personal opinions or assumptions. Use the actual words spoken by the informant.
- Record the place and time of the disclosure and sign and date it.
- Hand this written record to the Child Protection Officer.

Taverham Hall fully recognises its responsibilities for child protection.

STATEMENT OF INTENT

The safety and well being of all our pupils at Taverham Hall School is our highest priority. Our business is to know everyone as an individual and to provide a secure and caring environment, so that every pupil can learn in safety. We expect respect, good manners and fair play to be shown by everyone so that every pupil can develop his/her full potential and feel positive about him/herself as an individual.

All pupils should care for and support each other.

Abuse is not easy to diagnose

The NSPCC defines abuse as:

“Child abuse is the term used when an adult harms a child or a young person under the age of 18.....Child abuse can take four forms, all of which can cause long term damage to a child: physical abuse, emotional abuse, neglect and child sexual abuse. Bullying and domestic violence are also forms of child abuse. (Please refer to appendix 3)

1. Introduction

1.1 The governors and staff of Taverham Hall fully recognise the responsibility they have to safeguarding children. We recognise that all staff, including volunteers, have a full and active part to play in protecting our pupils from harm.

1.2 All staff and Governors believe that our school should provide a caring, positive safe and stimulating environment which promotes the social, physical and moral development of the individual child.

1.3 The aims of this policy are:

1.3.1 To support the child’s development in ways that will foster security, confidence, independence and learning.

1.3.2 To raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.

1.3.3 To provide a systematic means of monitoring children known or thought to be at risk of harm.

1.3.4 To emphasise the need for good levels of communication between all members of staff.

- 1.3.5 To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- 1.3.6 To develop and promote effective working relationships with other agencies, especially the Police and Social Care Services.
- 1.3.7 To ensure that all adults within our school who have access to children have been CRB checked as to their suitability.

2. Procedures

Our school procedures for safeguarding children will be in line with LEA and Norfolk Safeguarding Children Board procedures. We will ensure that:

- 2.1.1 We have a designated Senior Person, Mrs Vivienne Foulkes-Arnold, Senior Person Pastoral, who undertakes refresher training every two years as does the Headmaster Mr M. Crossley.
- 2.1.2 We have a member of staff who will act in the designated Senior Person's absence, Mr M Crossley, Headmaster.
- 2.1.3 We have a designated Governor, Mrs Angela Shutes.
- 2.1.4 All staff and the governing body know of the name of the designated person for child protection.
- 2.2 All members of staff are aware and understand their responsibilities in being alert to the signs of abuse and referring their concerns to the designated person.
- 2.3 All members of staff develop their understanding of the signs and indicators of abuse.
- 2.4 All members of staff know how to respond to a pupil who discloses abuse.
- 2.5 All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures.
- 2.6 Our procedures will be regularly reviewed and up-dated and available on the school web site.
- 2.7 The Governing Body is responsible for ensuring the annual review of this policy. An annual report is sent to the local authority.
- 2.8 All new members of staff will be given a copy of our child protection procedures as part of their induction into the school as training in Child Protection is recognised as important.

3. Responsibilities

The designated teacher is responsible for:

- 3.1 Adhering to the NSCB, LEA and school procedures with regard to referring a child if there are concerns about possible abuse
- 3.2 Keeping written records of concerns about a child even if there is no need to make an immediate referral
- 3.3 Ensuring that all such records are kept confidentially and securely and are separate from pupil records. Only CPO and Head have access.
- 3.4 Ensuring that an indication of further record-keeping is marked on the pupil records

3.5 Ensuring that any pupil currently subject to a Child Protection Plan who is absent without explanation for two days is referred to Social Care Services

3.6 Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters including attendance at case conferences.

3.7 Develop and follow procedures where an allegation is made against a member of staff or volunteer.

3.8 Reporting to the governing body at least once a year on child protection issues.

4. Supporting Children

4.1 We recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self blame.

4.2. We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

4.3. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggression or withdrawal.

