



Westbourne House School Child Protection (Safeguarding) Policy



Policy Statement

Westbourne House School is concerned about the welfare and safety of all its pupils and attempts to create an environment in which pupils feel secure and valued and in which they are listened to and taken seriously.

Aims

We aim to safeguard and promote the welfare of children at the school in compliance with the DCSF Guidance *Safeguarding Children and Safer Recruitment in Education*.

As recommended, the policy recognises the need for a designated practitioner to take lead responsibility for safeguarding children within the EYFS (Early Years Foundation Stage) setting and liaising with local statutory children's agencies as appropriate.

Practice and Procedure

At Westbourne House we follow the statutory framework and adopt the recognised guiding principles.

Statutory Framework

"Working Together to Safeguard Children" places a responsibility on all who work with children to contribute to the safety of children and child protection processes. Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which they believe that a child is in need, or suffering, or is likely to come to significant harm. These procedures should include circumstances where a member of staff is accused or suspected of abuse.

Guiding Principles

- All staff should be alert to the signs of abuse and neglect and know to whom they should report concern or suspicions.
- All schools should have a "designated teacher" with knowledge and skills in recognising and acting upon child protection concerns.
- The designated teacher should be aware of and follow the procedures established by the Area Child Protection Committee.
- Schools should have procedures of which all staff are aware for handling suspected cases of abuse of pupils, including procedures to be followed where a member of staff is accused of abuse. Staff training should be reviewed and retraining in the form of INSET should take place every 3 years.
- Staff with designated responsibility for child protection should receive appropriate training. Renewable every 2 years.
- Schools should have an effective whole school policy against bullying.
- Corporal punishment is banned for all pupils.
- Teachers are allowed to use reasonable force to control or restrain pupils under certain circumstances.
- It is incumbent upon the school to ensure that any full, part-time, supply or peripatetic staff are CRB checked prior to employment/engagement. This is a whole school requirement and should include all ancillary staff as well as academic teaching staff.
- Any deficiencies or weaknesses in child protection arrangements will be remedied without delay.

Teaching and Learning

There are two designated teachers for Child Protection, Roger Allingham and Jane Morgan, who has specific responsibility for EYFS.

Their main tasks are to:

- Ensure that the Headmaster is kept fully informed of any concerns.
- Ensure that all staff are aware of these procedures.
- Ensure that the West Sussex Safeguarding Procedures are followed in the school.
- Ensure that appropriate training and support is provided to all staff.
- Decide whether to take further action about specific concerns. e.g. referral to Social Services.
- Ensure that accurate records are maintained on individual cases and these are kept in a secure place and marked “strictly confidential”.
- Liaise with Social Services teams regarding individual cases of Abuse.
- Provide guidance to parents and staff about obtaining support.

Specifically:

- Any member of staff concerned about a child must inform the Designated Teacher immediately. He/she will inform the Head (and Head of Pre Prep if appropriate).
- The member of staff must record factual information regarding their concerns on the same day. The record must be a clear, concise and factual account of the observations.
- The Designated Teacher, in consultation with the Headmaster, will decide whether the concerns should be referred to the Social Services department. Contact will be made within 24 hours of a disclosure or suspicion of abuse.
- When a referral is made to Social Services, the Designated Teacher will ensure that a written report of the concerns is forwarded.
- Particular attention will be paid to the attendance and development of any child identified as a child in need, or a child who is suffering or likely to suffer significant harm.
- If a child on the Child Protection Register changes school, the Social Services department will be informed and the appropriate records will be transferred to the receiving school.

Recognising Child Abuse – When to be concerned

It is important that all members of staff including visiting staff both paid and unpaid should be aware and alert to possible outward signs of abuse or neglect (see Appendix 1). These signs may include one or more of the following:

- An injury that is not typical of the bumps and scrapes associated with everyday activities, or an injury that is not consistent with any explanation given.
- Frequent injuries even when apparently reasonable explanations are given.
- Sudden changes in behaviour, performance or attitude.
- Anxiety or low self esteem.
- Knowledge of sexual matters beyond what would normally be expected, or sexual behaviour that is unusually explicit or inappropriate to the child’s age.
- Disclosure of an experience in which the child may have been significantly harmed.

Dealing with a disclosure

- Listen to what is being said without displaying shock or disbelief.
- Accept what is being said.
- Allow the child to talk freely.
- Reassure the child, but do not make promises which it might be impossible to keep.
- Do not promise confidentiality, as it might be necessary to refer the case to Social Services.
- Reassure the child that what has happened is not their fault and stress that it was right to talk.
- Listen rather than ask direct questions; ask open rather than leading questions.
- Explain what has to be done next and who has to be told.

