

Moon Hall School

CHILD PROTECTION (SAFEGUARDING CHILDREN) POLICY

This policy applies to the whole school.

The Designated Safeguarding Officer (DSO) for Moon Hall School is Mrs. Val Sutherland. The designated governor is Mr. David Baker.

The Policy on child protection is in accordance with the locally agreed inter-agency procedures (Surrey County Council, telephone no.01372-833310).

This policy is available on the School's website. It is intended only to provide a statement of the school's broad aims in this area. In depth procedures are set out in separate Procedure documents. In this respect your attention is additionally drawn to the separate Safeguarding Children - Guidance for Staff document.

INTRODUCTION

Our School fully recognises the responsibilities it makes to Child Protection. We comply with the DfE requirements for the *Safeguarding of Children and Safer Recruitment in Education* and the Independent School Standards Regulations. In addition, we have taken steps to ensure we comply with best practice guidance for the potential introduction of *Independent Safeguarding Authority (ISA)* Vetting and Barring checks, although this is not now likely to be introduced in the short term.

STATEMENT OF INTENT - Aims and Principles

The School works with children, parents and the community to ensure the safety of children and to give them the very best start in life. Every pupil should feel safe and protected from any form of abuse which, in this policy, means any kind of neglect, non-accidental physical injury, sexual exploitation or emotional ill-treatment. Our policy and commitment is to take all reasonable measures to safeguard and promote the welfare of each child and young person (pupil) in our care.

There are three main elements to our policy:

- a) Prevention through the teaching and pastoral support offered to children.*
- b) Procedures for identifying and reporting cases, or suspected cases, of abuse.*
- c) Support to children who may have been abused.*

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

The aims of this policy are:

- promote the child's right to be strong, resilient and listened to by creating an environment that encourages the child to develop a positive self-image;
- to promote the child's right to be strong, resilient and listened to, and also to enable him, or her, to have the self-confidence and vocabulary to resist inappropriate approaches;
- help the child to establish and sustain satisfying relationships within his or her family, with peers, and with other adults;
- work with parents to build their understanding of and commitment to the principles of safeguarding children.
- Report to the Independent Safeguarding authority (ISA) within one month of leaving the school any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children; the Independent Safeguarding Authority's address for referrals is PO Box 181, Darlington, DL1 9FA.
- Under Section 175 Education Act 2002 (DfE Guidance 0027/2004 Safeguarding Children in Education) the School has a duty to safeguard children and promote their welfare. The School has developed policies and procedures to ensure that the five outcomes of the Every Child Matters vision are implemented and understood by all staff members.
- To raise the awareness of both teaching, administrative and support staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse
- To provide a systematic means of monitoring children known or thought to be at risk of harm
- To emphasise the need for good levels of communication between all members of staff

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- To deal appropriately with every suspicion or complaint of abuse.
- To develop and promote effective working relationships with other agencies, especially Social Services
- To ensure that we practice safe recruitment in checking the suitability of staff and volunteers to work with children and young people.
- To ensure children know that there are adults in the school whom they can approach if they are worried;
- To include opportunities in the PSHCE curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- To protect each pupil from any form of abuse, whether from an adult or another pupil.
- To design and operate procedures which promote this policy and which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations.
- To operate robust and sensible health & safety procedures.
- To take all practicable steps to ensure that school premises are as secure as circumstances permit.
- To operate clear and supportive policies on drugs, alcohol and substance misuse.

We will work towards these aims through the framework of the following key commitments:

- We are committed to building a 'culture of safety' in which children are protected from abuse and harm in all areas of its service delivery.
- We are committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you are worried a child is being abused' (DoH 2004.)
- We are committed to promoting awareness of child abuse issues throughout our training and learning programmes for adults. We are also committed to empowering young children, through our curriculum, promoting their right to be strong, resilient and listened to.
- We are committed to the safer recruitment of adults and the guidance for safer working practice for adults who work with children and young people (updated January '09).

The key factor in deciding whether or not to disclose confidential information is proportionality: Is the proposed disclosure a proportionate response to the need to protect the welfare of the child? The overriding consideration is what is in the child's the best interests that relates to the least detrimental available alternative.

Underpinning principles:-

- The welfare of the child is paramount.
- Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any responsible 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 an incident which may give rise for concern
- All staff should know the name of the designated person for child protection and understand their responsibilities to safeguard and protect children
- Staff should be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

The Five outcomes we want our pupils to achieve are:

- Be Healthy
- Stay Safe
- Enjoy and Achieve
- Make a Positive Contribution
- Achieve Economic Well-being

The *Safeguarding Vulnerable Groups Act 2006* creates a new vetting and barring scheme which has now started to come into force. At its core, the new scheme brings existing information under POCA, POVA and List 99 under a single administration.