4.4. Our school will support all pupils by:

4.4.1 Encouraging self-esteem and self-confidence whilst not condoning aggression or bullying.

4.4.2 Promoting a caring, supportive, safe and positive environment within the school.

4.4.3 Liaising and working together with all other support services and those agencies involved in the safeguarding of children

4.4.4 Notifying Social Care Services as soon as there is a significant concern.

4.4.5 Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school.

4.4.6 Preparing them to make reasoned, informed choices, judgements and decisions.

4.4.7 Ensuring they are aware there are adults to whom they can turn to if they are worried.

4.4.8 Providing access to a telephone allowing them to call for support in private.

4.4.9 Displaying advice on where pupils can get help around the school (including dormitories) including phone numbers and contact details for external specialists eg. Childline

5.0 Confidentiality

5.1 We recognise that all matters relating to Child Protection are confidential.

5.2 The Headmaster or Designated Teacher will disclose any information about a pupil to other members of staff on a need to know basis only.

5.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

5.4 All staff must be aware that they cannot promise a child to keep secrets.

5.5 All records will be kept locked in CPO's room. Only Head and CPO have access.

6.0 Supporting Staff

6.1 We recognise that staff working in the 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.

6.2. We will support such staff by providing an opportunity to talk through their anxieties with the designated teacher and to seek further support as appropriate.

7.0 Allegations against staff

7.1 We understand that a pupil may make an allegation against a member of staff.

7.2 If such an allegation is made, the member of staff receiving the allegation will immediately inform the Senior Person Pastoral or Headmaster.

7.3 The Headmaster on all such occasions will discuss the content of the allegation with the LEA Lead Officer for Child Protection.

7.4 If the allegation made to a member of staff concerns the Headmaster, the designated teacher will immediately inform the Chair of Governors who will consult with the LEAs Lead Officer for Child Protection.

7.5 The school will follow the LEA procedures for managing allegations against staff, a copy of which will be readily available in the school.

8.0 Whistleblowing

8.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

8.2 All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.

9. Physical Intervention

9.1 Our policy on The Use of Force and Physical Restraint by staff is set out in a separate policy and acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person.

9.2 We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

10. Bullying

Bullying, harassment, victimisation or discrimination will not be tolerated; any kind of bullying is unacceptable

10.1 Our policy on bullying is set out in a separate policy which works alongside our behaviour policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

10.2 We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school.

11. Racist Incidents

11.1 Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

12. Prevention

12.1 We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.

12.2 The school community will therefore:

12.2.1 Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.

12.2.2 Ensure that all children know there is an adult in the school, including a residential matron, whom they can approach if they are worried or in difficulty.

12.2.3 Include in the curriculum opportunities for PSHE which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

13. Health & Safety

13.1 Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

13.1.1 Our lettings policy will seek to ensure the suitability of adults working with children on the school site at any time.

14. Promotion of Welfare

14.1 The ethos of Taverham Hall School, which is embedded within our aims, is to promote social and moral well-being, to teach pupils to take care of and to value themselves, and to think in terms of making a positive contribution to society as adults.

14.2 All our pupils take part in a number of charitable activities. Through developing links our older pupils are involved in helping children from other schools. We see this as making an important contribution towards the development of the whole person, who grows up to value society and to expect to make a personal contribution towards it.

15. Equal Treatment

15.1 Taverham Hall is committed to equal treatment for all, regardless of an individual's race, ethnicity, religion, sexual orientation or social background.

15.2 We aim to create a friendly, caring and perceptive environment in which every child is valued. We endeavour to contribute positively towards the growing autonomy, self esteem and safety of each pupil. Further details can be found in our Equal Opportunities policy.

Transparency

Taverham Hall School prides itself on its respect and mutual tolerance. Parents/guardians have an important role in supporting Taverham Hall School. Copies of this policy, together with our other policies relating to issues of child protection are on our web site, and we hope that parents and guardians will always feel able to take up any issues or worries that they may have with the school. We will never ignore an allegation of child abuse and will always investigate any concerns thoroughly. Open communications are essential.

Complaints

We hope that you and your child do not have any complaints about our school; but copies of the School's complaints procedure are available on the school's web site and can be sent to you on request.