Assessment and Record Keeping

- Take contemporaneous notes or make handwritten notes as soon as possible after the conversation.
- Do not destroy the original notes in case they are needed by a court.
- Record the date, time place and any noticeable non-verbal behaviour **and the words used by the child**.
- Draw a diagram to show the position of any injury observed or shown.
- Record statements and observations, not interpretations or assumptions.

Staffing and Resources

There are two designated teachers for Child Protection, Roger Allingham and Jane Morgan, who has specific responsibility for EYFS.

Allegations involving school staff

If a child or parent makes an allegation of abuse against another member of staff, the person receiving the complaint must take it seriously and **immediately** inform the Headmaster or Head of Pre-Prep.

Any member of staff who has reason to suspect that a child may have been abused by another member of staff, either at school or elsewhere, must immediately inform the Headmaster. A record of the concerns must be made, including a note of any witness to the incident or allegation.

The Head will not investigate the allegation itself, but will assess whether it is necessary to refer to Social Services in accordance with the Child Protection Procedures. If the Head decides this is justified, he must make the referral direct to the local Social Services department. If the allegation constitutes a serious criminal offence, it will be necessary to contact Social Services before informing the member of staff involved.

If it is decided that it is not necessary to refer to Social Services, the Head will consider whether there needs to be an internal investigation.

In the event of an allegation against the Headmaster, this should be reported to the Bursar who will contact the Chairman of Governors. Subsequent investigation and action will be carried out by a sub group of Governors as decided by the Chairman of Governors. The designated Governor is **Chris Snell** (see Appendix 2).

Independent Safeguarding Authority (ISA)

The school undertakes to report to the 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.

Guidelines for Staff

This guidance is issued within this policy for the protection of both staff and pupils. In education, all relationships are founded on trust. It is vital for those in positions of trust to understand the power this gives them over those in their care, and the responsibility they must exercise as a consequence.

- Do not let suspicion, disclosure or allegations of abuse go unreported or unrecorded.
- Do provide access for pupils to talk to you about any concerns they may have
- Plan activities that involve more than one other person being present, or are at least within sight or hearing of others.
- If it is necessary to speak to a child alone, always inform another member of staff where you are. It is advisable not to close the door of the room, or to use a room with a glass-viewing

panel in the door. (The Deputy Head's Office is designed for such an eventuality.) Without compromising confidentiality, consider whether it is advisable to inform the child's tutor/year coordinator of the conversation.

- Recognise that caution is required in sensitive moments of counselling on matters such as bullying, bereavement or abuse.
- On residential trips, pupils and staff must have separate sleeping accommodation.
- Avoid situations that compromise your relationship with pupils and are unacceptable within a relationship of trust.
- During coaching of sport or instrumental teaching, where a degree of physical contact may be inevitable, staff must be particularly aware that this should only be used to develop skills/techniques or to treat or prevent injury.
- Staff are advised to avoid transporting a single child in a vehicle.
- Remember that someone else may misinterpret your actions, no matter how well intentioned.
- Do not have inappropriate physical or verbal contact with pupils. Avoid suggestive remarks or gestures, even in fun.
- Do not jump to conclusions about others without checking the facts.
- Do not rely on your good name to protect you.
- **Do not believe "it could never happen to me".**

Contact details for agency involvement:

Safeguarding in Education and Allegations Management Team
 West Sussex County Council
 Room 41, South Wing
 Durban House
 Durban Road
 Bognor Regis
 PO22 9RE

Rosemary Terry (LADO/Children's Safeguarding Manager): 01243 642315 or
 rosemary.terry@westsussex.gov.uk

Monitoring and review

The monitoring and review of this policy is the responsibility of designated staff.

Approved by:

Headmaster on behalf of the school:

Chairman on behalf of the Governors:

Appendix 1 - Definitions of Abuse and Neglect

Physical Abuse may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child in their care.

Emotional Abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent effects on the child's emotional development. It may involve conveying to a child that they are unloved, worthless, inadequate, or valued only insofar as they meet the needs of another person. It may feature expectations, which are age or developmentally inappropriate, being imposed on a child. It may involve a child frequently feeling frightened or in danger, or the exploitation or corruption of a child or children.

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (eg rape or buggery) 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.

Neglect is the persistent failure to meet a child's basic physical and/or physiological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment.

