



MOULTON SCHOOL AND SCIENCE COLLEGE



Child Protection Policy

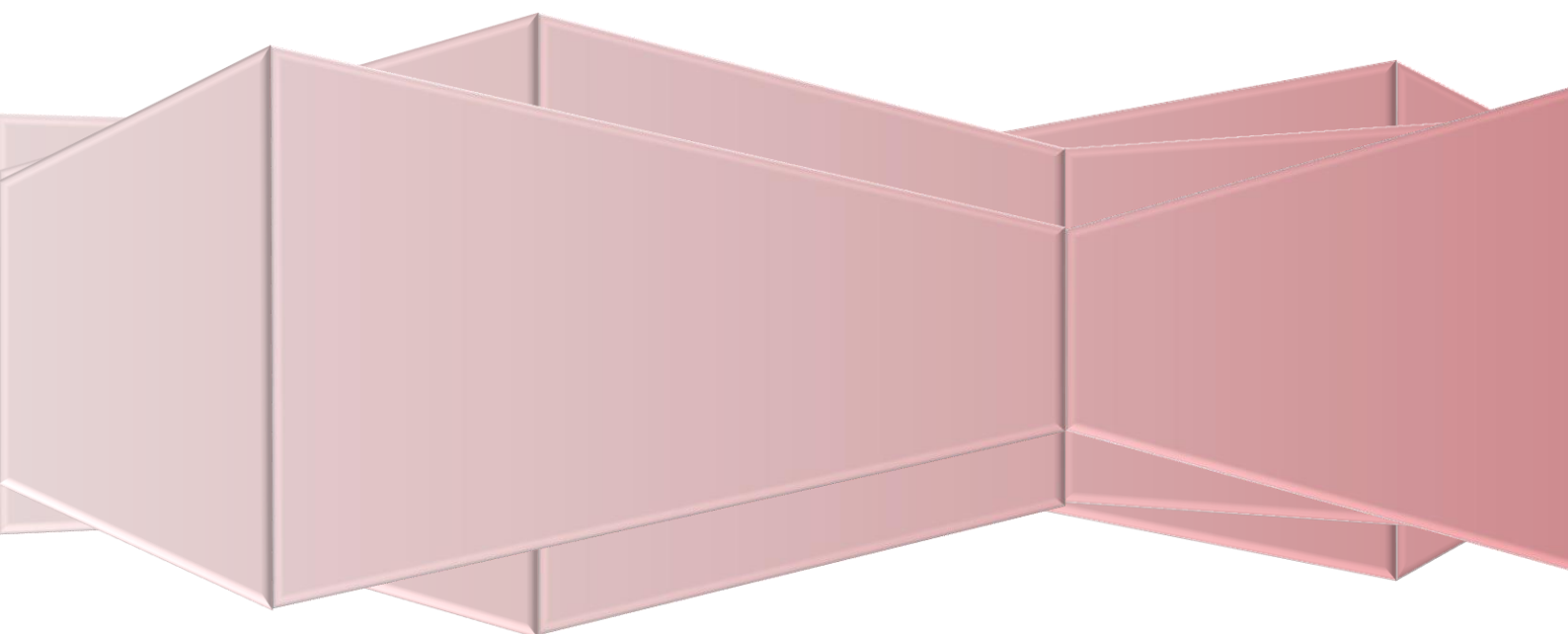


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The Child Protection Policy should be read in conjunction with the following school policies.

