

COWORTH-FLEXLANDS SCHOOL
CHILD PROTECTION POLICY
(Appendix 1)

PHYSICAL AND BEHAVIOURAL INDICATORS

Children tend to respond in a non-specific way to specific stresses and show these in their behaviour, although older children can be very adept at hiding their distress. Children from different cultural backgrounds may show their distress in different ways and specialist advice may be needed to understand how race and culture influence children's behaviour. It would not be possible to list every indicator connected with abuse. It is important not to react to these indicators alone as some could be attributed to other events in a child's life, not just abuse.

Physical Indicators

- Burns and scalds
- Bites
- Poisoning, non-organic failure to thrive
- Scratches and wealds
- Broken bones and fractures
- Difficulty in walking or sitting
- Malnutrition
- Sexually transmitted infections
- HIV and Aids
- Unexplained bleeding in and around the genital area
- Evidence of clothing having been removed and replaced (e.g. vest and pants inside out)
- Pregnancy
- Soreness in the genital area and pain on passing water
- Recurrent urine infections
- Bedwetting, soiling
- Psychosomatic problems such as recurrent tummy ache or headache
- Suicide attempts
- Self-mutilation
- Frozen watchfulness

Guidance for Staff

- Ensure that your behaviour and actions do not place pupils or yourself at risk of harm or allegations of harm to a pupil (e.g. In 1:1 tuition. Coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil and so on).

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(Appendix 2)

DEALING WITH CHILD PROTECTION CONCERNS

1. Always stop and listen attentively to anyone who wants to tell you about an incident or suspicion of abuse.
2. Do not ask leading questions or impose your own interpretations upon what you are being told. Do not, for example, ask "Did he touch you?" or "Did he say anything to you?" etc. Let the person know you are concerned and understanding and stick to asking them to tell you what it is they want to say. Only prompt them by saying, "Is there anything else you might want to add?"
3. Do not make a promise of confidentiality or secrecy. You need to make it clear that you have a responsibility to report the concern so that action can be taken and the child can be helped. You can reassure the person that only those who need to know will be told.
4. Keep a written record of the conversation. If it is appropriate, you can make a verbatim record of what you are told at the time, but if this is inhibiting then make those notes as soon as possible after the conversation. It is important to keep those original notes intact.
5. You must immediately report the information to the Designated Senior Person, or CPLO, or Governor with Child Protection responsibilities. In the unlikely event of one of these not being available or all three being implicated in some way, then you may contact the local Social Services department yourself and ask them what to do next.
6. The Designated Senior Person or CPLO or Governor with Child Protection responsibilities will decide whether any immediate action needs to be taken to protect any children involved.
7. Never attempt to carry out an investigation of your own or with other people in the school. The Agency Investigation Officers are trained to do this and evidence can be made void if handled inappropriately.
8. As soon as possible the Designated Senior Person or CPLO or Governor with Child Protection responsibilities will contact the Social Services Family Support Team. They will give guidance on any further actions that need to be taken.
9. Whatever steps are taken thereafter will be according to the Surrey Child Protection Procedures Manual.

COWORTH-FLEXLANDS SCHOOL
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(Appendix 3)

INTIMATE CARE

INTRODUCTION

All staff at Coworth-Flexlands School who work with young children must realise that the issue of intimate care is a difficult one and will require staff to be respectful of children's needs, avoiding and minimising risk – not only risk of abuse to children but also risk of allegation against those who are working with them.

1. Intimate care is defined as: "Care tasks of an intimate nature, associated with bodily functions, body products and personal hygiene which demand direct or indirect contact with or exposure of the genitals."
2. Children's dignity will be preserved and a high level of privacy at all times. Staff who provide intimate care are aware of child protection issues. Staff behaviour is open to scrutiny and staff at Coworth- Flexlands School work in partnership with parents, carers and Governors to provide continuity of care to the children under their care both during school hours, outings and residential trips away.
3. Staff deliver a full personal safety curriculum as part of Personal, Social and Health Education, to all children as appropriate to their age and developmental level and degree of understanding.
4. Coworth-Flexlands School is committed to ensuring that all staff responsible for the intimate care of children will undertake their duties in a professional manner at all times.