The NSPCC lists some of the signs and behaviours which may indicate that a child is being abused:

- repeated minor injuries
- 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
- 'tummy pains' with no medical reason
- eating problems, including over-eating, loss of appetite
- disturbed sleep, nightmares, bed wetting
- running away from home, suicide attempts
- self inflicted wounds
- reverting to younger behaviour
- depression, withdrawal
- relationships between child and adults which are secretive and exclude others
- pregnancy

Appendix 2 - The Responsibilities of the Governing Body

Governing bodies are accountable for ensuring their establishment has effective policies and procedures in place in accordance with this guidance, and monitoring the school's compliance with them.

Neither the governing body, nor individual governors, has a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against a member of staff).

In order to achieve this responsibility Governors require appropriate information that enables them to monitor compliance with the requirements of "Safeguarding in Education" (DfES 27/2005).

Governing Bodies should ensure that the school:

- Has a child protection policy and procedures in place that are in accordance with LEA guidance and locally agreed inter agency procedures, and the policy is made available to parents on request.
- Operates safe recruitment procedures and makes sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including Criminal Record Bureau and List 99 checks.
- Has procedures for dealing with allegations of abuse against members of staff and volunteers that comply with guidance from the LEA and locally agreed inter-agency procedures.
- Has a senior member of the school's staff who is designated to take lead responsibility for dealing with child protection issues, providing advice and support to other staff, liaising with the LEA, and working with other agencies. The designated person need not be a teacher but must have the status and authority within the school management structure to carry out the duties of the post including committing resources to child protection matters, and where appropriate directing other staff.
- N.B. in many schools a single designated person will be sufficient, but a deputy should be available to act in the designated person's absence. In large establishments, or those with a large number of child protection concerns, it may be necessary to have a number of deputies to deal with the workload.
- In addition to basic child protection training, the designated person undertakes training in inter-agency working that is provided by, or to standards agreed by, the ACPC, and refresher training at 2 yearly intervals to keep his/her knowledge and skills up to date.
- The Head teacher, and all other staff who work with children undertake appropriate training to equip them to carry out their responsibilities for child protection effectively, that is kept up to date by refresher training at 3 yearly intervals, and temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities.
- The governing body remedies any deficiencies or weaknesses in regard to child protection arrangements that are brought to its attention without delay.
- A member of the governing body (usually the Chair) is nominated to be responsible for liaising with the LEA and /or partner agencies, as appropriate in the event of allegations of abuse being made against the head teacher, (currently **Chris Snell**).
- The Governing Body reviews its policies and procedures annually.

Appendix 3 - Lost Child Procedure

In order to minimise the possibility of a child getting lost, all staff need to be vigilant in maintaining a check on the number of children in their care. This means that in addition to the statutory keeping of attendance registers, headcounts after break times and at the beginning of lessons should automatically take place. The practice will ensure that if a child should go missing, the loss is quickly discovered.

In the event of a missing child, the loss should be immediately reported to the Headteacher or a senior member of staff who will then direct the course of action.

This will include any or all of the following:

1. Alert other members of staff and deploy appropriately whilst maintaining adequate supervision of the remaining children.
2. Question children.
3. Conduct thorough search of the buildings and outdoor area.
4. If the child has not been found within 15 minutes, parents should be contacted and possibly also the police.
5. Continue to search involving as many adults as possible, opening up the area and keeping in touch by mobile telephone.

Appendix 4 - Late Collection Procedure

If a child is not collected at the end of the school day, the child remains the responsibility of the class teacher or assistant until alternative arrangements have been made.

Each instance is different and staff need to act on initiative but the following procedure is likely to be “best practice”.

1. Allow a 10 minute lee way for normal delay or lateness.
2. After 10 to 15 minutes, call parents or “collecting person”. Should there be no response, refer to emergency contacts.
3. Responsibility for the child may be passed onto the “Childcare” staff or to a colleague if necessary or appropriate. In the main school pupils in Y5 and above should be sent to the prep room, to be collected at the end of the session.
4. The child should not be left alone and should be reassured that the situation will be resolved.
5. Under no circumstances should a child be allowed to go with another parent without consent from the child’s own parent or from the Headteacher.
6. The Headmistress of the Pre-Prep or the Headmaster in the Main School should be kept informed of the situation.