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However, the scheme proposes to go much further than the simple better use of formal lists. The scheme requires that anyone wishing to work (paid or not) in a regulated activity will have to register with the new Independent Safeguarding Authority (ISA). It is ISA that now has responsibility for making decisions about whether individuals should be barred from work in regulated activities, or whether restrictions (anything short of barring) should apply to that individual.

Regulated activities include frequent contact with children, which is either of specified nature, such as teaching, or which takes place in a specified place, such as a school. Certain defined positions of responsibility are also regulated activities, such as a proprietor or school governor.

We have procedures for recording the details of visitors to the school. We take security steps to ensure that we have control over who comes into the school so that no unauthorised person has unsupervised access to the children.

DESIGNATED PERSON

The School has appointed a senior member of staff to be responsible for matters relating to child protection and welfare. The (DSO) at the School is Mrs. Val Sutherland, who has received inter-agency training as the Designated Officer and attended Safer Recruitment training. Such training will be updated every two years. The main responsibilities of the Designated Person are:

- To be the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters of child protection; and
- To advise and act upon all suspicion, belief and evidence of abuse reported to her.
- To co-ordinate the child protection procedures in the school;
- To maintain an ongoing training programme for all school employees, at least every 3 years for the head and all staff, ensuring that part-time and voluntary staff who work with children are made aware of all the arrangements;
- To monitor the keeping, confidentiality and storage of records in relation to child protection;
- To liaise with the child protection officer appointed by the SSD;
- To monitor the child protection arrangements and ensure that any deficiencies or weaknesses are remedied without delay (within 24 hours).
- To keep the Head Teacher informed of all actions unless the Head Teacher is the subject of a complaint.
- Liaise with the SSD and other agencies on behalf of the School.

If the Designated Person is unavailable or is herself the subject of a complaint, her duties will be carried out by the Head Teacher or one of the Deputies who has received appropriate training.

PATTERNS OF ABUSE

What is Abuse or Neglect?

Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in the family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children. "Working Together" (2006)

RECOGNITION OF CHILD ABUSE

Physical Abuse:

Physical abuse may involve hitting, shaking, throwing, poisoning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional Abuse:

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may

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involve seeing or hearing the ill-treatment of another. It may involve serious bullying causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Neglect:

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate caretakers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

Sexual Abuse:

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery, or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at or the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Child Abuse - Possible indicators:

Although these signs do not necessarily indicate that a child has been abused, they may help adults recognise that something is wrong. The possibility of abuse should be investigated if a child shows a number of these symptoms, of any of them to a marked degree:

- Being overly affectionate or knowledgeable in a sexual way inappropriate to the child's age
- Medical Problems such as chronic itching, pain in the genitals, venereal diseases
- Other extreme reactions, such as depression, self-mutilation, suicide attempts, running away, overdoses, anorexia
- Personality changes such as becoming insecure or clinging
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Sudden loss of appetite or compulsive eating
- Being isolated or withdrawn
- Inability to concentrate
- Lack of trust or fear of someone they know well, such as not wanting to be alone with a babysitter or childminder
- Starting to wet again, day or night or night/nightmares
- Become worried about clothing being removed
- Suddenly drawing sexually explicit pictures
- Trying to be 'ultra- good' or perfect; overreacting to criticism
- The Pupil says s/he has been abused or asks a question which gives rise to that inference.
- The pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons.

Physical abuse

- Unexplained recurrent injuries or burns
- Improbable excuses or refusal to explain injuries
- Wearing clothes to cover injuries, even in hot weather
- Refusal to undress for gym
- Bald patches
- Chronic running away
- Fear of medical help or examination
- Self-destructive tendencies
- Aggression towards others
- Fear of physical contact- shrinking back if touched

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- Admitting that they are punished, but the punishment is excessive (such as a child being every night to 'make him study')
- Fear of suspected abused being contacted

Emotional abuse

- Physical, mental and emotional development lags
- Sudden speech disorders
- Continual self-depreciation ("I'm stupid, ugly, worthless, etc")
- Overreaction to mistakes
- Extreme fear of any new situation
- Inappropriate response to pain ("I deserve this")
- Neurotic behaviour (rocking, hair twisting, self-mutilation)
- Extremes of passivity or aggression