Coworth-Flexlands recognises that there is a need to treat all children with respect when intimate care is given. No child should be attended to in a way that causes distress or pain.

5. Gloves must always be worn if there is a possibility of contact with bodily fluids

OUR APPROACH TO BEST PRACTICE

1. Physical contact should be limited to that which circumstances dictate and not prolonged, as this can be misconstrued.
2. If you need to see a child alone, make sure that the door is open or another adult is around and the child knows this. Don't invade a child's privacy whilst toileting, a child's dignity is of paramount importance, just let them know to call if they need assistance.
3. All children who require intimate care are treated respectfully at all times.
4. Staff who provide intimate care are trained to do so and are fully aware of best practice.
5. There is careful communication with each child who needs help (verbal, symbolic etc.)
6. Staff will encourage each child to do as much for themselves as they can. Individual intimate care plans will be drawn up for particular children as appropriate to suit the circumstances of the child. These plans include a full risk assessment to address issues such as moving and handling, personal safety of the child and carer and health.

THE PROTECTION OF CHILDREN

1. The Education Child Protection Procedures and Inter-Agency Child Protection procedures will be accessible to staff and adhered to.
2. Where appropriate, all children will be taught personal safety skills carefully matched to their level of development and understanding.
3. If a member of staff has any concerns about changes in a child, they will immediately report concerns to the Head or Child Protection staff.
4. If a child becomes distressed or unhappy about being cared for by a particular member of staff, the matter will be looked into and outcomes recorded by Head and Governors.
5. Update training and hold Staff Insets if we have any concerns or new issues to address.

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(Appendix 4)

RESTRAINT OF PUPILS

INTRODUCTION

Everyone has the right to defend themselves against attack. Any member of staff may intervene in an emergency if a pupil is in immediate risk of injury or on the point of inflicting injury on someone else.

Section 550A of the Education act 1996 clarifies the powers of teachers and other staff who have lawful control or charge of pupils either on the premises or on approved extra curricular activities, to use reasonable force to prevent pupils committing a crime, causing injury or damage to themselves, others or property, or to prevent behaviour prejudicial to the maintenance of good order and disciplines.

Training regarding restraint is provided for teaching staff, teaching assistants and Early Years Practitioners as part of the school's on-going In Service Training programme

GUIDELINES

5. The law clearly forbids a teacher to use any degree of physical contact which is deliberately intended to punish, or primarily cause pain, injury or humiliation.
6. The legal position: The touching, physical restraint, use of force against or constraint of a pupil is something to be approached with great caution. Such acts may result in accusations of either criminal offence or result in civil action.
7. Restraint of a pupil is permitted when the pupil is:
 - i) committing any offence
 - ii) causing personal injury to, or damage of any person
 - iii) engaging in behaviour prejudicial to the maintenance of good order and discipline
 - iv) putting themselves in danger
 - v) being destructive towards property

Examples quoted include:

- where pupils are fighting
- on the verge of committing a deliberate damage or vandalism to property
- causing themselves or others to be at risk of damage by accident
- through rough play or the misuse of dangerous materials or objects

The Education Act also quotes pupils running in corridors or stairways in such a way as to endanger the safety of others or where a pupil persistently refuses to obey an order to leave a classroom, or behaves in such a way as to seriously disrupt a lesson.

4. Restraint in any of the above circumstances must only be used when there is **no alternative** to use of physical restraint.
5. Restraint may involve blocking the path of pupils, positioning oneself between pupils, touching, holding, pushing, pulling or leading a pupil by the arm or shepherding a pupil away, by placing a hand in the centre of the back.