APPENDIX 1

Child Protection Procedure

Designated Senior Person: Mrs Vivienne Foulkes-Arnold. Senior Person Pastoral

Allegations of emotional, physical or sexual abuse or neglect are to be reported to the designated member of staff (Mrs Foulkes-Arnold) who will inform the Headmaster. When information is received regarding abuse by a member of staff or other adult then:-

- Refer the matter immediately
- Questioning should be limited and should avoid leading questions
- Tell the child what is likely to happen next
- Ask the child what they wish to happen to ensure they are protected
- Make a written record as soon as possible, including, where relevant, a copy of any written statements by staff (and, in certain cases, by pupils). Remember that anything in writing may have to be produced in court.

See also guidance notes as to how to respond to a child wanting to talk about abuse (Appendix 2).

A guarantee of confidentiality cannot be given to children.

Parents do not always have to be informed or consulted, especially in cases where a parent may be the perpetrator of any alleged abuse.

Do not attempt to investigate reports of abuse. Note: other parties, including staff and pupils, are only involved / consulted as part of an investigation by the designated member of staff (a) if they are likely to be able to clarify certain issues (b) need to be involved on a need to know basis.

The designated member of staff then:

- 1) Takes steps to protect the child from harm
- 2) Refers the matter to:
Social Care – Referral and Assessment.

Advice may be gained from: the Local Authority Designated Officer (LADO).

The LADO can be contacted on 01603 223473 OR 01603 223006.

In their report to the duty officer the designated member of staff must:

- 1) Provide factual information only and not speculation.
- 2) Make a record of the conversation including time/date/information given/name of Social Services contact.

Abuse of children by children

- 1) Listen to the child and ascertain the seriousness of the situation.
- 2) Refer the matter to the designated member of staff or The Headmaster.

Bullying can be very subtle and staff should be aware of problems that can arise with older pupils misusing their powers over younger pupils, pupils of the same age and a dominant character. Refer to the Policy on Bullying.

It is very rare that bullying constitutes abuse, and all serious cases of bullying must be referred to The Headmaster or his Deputy before further action is taken.

N.B. All disclosures must be documented, with time and date.

School procedure in the event of an allegation of abuse against a member of staff.

In line with current procedure a member of staff accused of abuse will be suspended from duty so that the allegation can be investigated fairly. A suspension does not imply guilt; it is for the protection of both child and adult. The Headmaster and the Governors will then investigate the allegation immediately and a decision as to the course of action will be arrived at with all expediency. If the allegation is not substantiated, the member of staff will be reinstated immediately. However, should there be any substance to the allegation disciplinary procedures will be initiated and investigations may take place, involving:

- 1) Social Care Services
- 2) Police

If abuse is reported, the Social Services Inspection Unit will:-

- 1) Decide to what degree the school did not safeguard and promote the welfare of the child.
- 2) Decide whether the school acted appropriately according to child protection procedures.
- 3) Decide whether the child was safeguarded after the allegation of abuse.
- 4) Decide what lessons may be learned from the experience.

A child missing or absconded

A school policy and procedure on missing children is available on our web site.

References:

DfES Circular 10/95 "Protecting Children from Abuse: the Role of the Education Service".

DFeS Green Paper "Every Child Matters" 2003

DfeS / 0027 / Sept 2004 "Safeguarding Children in Education".

Dept. Health Publications 2003: "What to do if you're worried a child is being abused. Summary"

The Home Office 2004: "Children & Families: Safer from Sexual Crime. The Sexual Offences Act 2003"

"Working together to safeguard children", 2006.

The Norfolk Safeguarding Children Board Multi-Agency Child Protection Code of Practice.