- Anti-bullying
- Attendance
- Behaviour for Learning
- Complaints
- Health and Safety
- Risk Assessment
- SEN and Inclusion

DESIGNATED STAFF

Senior Designated Person	Mrs Chris May	Deputy Head
Deputy Senior Designated Person	Miss Debbie Macintosh	Assistant Head
Other designated persons	Miss Helen Tovey	Head of Year 11
	Mrs Rachel Legrand	Head of Year 10
	Mrs Teresa Williams	Head of Year 9
	Mrs Louise Cameron	Head of Year 8
	Miss Amandeep Kang	Head of Year 7
	Mr Paul Quinn	Head of Sixth Form
	Mrs Hilary Savage	Deputy Head of Sixth Form
	Mrs Carole Westrep	Family Liaison Worker
Nominated governor	Mr Mike Kingett	

The above designated members of staff / nominated governor can be contacted by sending an e-mail to admin.dept@moultonschool.co.uk

PRINCIPLES

Moulton School recognises the responsibility it has under Section 175 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children¹ and expects all staff, volunteers and visitors to share this commitment.

This policy also reflects guidance within 'Keeping Children Safe in Education' (2014), Multi-Agency Practice: Female Genital Mutilation (2014), 'Working Together to Safeguard Children' (2013) and is in accordance with Local Safeguarding Children Board (LSCB) procedures.

Safeguarding is defined by 'Keeping Children Safe in Education' as:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care and
- Taking action to enable all children to have the best outcomes

The school's key principles are:

- Safeguarding is everyone's responsibility
- Children's needs are at the heart of all safeguarding practice

CONTEXT

Children spend half their waking hours in school and for some it is the only safe place in their daily lives. School staff are in a position to identify concerns early and provide help to children to prevent things escalating. They may be the first people that children tell about their experiences of abuse.

School staff need to work with colleagues in other agencies to promote the welfare of children and protect them from harm.

KEEPING CHILDREN SAFE IN EDUCATION (2014)

The *Teacher Standards 2012* state that teachers, including Headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

All school and college staff have a responsibility to provide a safe environment in which children can learn. They have the responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.

In addition to working with the designated safeguarding lead, staff members should be aware that they may be asked to support social workers about individual children.

All staff members should also receive appropriate child protection training which is regularly updated.

Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

CHILD PROTECTION – WORKING TOGETHER TO SAFEGUARD CHILDREN (2013)

Child protection is part of safeguarding and promoting the welfare of children.

It is activity undertaken to protect specific children who are suffering or at risk of suffering significant harm.

Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

¹ Children includes everyone under the age of 18

AIMS

The aim of this policy is to safeguard and promote our students' welfare, safety, health and guidance by fostering an honest, open, caring and supportive climate. The students' welfare is of paramount importance.

Moulton School fully recognises its responsibilities for child protection and the contribution it can make to protect and support children in school.

Our policy applies to all staff, governors, volunteers and visitors working in the school.

There are three main elements to our policy:

- a. **Prevention** through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos
- b. **Protection** by following agreed procedures, ensuring staff are appropriately recruited, trained and supported to respond appropriately and sensitively to Child Protection concerns
- c. **Support** for pupils and school staff and for children who may have been abused

The school's aims are:

- To provide a safe environment in which our children can learn
- To identify children who are suffering or likely to suffer significant harm and take appropriate action with the aim of making sure they are kept safe both at home and in school
- To prevent unsuitable people from working with or coming into contact with children
- Contribute to effective partnership working between all those involved with providing services for children and facilitate communication between all relevant agencies
- To listen to the views of children and duly consider them
- To facilitate early help for children and families wherever possible

RECOGNISING CONCERNS

Children are unique and varied individuals and their response to trauma will be as individual as they are. Child abuse can happen to any child in any family in any organisation or setting. Often, children are more likely to be abused by people they know.

SAFEGUARDING ISSUES

'Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children' (Working Together to Safeguard Children 2013)

There are four categories of abuse

- Neglect
- Physical abuse
- Sexual abuse
- Emotional abuse

SPECIFIC SAFEGUARDING ISSUES

- Child sexual exploitation (CSE)
- Female Genital Mutilation (FGM)

In recognition of guidance within 'Keeping Children Safe in Education' we are aware of indicators of both CSE and FGM and have reflected these specific issues within safeguarding training for all staff. We are committed to activating local safeguarding procedures where indicators of CSE and FGM are present. All parents/carers are advised of our legal responsibility to report suspected FGM.