6. Only in the **most exceptional circumstances** and when there is no alternative can a person justify the use of force upon a pupil which might reasonably be expected to cause injury.
7. Physical restraint must involve the **minimum force** necessary to prevent injury or remove the risk of harm and should be gradually relaxed as the pupil gains self-control. Physical restraint must not be used to gain compliance with staff instructions when there is no immediate risk to the pupil or to other individuals.
8. As a general principle teachers should not make unnecessary physical contact with their pupils. However, there are occasions when physical contact is appropriate and/or necessary, e.g. on those occasions in the course of teaching when, for example, a pupil is being shown how to use a piece of apparatus or equipment or while demonstrating a move or exercise during PE or IT. The administration of First Aid will inevitably involve physical contact and First Aiders should ensure that others are present in circumstances when physical contact could be misconstrued. Any comforting gestures must always be acceptable to the pupil concerned.
9. Staff are NOT expected to restrain a pupil if, by so doing, they consider they put themselves at unacceptable risk.
10. Any incident resulting in the restraint of a pupil must be written upon the appropriate forms held in the School Office and a copy lodged with the Headmistress and in the pupil's file. Such accounts may be made available to outsiders (parents, governors, consulting professionals). Parents must also be advised and given the opportunity to discuss the incident.
11. All staff will be issued with a copy of Advice for Staff on Physical Restraint.

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PROCEDURE FOR DEALING WITH ALLEGATIONS OF ABUSE AGAINST TEACHERS AND OTHER STAFF ON SITE AND ABUSE AGAINST STAFF EMPLOYED BY ANOTHER ORGANISATION WHILST THE CHILDREN ARE OFF SITE

INTRODUCTION

This procedure is for managing cases of allegations that might indicate that a person is unsuitable to continue to work with children in their present position, or in any capacity. It should be used in respect of all cases in which it is alleged that a member of staff (including a volunteer) has;

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

There may be up to 3 strands in the consideration of an allegation:

- Consideration by the school of disciplinary action in respect of the individual;
- A police investigation of a possible criminal offence;
- Enquiries and assessment by the children's social care about whether a child is in need of protection or in need of services.

All allegations should be reported immediately to the Headmistress. In the absence of the Headmistress allegations should be reported to the Chair of Governors. If the allegation is against the Headmistress this should be reported immediately to the Chair of Governors. In case of serious harm the police will be informed.

PROCEDURES

Supporting those involved

Parents or carers of a child or children involved should be told about the allegation as soon as possible if they do not already know of it. They should also be kept informed about the progress of the case, and told the outcome where there is not a criminal prosecution. That includes the outcome of any disciplinary process. N.B. The deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, cannot normally be disclosed, but the parents or carers of the child should be told the outcome.

In cases where a child may have suffered significant harm, or there may be a criminal prosecution, children's social care, or the police as appropriate, should consider what support the child or children involved may need.

The school should also keep the person who is the subject of the allegations informed of the progress of the case and consider what other support is appropriate for the individual. If the person is suspended, the school should also keep the individual informed about developments at school. If the person is a member of a union or professional associations/he should be advised to contact that body at the outset.

Confidentiality

Every effort should be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated/considered. In accordance with the Association of Chief Police

Officers (ACPO) guidance the police will not normally provide any information to the press or media that might identify an individual who is under investigation, unless and until the person is charged with a criminal offence.

Resignations

The fact that a person tenders his or her resignation, or ceases to provide their services, must not prevent an allegation being followed up in accordance with these procedures.

Record keeping

It is important that a clear and comprehensive summary of any allegations made, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on a person's confidential personnel file, and a copy provided to the person concerned. The record should be retained at least until the person has reached normal retirement age or for a period of 10 years from the date of the allegation if that is longer.

Timescales

It is in everyone's interest to resolve cases as quickly as possible consistent with a fair and thorough investigation.

Oversight and Monitoring

Within the Surrey Safeguarding Children Board, the office that deals with Allegations against Staff is available on: 01372 833342. This will get you through to the duty desk and they will organise the LADO to contact the school. The office should be informed within 24 hours when an allegation has been made and will be involved in the management and oversight of individual cases.