Sexual abuse

- Sexually transmitted diseases
- Recurrent urinary infections
- Genital and rectal itching and soreness
- Unexplained bleeding and discharges
- Bruising in genital region
- Sexual play/masturbation that is inappropriate to a child's age, development and circumstances.
- Over-mature dress
- Poor peer relationships

Neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Untreated medical problems
- No social relationships
- Compulsive scavenging
- Destructive tendencies

Note: A child may be subjected to a combination of different kinds of abuse. It is also possible that a child may show no outward signs and hide what is happening from everyone. (KIDSCAPE)

LEGAL OBLIGATIONS – (Inc. Duty of Employees)

(Legal Status: Complies with Regulation 3(2)(b) of the Education (Independent School Standards) (England) Regulations 2003 and DFES Guidance "Safeguarding Children in Education".)

In order to fulfil its legal obligations under statutory guidance the school has developed objectives for children. These include:

- creating a safe environment where children feel valued and secure, are listened to and are able to identify an adult in school who they could safely approach if they are worried or concerned;
- raising the awareness of child protection issues through the curriculum;
- to support children who have been abused in accordance with his/her agreed child protection plan;
- attending all relevant meetings and child protection conferences, assisting with the implementation of any protection plans or looked after care plans;
- providing information for parents/carers through the school prospectus;
- promoting early intervention strategies throughout the school to support children and young people who are presenting with emerging vulnerabilities.
- To be alert to the medical needs of children with medical conditions.

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- Will obtain assurances that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with our school's pupils on another site (for example, in a separate institution) where pupils are not supervised by staff.

Our School will ensure that all staff, teaching, non-teaching and volunteers, will:

- be aware that they have individual responsibility for referring every complaint or suspicion of abuse from within or outside the School, and in all proper circumstances refer to an external agency protection unit of the police (CPU) (Tel: 0845 33 00 222) or the NSPCC (Tel:0808 800 5000) in accordance with the procedures published by the Local Safeguarding Children Board;
- be aware that it is not the responsibility of staff in school to investigate suspected cases of abuse;
- be aware that they cannot promise a child complete confidentiality - instead they must explain that they may need to pass information to other professionals to help keep the child safe from harm;
- be aware of the internal referral process within the school; and
- to report any matters of concern to the Designated Person;
- To undertake appropriate training including refresher training at 3-yearly intervals;
- know who the child protection co-ordinator is in order to report to if they are concerned about a child(s) welfare (including temporary, supply staff and volunteers);
- to keep a sufficient record of any significant complaint, conversation or event; and
- have attended basic child protection awareness training every three years and
- have received a copy of the schools child protection policy and also know where the School's copy of the Surrey Safeguarding Children Board Child Protection Procedures are located within the school.

Ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil (for example, in one-to-one tuition, sports coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil, and so on).

Disability and Vulnerability

Some disabled children may:

- Have fewer outside contacts than other children
- Receive intimate, personal care
- Have an impaired capacity to resist or avoid abuse
- Have communication difficulties
- Fear losing services
- Be more vulnerable to peer abuse (e.g. bullying, sexual assault, intimidation)

REMEMBER safeguarding children is not just about the formal definitions of abuse. It may also include, for example, self harm, self neglect, eating disorders, bullying, or even adverse risk-taking.

The following applies if and when ISA registration is implemented

Registration with ISA is mandatory for anyone wanting to work (paid or not) in a regulated activity. Employing someone, or taking them on as a volunteer, in a role that involves a regulated activity without first checking their ISA status will become a criminal offence. Employing someone who is not ISA registered will also become a criminal offence. Mandatory registration will be rolled out to include all existing employees and volunteers by 2015.

Registration with ISA will involve a fee, although registration is expected to be free for volunteers. Once registered, individuals will take their registrations with them as they change jobs. An individual's status will be automatically reviewed by ISA if any new information comes to light. Subsequently, employers (and prospective employers) will then be able to check online that any individual is registered and whether any restriction, or barring, is in place. There will also be a system to allow employers to subscribe to be notified if there is any change to an employee's status.

The Data Protection Act 1998

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The Data Protection Act 1998 regulates the handling of personal data. Essentially, this is information kept about an individual on a computer or on a manual filing system. The act lays down the requirements for the processing of this information, which includes obtaining, recording, storing and disclosing it.

The School complies with the Act, which includes the eight data protection principles. There should not be an obstacle if:-

- you have particular concerns about the welfare of a child;
- you disclose information to social services or to another profession; and
- the disclosure is justified under the common law of duty of confidence.