SCHOOL COMMITMENT

We recognise that because of their day to day contact with children, school staff are well placed to observe possible signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel safe and secure, are encouraged to talk, and are listened to
- Adults and children are respectful of each other
- Ensure children know there are adults in the school whom they can approach if they are worried
- There is a culture of openness, honesty and trust
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise, and stay safe from, abuse.

ROLES AND RESPONSIBILITIES

Everyone in the school has a responsibility to safeguard and promote the welfare of children. There are, however, key people within schools who have specific responsibilities under Child Protection procedures:

- The Headteacher;
- The Governing Body
- The Designated Senior Person with lead responsibility for child protection and her deputy
- Other designated persons

THE ROLE OF THE HEADTEACHER

- To appoint a designated teacher to co-ordinate action within the school and to liaise with other agencies on suspected abuse cases;
- To liaise with the nominated governor on child protection issues and school policy;
- To put in place procedures for handling cases of suspected abuse (including allegations against staff and volunteers) which are consistent with those agreed by local procedures and are easily available to all staff and volunteers for reference;

THE ROLE OF THE GOVERNING BODY

- To have a child protection policy and procedures in place that are in accordance with national, LA guidance and locally agreed inter-agency procedures
- To appoint a member of the governing body to take a lead on Child Protection
- To operate safe recruitment and disciplinary procedures which adhere to the latest regulations and make sure that all appropriate checks are carried out on new staff and volunteers
- To have procedures for dealing with allegations of abuse against members of staff
- To have a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection issues
- To ensure that appropriate training is undertaken on a regular basis
- To remedy any deficiencies or weaknesses in regard to child protection arrangements that are brought to its attention without delay
- To monitor the Child Protection policy termly. This will be led by the nominated governor who will report back to the QA sub-committee and to review the Child protection policy annually

BROAD AREAS OF RESPONSIBILITY FOR THE DESIGNATED TEACHER

REFERRALS

- To refer cases of suspected abuse or allegations to the relevant investigating agencies
- To act as a source of support, advice and expertise within the educational establishment when deciding whether to make a referral by liaising with relevant agencies
- To liaise with the Headteacher to inform him of any issues and ongoing investigations

TRAINING

- To recognise how to identify signs of abuse and when it is appropriate to make a referral
- To have a working knowledge of how local Child Protection teams operate, the conduct of a child protection case conference and be able to attend and contribute to these effectively when required to do so
- To ensure each member of staff has access to, and understands, the school's child protection policy especially new or part-time staff
- To ensure all staff have induction training covering child protection and are able to recognise and report any concerns immediately they arise
- To be able to keep detailed, accurate and secure written records of referrals/concerns
- To obtain access to resources and attend any relevant training courses at least every two years

RAISING AWARENESS

- To ensure the school's child protection policy is updated and reviewed annually and work with the governing body regarding this;
- To ensure parents and carers are aware via ParentMail of the child protection policy which alerts them to the fact that referrals may be made and the role of the school in this to avoid conflict later;
- Where children leave the school to go to another establishment, to ensure that their child protection file is transferred separately from the main pupil file to the new establishment.

PROCEDURES

DEALING WITH A DISCLOSURE

Where it is believed that a child is suffering from, or at risk of, significant harm, the following procedures will be followed.

The possibility of a child being abused may come to light in several ways, the two most common being:

- (i) The child him/herself makes a disclosure to a teacher (or one of his/her friends does)
- (ii) The member of staff has concerns about a particular individual (e.g. bruising, swelling, drawings or imaginative writing)

The situation in (i) is seemingly more clear cut but a sensitive approach is needed by the member of staff in both cases.