The police may also be informed where appropriate and a senior officer will be assigned to have strategic oversight of the arrangements and ensure compliance.

Suspension

The possible risk of harm to children posed by an accused person needs to be effectively evaluated and managed – in respect of the child/ren involved in the allegations, and any other children. In some cases that will require the school to consider suspending the person until the case is resolved.

Suspension should be considered in any case where there is a cause to suspect a child is at risk of significant harm, or the allegation warrants investigation by the police, or is so serious that it might be grounds for dismissal. However, a person must not be suspended automatically, or without careful thought.

Action on conclusion of a case

If the allegation is substantiated and the person is dismissed, or the person resigns, the school will inform the CRB, DCSF and GTC within a month.

If a person has been suspended awaiting the conclusion of the investigation and found fit to return to work the school should consider how best to facilitate that. The school should also consider how the person's contact with the child or children who made the allegation can best be managed if they are still attending the school.

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(Appendix 6)

SAFER RECRUITMENT PROCEDURES

Introduction

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Procedures

When recruiting for any position within the school at least 1 member of the recruitment panel should have completed the NCSL Safer Recruitment Course or an equivalent qualification. The guidelines advised by this course are to be followed for every appointment made.

Advertising

This must include a statement about the school's commitment to safeguarding and promoting welfare of children, and reference to the need for the successful applicant to undertake an Enhanced Disclosure via CRB.

Candidate Information Pack

This should be sent to all applicants:

1. Application Form to include:
 - Details of full and former names, DOB, address and National Insurance number
 - Academic and Vocational qualifications relevant to the job
 - A full chronological history since leaving secondary education
 - Details of referees; one should be the applicant's current or most recent employer but any previous employer may be contacted
 - A statement from the applicant of their suitability for the post
2. Job description and Person Specification
3. Child Protection Policy Statement.
4. Equal Opportunities Statement
5. School Statement containing ethos and expectations
6. Terms and Conditions
7. Interview and Selection procedure

Scrutinising and Short-Listing

All candidates should be assessed equally against the criteria contained in the job description and person specification. The applications should be scrutinised and any anomalies, discrepancies or gaps in employment identified noted so that they can be taken up as part of the consideration of whether to short-list the applicant.

References

These should be sought directly from the referee. Where possible a telephone call in addition to the written reference should be sought before the interview.

Interview

The interview should be carried out by at least 2 people, one of whom has completed training. Before the interview the panel must agree the questions to be asked, agree the standards needed for the job, and agree the assessment criteria in accordance with the job description and person specification.

- Be prepared
- Have all the paperwork to hand
- Apply the same practises to each candidate
- Stick to agreed questions
- Make notes
- Avoid telephone interviews

The panel should explore

- The candidates attitude towards children and young people
- The ability to support the school's agenda for safeguarding and promoting the welfare of children
- Gaps in employment history
- Concerns or discrepancies arising from the information given

Pre-Appointment Checks

An offer of appointment should be conditional upon:

- 2 satisfactory references, take verbal before interview if possible.
- Child Protection questionnaire/statement.
- Verification of identity
- Check on List 99 and completion of an Enhanced CRB check
- Medical fitness (complete questionnaire)
- Verification of all qualifications as appropriate

For an overseas appointee:

- Permission to work in the UK should be checked
- For someone who is from abroad or has worked abroad, the Headmistress will decide if an overseas check is to be carried out. Current guidelines from Criminal Records Bureau will be checked at the time of the pre-appointment checks

Post Appointment

The successful candidate will follow the induction procedures as laid down. The candidate should also make her/himself fully aware of the contents of all school policies, take advantage of training especially Child Protection training when available and discuss with their mentor any issues or concerns about her/his role and responsibilities.

Monitoring

Monitoring of both the recruitment process and induction arrangements will allow for future practises to be better informed.