Late Collection From After School Activities

Those in charge of after school activities have a responsibility to ensure that the pupils in their care are safely collected at the end of the session. In the event of a child not being collected, the “activity leader” will stay with the child for 10 to 15 minutes to allow for normal delay or lateness. After this time, the activity leader will contact the Pre-Prep and/or the Main School as appropriate. A member of staff will then take responsibility and follow the late collection procedure.

Appendix 5 - Intimate Care for Children Policy

Children do occasionally have accidents or injuries which necessitate some intimate care. It is important to give consideration to two factors when dealing with these situations.

- Respect the privacy of the child
- Be aware of the vulnerability of the member of staff assisting the child

The following procedure is designed to create a 'best fit', which takes both factors into account.

- The practitioner dealing with the incident should inform one of the other adults
- Leave doors slightly ajar, but closed enough to give as much privacy as possible
- Try to arrange for other children to use an alternative cloakroom if possible
- Wear disposable latex gloves
- If the child is old enough, ask him/her to remove soiled garments
- Use sealed wipes, or a disposable flannel with antibacterial soap, to wash the child, avoiding any intimate contact
- Use a towel to dry the child, again avoiding any intimate contact; the towel will need to be laundered after use, and the school welfare officer has the facilities to do this
- Nappies should be placed in the disposal bin provided
- Rinse off the soiled clothes then place them in a plastic bag ready to give to parent or carers at pick-up time

If the situation happens frequently with a particular child, it would be appropriate to discuss toilet training techniques with the parents or carers so that routines are the same at school and at home. It may be necessary to suggest that a child takes a few days out of school to re-establish regularity.

Appendix 5 - Restraint of Pupils

What is physical restraint?

Restraint occurs whenever a member of staff, using intentional force, physically restricts a child's movement against his or her will.

Physical restraint does not include the use of gentle physical prompting or guidance where the child is happy to comply and the aim is to assist him or her to participate appropriately in activities. There are other situations where physical contact may be necessary eg demonstrating exercises in PE lessons; administering first aid; or offering comfort to a distressed pupil. This does not constitute restraint but staff should be conscious of pupil perceptions and recognise that for some pupils touching may be unwelcome and misinterpreted despite good intentions.

Physical restraint is a procedure for dealing with an unsafe or crisis situation.

It must not be used as a form of punishment and must not be used when a less severe response might have effectively resolved the situation. Deliberate use of physical contact to punish a pupil, cause pain or injury or humiliation is unlawful, regardless of the severity of the pupil's behaviour or the degree of provocation.

The use of physical restraint

Restraint should only be used in circumstances where there are good grounds for believing that the pupil is placing him/herself or other people in immediate danger or where there is a likelihood of significant damage to property. (As outlined in the 1996 Education Act). Restraint should be used rarely to secure compliance with staff instructions; other methods should always be considered first.

If we are aware that a pupil is likely to behave in a way that may require physical restraint, it will be sensible to plan how to respond, should such a situation arise. This plan should be shared with parents and other staff taking account of the school policy and legislation. If physical restraint is likely to be necessary this should be included in the pupil's Individual Education Plan (IEP) together with information on: de-escalation strategies; the manner in which the pupil will be held; how support can be summoned if needed; any medical factors to be considered.

Types of Restraint

Restraint occurs whenever a member of staff, using intentional force, physically restricts a pupil's movement against the pupil's will. This may mean restraining a pupil or moving him/her by physical means. The procedures of restraints apply to pupils of either sex and of any age.

Restraint can be:

- Partial, restricting and preventing particular movements.
- Total as in the case of immobilization.

Partial restraint covers a wide range of techniques which can be applied in degrees to meet particular circumstances.

It may involve:

- Physically moving a pupil from a situation where there is an imminent risk of a violent incident and where the pupil has refused to respond to a reasonable verbal request.
- Holding pupils to restrict their movements.
- Retaining a pupil in a confined area in order to prevent individuals or property being damaged. (It is illegal to lock a pupil in a room or cupboard which they cannot leave of their own volition).

Total Restraint is where pupils are held in such a way which prevents them from moving. This could mean a pupil being held on the floor. This is an extreme form of restraint and would be used only when an assault was being thought a serious risk to others.

Staff should be aware that for some pupils, the use of physical restraint may act as positive reinforcement for their behaviour.

The guidelines should not deter staff from performing their role with empathy and warmth and nor should staff feel unable to offer 'a shoulder to cry on'. As the 'representative' adults charged with the emotional well-being and development of our pupils, staff need to provide those genuine and sympathetic reactions and expressions of comfort and understanding which, particularly in the case of boarders who are away from their parents, is all the more appropriate.