Even if, in (ii) above, the child offers a seemingly innocent explanation but the member of staff is not convinced of it, they should pass on their concerns to the designated teacher: the protection of the child is paramount and we need to err on the side of caution. Staff therefore need to report their concerns to the designated teacher at the earliest stage of concern/anxiety.

Speed is important. Social Services may need to intervene **before** the child goes home. Therefore, staff are encouraged to pass on their concerns (accompanied by brief notes) to the designated teacher **very quickly**. This will “trigger” one of the following sequences:

1. Immediate referral by the designated teacher to Social Services
2. If the case is less clear cut, advice will be sought from appropriate agencies
3. If the case is not referred, written notes must be made detailing the child’s name, the date, nature of cause for concern, the advice from the agency consulted and so on. These notes will be placed in a locked file
4. The pupil potentially at risk will be monitored

Social Services have statutory responsibility for the management of child abuse cases; the school have a statutory responsibility to refer any suspected cases of child abuse.

All allegations of sexual abuse are jointly investigated by Social Services and the Police.

TRAINING AND SUPPORT

The school will ensure that the Headteacher, the Senior Designated Person, other designated persons and the governing body will attend training relevant to their role.

The Senior Designated Person and Deputy Designated Person need to be trained at least every two years.

All members of staff will receive training annually. In addition, all members of staff will be regularly updated on child protection issues via the staff bulletin and staff briefings taking place at least each half-term. In addition, child protection will form part of the induction programme for all new members of staff.

Senior members of staff undergo safer recruitment training to ensure they are competent in making safer recruitment decisions.

SAFER RECRUITMENT

The school will take all reasonable measures to ensure it practices safer recruitment in checking the suitability of staff and volunteers (including staff employed by another organisation) to work with children and young people in accordance with regulations and guidance given in Safeguarding and Safer Recruitment. The school will ensure that it carries out all the necessary checks on the suitability of people who serve on the school's governing body.

The school has a Single Central Record in place as required by 'Keeping Children Safe in Education' (April 2014).

VISITORS

All visitors to the school will be made aware of the school's procedures and the names of the Senior Designated Person and her Deputy.

A 'Safeguarding' booklet for visiting teachers, other visitors and volunteers and a 'Safeguarding & Site Protocol' booklet for contractors are available from the school main Reception. Visitor and Visiting Teacher passes also include the names of the Senior Designated person and her deputy if they have a concern they wish to raise.

CONFIDENTIALITY

Confidentiality is vital in child protection matters. Clearly there is a “need to know” for staff who teach a child or have pastoral responsibility for him/her: the only purpose of confidentiality is to benefit the child.

Staff have a professional responsibility to share relevant information with the designated teacher and investigative agencies. If a child confides in a member of staff and requests that the information is kept secret, the member of staff **MUST NOT** agree to this. The child must be sensitively told that the member of staff has to refer the matter for the child’s own sake. The child should be reassured that the matter will only be disclosed to people who need to know.

When a referral is made, there is an expectation that parents will be informed except in cases where this disclosure is likely to place the child at greater risk.

RECORDS AND MONITORING

Well-kept records are essential to good child protection practice. The school is clear about the need to record any concerns held about a child or children within the school, the status of such records and when these records should be passed over to other agencies.

Even if the issue appears minor and the child seems happy, it is good practice to make a note of concerns and pass them to the designated person.

Sometimes referrals are made based on a number of what appear, individually, to be minor concerns but which, cumulatively, become significant. Patterns are more likely to emerge where concerns are logged centrally.

All Child Protection records are kept in a locked filing cabinet in a locked cupboard. Access is limited to the Headteacher, the Senior Designated Person and the Deputy Designated Person.

SUPPORTING PUPILS AT RISK

The school recognises that children who are abused or witness violence may find it difficult to develop a sense of self worth and to view the world in a positive way.

This school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant and whilst this clearly cannot be overlooked, it needs to be handled sensitively.