Appendix 2

<p>Guidance on how to respond to a child wanting to talk about abuse: GENERAL POINTS</p>	<p>DON'T SAY</p>
<ul style="list-style-type: none"> • Show acceptance of what the child says (however unlikely the story may sound) • Keep calm • Look at the child directly • Be honest • Tell the child you will need to let someone else know – don't promise confidentiality • Even when a child has broken a rule, they are not to blame for the abuse • Be aware that the child may have been threatened or bribed not to tell • Never push for information. If the child decides not to tell you after all, then accept that and let them know that you are always ready to listen. <p>HELPFUL THINGS YOU MAY SAY OR SHOW</p> <ul style="list-style-type: none"> • I understand what you are saying • Thank you for telling me • It's not your fault • I will help you. 	<ul style="list-style-type: none"> • Why didn't you tell anyone before? • I can't believe it! • Are you sure this is true? • Why? How? When? Who? Where? • Never make false promises • Never make statements such as "I am shocked, don't tell anyone else". <p>CONCLUDING</p> <ul style="list-style-type: none"> • Again reassure the child that they were right to tell you and show acceptance • Let the child know what you are going to do next and that you will let them know what happens. • Contact the appropriate senior member of staff or agency. • Consider your own feelings and seek pastoral support if needed.

Remember to make a written record as soon as you can. Only include facts and where possible use the actual words used by the child. Sign and date the record and hand it straight to Vivienne Foulkes- Arnold or, if this is not possible, to Mike Crossley.

Appendix 3 Identifying Abuse

Children may indicate that they are being abused in many different ways. Unhappiness and distress can almost always be seen in behaviour of a young child. Older children may be more skilled at hiding their distress. "Clusters" of signs or behaviour "patterns" emerging over time or inconsistent explanations may alert you to possible abuse.

SYMPTOMS

The NSPCC lists some of the signs and behaviours which may indicate that a child is being abused, there are many others.

They are NOT evidence of abuse and there can be other explanations for a child showing these signs or behaving in these ways, however they may be a warning.

- repeated minor injuries, unexplained bruises in various stages of healing
- children who are dirty, smelly, poorly clothed or who appear underfed
- children who have lingering illnesses which are not attended to, deterioration in school work, or significant changes in behaviour, aggressive behaviour, severe tantrums
- an air of 'detachment' or 'don't care' attitude
- overly compliant behaviour
- a 'watchful attitude'
- sexually explicit behaviour (e.g. playing games and showing awareness which is inappropriate for the child's age), continual open masturbation, aggressive and inappropriate sex play
- a child who is reluctant to go home, or is kept away from school for no apparent reason
- does not trust adults, particularly those who are close; does not join in, has few friends
- 'tummy pains' with no medical reason
- eating problems, including over-eating, loss of appetite, massive weight change
- disturbed sleep, nightmares, bed wetting
- running away from home, suicide attempts
- self inflicted wounds, welts, human bite marks, burns
- reverting to younger behaviour, developmental delay
- depression, withdrawal, avoidance of lessons especially PE or games
- Torn, stained. dirty underwear; Pain, soreness or itching in external genitalia

- relationships between child and adults which are secretive and exclude others

- pregnancy

Definitions of abuse

- a) Neglect: the persistent or severe neglect of a child (eg. By exposure to any kind of danger, including cold and starvation) which results in serious impairment of the child's health or development, including non-organic failure to thrive.
- b) Physical Abuse: Physical injury to a child, including deliberate poisoning, where there is definite knowledge, or a reasonable suspicion, that the injury was inflicted or knowingly not prevented.
- c) Sexual Abuse: The involvement of dependent, developmentally immature children and adolescents in sexual activities they do not truly comprehend, to which they are unable to give consent, or that violate the social taboos of family roles.

Pre-pubertal children should never be regarded as being capable of sufficiently comprehending or of giving consent.

- d) Emotional Abuse: The severe adverse effect on the behaviour and development of a child caused by persistent or severe emotional ill-treatment or rejection.

All abuse involves some emotional ill-treatment. This category should be used where it is the main or sole form of abuse.

Appendix 4

Taverham Hall Child Protection policy also applies to and includes

the Early Years Foundation Stage (EYFS). The following applies specifically to the EYFS setting:

(i) Mrs Ruth Fry is the designated practitioner who will take the lead responsibility for safeguarding children within the EYFS setting and will liaise with the School's Child Protection designated officers and local statutory children's agencies as appropriate

(ii) Ofsted will be informed of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations;

(iii) Ofsted will be informed of the above, as soon as is reasonably practicable, but at the latest within 14 days.

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