If children are worried about any aspect of their lives in which they would like to talk to somebody they are invited to share with the named person with responsibility for child protection, the named person if appropriate or the Headteacher. If any teacher suspects that a child may be the victim of abuse, they should not try to investigate, but should immediately inform a named person about their concern. When investigating incidents or suspicions, the person responsible in the school for child protection will work closely with social services, and with the LA, and the Local Children's Safeguarding Board (LCSB). We handle all such cases with sensitivity, and we attach paramount importance to the interest of the child.

Safer Recruitment

Our Safer Recruitment process is detailed in our policy and procedure documents, and fully complies with all relevant regulations and best practice.

WEBSITE CHILD PROTECTION POLICY

The School operates the following policy on its website regarding the use of photographs, to ensure the privacy and safety of children at the school:

- Where a child is named, no photograph of that child is displayed.
- Where a photograph is used which shows a child, no name is displayed.
- Where children are named, only their first names are given.

By observing these points, the school ensures that visitors to the website cannot link images of children to names of children. When choosing photographs for the website, the school is mindful of the way children may appear in them, and will not include images which are in any way inappropriate, such as close-up portrait shots of individual children.

The school follows a policy of seeking parents' permission before using images which show children on the website or in the local press. The list showing pupils who are barred from appearing in the press, or on the website, is kept in the School Office and is available whenever photographers are present. No other private information about children is ever published on the website such as surnames or contact details.

The Governors of the School will ensure that the school:

- has an up to date Child Protection Policy and copies of the Surrey Safeguarding Children Board Child Protection Procedures and the policy will be made available to parents;
- has copies of DfE Guidance Jan 2007 "*Safeguarding Children and Safer Recruitment in Education*" available for members of the school staff;
- review the policies and procedures on an annual basis and provide information to the Surrey Safeguarding Children Board about them and how their statutory duties have been discharged;
- operates safe recruitment procedures in line with current DfE guidance including "*DfE 1568/2005 Safeguarding Children: Safer Recruitment and Selection in Education Settings*". (Recommendation 16 Richard Inquiry);
- has procedures for dealing with allegations of abuse against members of staff that comply with Surrey Safeguarding Children Board Child Protection Procedures and DfE Guidance 2044/2005 "*Safeguarding Children in Education: Dealing with Allegations of Abuse Against Teachers and Other Staff*";
- has a designated member of the staff who will act as the schools Child Protection Co-ordinator. The governors will ensure that the designated person fulfils her responsibilities in accordance with The Designated Senior Person for Child Protection Guidance (IRSC 2005)

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- has a designated Governor, **TBA**, with responsibility for annual monitoring of the DSO and all policies and procedures with regard to safeguarding;
- has a designated governor who takes responsibility for child protection and monitors compliance with the requirements of “*Safeguarding Children and Safer Recruitment in Education*” DfE Jan 2007 including identifying potential areas for improvement;
- has a protocol for dealing with children who are not collected from school at the end of the school day or activity and.

To this end, the governors should request an Annual Report to Governing Body on Safeguarding Children, specifically drawn up to enable to Governing Body to monitor compliance with the requirements of ‘Safeguarding Children and Safer Recruitment in Education’ DfE Jan 2007, and to identify areas for improvement. Governing bodies are accountable for ensuring their establishment has effective child protection policies and procedures in place that are in accordance with guidance issued by the Secretary of State, any LA guidance, and locally agreed inter-agency procedures. This will help to ensure they meet these statutory responsibilities.

The same report should also be forwarded to the Lead Officer for Child Protection (Education), so that safeguarding practices in schools can be monitored and areas for support identified, assisting the LA in their statutory role of monitoring the compliance of maintained schools with this guidance, in particular in regard to the existence and operation of appropriate policies and procedures, and the training of staff, including the senior person with designate responsibility for child protection, and bring any deficiencies to the attention of the governing body of the school and advise the action needed to remedy them.

Deficiencies and Weaknesses

It is the duty of all members of Staff, governors and the proprietor to draw to the attentions of the DSO any weakness or deficiencies in this policy which should be remedied immediately. The DSO will ensure that this is then followed up without delay, with policies and procedures being updated as needed rather than waiting to any regular review date.

MONITORING

This policy and the Procedures that are followed as a result of, and in support of it, are reviewed annually and amended as required, keeping them in line with current government legislation and best practice guidelines.

Signed: P.M. Lore

Date: September, 2010

To be reviewed by not later than one year after the date shown above.

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