It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

The school will endeavour to support pupils through:

- the curriculum to encourage self-esteem and self-motivation
- the school ethos and Code of Conduct, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued
- the implementation of a positive behaviour for learning policy
- a consistent approach, which recognises and separates the cause of behaviour from that which the child displays
- regular liaison with other professionals and agencies who support the pupils and their families
- a commitment to develop productive, supportive relationships with parents even under difficult circumstances

THE CONTRIBUTION OF THE CURRICULUM

The school will raise awareness of child protection issues through safety education as part of PSHE. As part of developing a healthy, safer lifestyle pupils will be taught to:

- Recognise different risks in different situations and then deciding how to behave responsibly
- Judge what kind of physical contact is acceptable or unacceptable
- Manage risk and make safer choices, including recognising when pressure from others (including people they know) threatens their personal safety and well-being
- Develop effective ways of resisting pressures including knowing when and where to get help
- Develop skills to cope with emergency situations

BULLYING

Bullying is deliberately hurtful behaviour and does, therefore, constitute child abuse. The school has an Anti-bullying policy and this complements this Child Protection Policy. A dedicated e-mail address has been set up for students to raise their concerns (worrybox@moultonschool.co.uk)

INTERNET SAFETY IN SCHOOL

The internet at school is accessed through a system which filters out the vast majority of unsuitable sites; the school also uses Ranger Security which prints the name of any pupil attempting to access an unsuitable site and blocks this.

The school has an "Internet Acceptable Use Policy" which is available in the students' planner. Annually, parents and pupils are asked to sign it to acknowledge they have read and understood it.

PHOTOGRAPHY AND IMAGES

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images so we must ensure that we have some safeguards in place. To protect children we will:

- Seek their consent for photographs to be taken or published (for example, our website or in newspapers or publications)
- Seek parental consent
- Use only the child's first name with an image
- Ensure that children are appropriately dressed
- Encourage children to tell us if they are worried about any photographs that are taken of them.

E-SAFETY

Most of our students will use mobile phones and computers at some point. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and e-mails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The school's e-safety policy explains how we try to keep students safe in school. Cyber-bullying by children, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

SOCIAL NETWORKING

This is a way of communicating using online sites. It may be between individuals and/or groups. The most common social network sites used by students at present are:

- Facebook
- Blackberry Messenger (BBM) and Whatsapp
- Twitter
- Instagram
- X-Box Live
- iMessage
- Snapchat
- We-chat
- Facetime
- Flipgram
- Flickr
- Tumbler

This list may be added to as and when new sites are being used by pupils.

Pupils are not allowed to use their mobiles at school except before registration, at break and lunch time.

All staff have been and will be intermittently reminded that their Facebook account must have the highest security settings and that their profile picture must be appropriate. Staff have been and will be intermittently reminded not to accept any previous or current students as 'friends' on their account.

PROCEDURES IF AN ALLEGATION IS MADE AGAINST A MEMBER OF STAFF

There are Agreed Guidelines to be followed if an allegation is made against a member of staff and procedures if concerns relate to the Headteacher.

Please refer to the Guidance for Staff for further details.

CHALLENGING AND REPORTING BEHAVIOUR AND PRACTICE BY ADULTS

- Self-report if you think you got it wrong or may be misinterpreted
- Voice your concerns, suspicions or uneasiness as soon as possible
- Pinpoint what practice is concerning you and why
- Don't think "*What if I'm wrong?*" think "*What if I'm right?*"
- Any issues should first be raised with the Headteacher or Chair of Governors
- Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors or does not feel that their concerns about a colleague have been taken seriously should contact the Local Authority Designated Officer directly on 01604 367677 or 01604 368431

WORKING WITH PARENTS

Discussing our concerns with parents can be a vital first step in establishing whether abuse is taking place.

We have a duty to inform parents that a referral is being made unless this will place the child at greater risk.

Parents are informed via ParentMail annually of the presence of a Child Protection policy and they can access it on the school website.