

Beech House School

Child Protection Policy

1.0 INTRODUCTION

- 1.1 Beech House School fully recognises the contribution it makes to child protection. This policy applies to the whole school, including the EYFS. There are three main elements to our policy.
- (a) Prevention through the teaching and pastoral support offered to pupils.
 - (b) Procedures for identifying and reporting cases, or suspected cases, of abuse. Due to our day to day contact with children school staff are well placed to observe the outward signs of abuse.
 - (c) Support to pupils who may have been abused.
- 1.2 Our policy applies to all staff and volunteers working in the school. Teaching assistants, supervisors, secretaries, as well as teachers, can be the first point of disclosure for a child.
- 1.3 The child protection policy and procedures are in accordance with Rochdale Borough Safeguarding Children Board and Child Protection Procedures.
- 1.4 The school operates safe recruitment procedures.
- 1.5 The School has adopted the DFE ‘Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings’.

2.0 PREVENTION

- 2.1 We recognize that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps prevention.

The school will therefore:

- (a) Establish and maintain an ethos where children feel secure, are encouraged to talk and are listened to.

- (b) Ensure children know there are adults in the school whom they can approach if they are worried or in difficulty.
- (c) Include in the curriculum activities and opportunities for PSD, which equip children with the skills they need to stay safe from abuse and to know to who to turn for help.
- (d) Include in the curriculum material, which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.

3.0 PROCEDURES

- 3.1 We will follow the procedures set out in the Rochdale Area Child Protection Committee document entitled '*Child Protection Procedures*'. Part of one of the procedures specific to '*dealing with your concerns*' is widely available as an immediate and convenient reference.
- 3.2 The school will:
 - (a) Ensure it has a designated senior member(s) of staff who has undertaken relevant training, to standards set by the ACPC.
 - (b) Recognise the role of the designated teacher(s) and arrange support and training.
 - (c) Ensure every member of staff knows –
 - The name of the designated person(s) and his / her role

Senior Department – Mrs White – Senior pupils, Upper Prep Pupils, Senior & Upper Prep Staff, including the Headmaster
Lower Prep Department – Miss Haigh – Lower Prep Pupils, (including EYFS), Lower Prep Staff and volunteers.
 - That they have individual responsibility for referring to child protection concerns using the proper channels and within the timescales set out in the school's policy documents.
 - Where the Rochdale Borough Safeguarding Board Child Protection Policy procedures are located.
 - Their responsibilities on child protection from the first page are kept up to date by refresher training at 2 yearly intervals.

- (d) Ensure that members of staff are aware of the need to be alert to signs of abuse and know how to respond to a pupil who may tell of abuse.
- (e) Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection.
- (f) Provide training for all staff so that they know
 - (i) Their personal responsibility
 - (ii) The relevant procedures
 - (iii) The guidance for safer working practice
 - (iv) The need to be vigilant in identifying cases of abuse
 - (v) How to support a child who tells of abuse
- (g) Notify the local Child Care Services team and / or the Rochdale Safeguarding Children Unit on 0845 226 5500 / 0845 226 5500 :
 - within 24 hours of disclosure or suspicion of abuse.
 - If the school should have to exclude a pupil on the child protection register either for a fixed term or permanently.
 - If there is an unexplained absence of a pupil on the child protection register of more than two days duration from school (or one day following a weekend).
- (h) Work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at initial case conferences, core groups and child protection review conferences.
- (i) Keep written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Services immediately.
- (j) Ensure all records are kept secure and in a locked location.
- (k) Adhere to the procedures set out in the *Schools Policy and Procedure* document when an allegation is made against a member of staff. This process is managed by the Principal.
- (l) Ensure that all applicants for vacant posts are appointed according to the School's recruitment policy.

- (m) Appropriate child protection checks and procedures will be carried out on any staff employed by another organization working with the school pupils, either on or off the school site.
- (n) Any deficiencies or weakness in regard to child protection arrangements are remedied without delay.
- (o) The Proprietor undertakes an annual review of the school policies and procedures relating to safeguarding children.
- (p) Ofsted will be informed of any allegations of serious harm or abuse by any person and of the action taken in respect of these allegations (via the ISI office) as soon as reasonably possible, but at the latest within 14 days.
- (q) The Headmaster will report to the ISA any person whose services are no longer used because he or she is considered unsuitable to work with children within one month of leaving the school.

4.0 SUPPORTING THE PUPIL AT RISK

- 4.1 We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self blame.
- 4.2 This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when children at school their behavior may be challenging and defiant or they may be withdrawn.
- 4.3 The school will endeavour to support the pupil through:
 - (a) The content of the curriculum to encourage self esteem and self motivation (see section 2).
 - (b) The school ethos which:
 - (i) Promotes a positive, supportive and secure environment.
 - (ii) Gives pupils a sense of being valued (see section 2)
 - (c) The school's behaviour policy is aimed at supporting vulnerable pupils in school. All staff will agree on a consistent approach which focuses on the behavior of the offence committed by the child but does not damage the pupil's sense of self worth. The school will endeavour to

ensure that the pupil knows that some behaviour is unacceptable but he / she is valued and not to be blamed for any abuse that has occurred.

(d) Liaison with other agencies who support the student such as Social Services, Child and Adolescent Mental Health, the Educational Psychology Service and the Education Welfare Service.

(e) Keeping records and notifying Social Services as soon as there is a recurrence of concern.

4.4 Confidentiality cannot be promised to a pupil giving evidence.

4.5 When a pupil on a child protection register leaves we will transfer information to the new school immediately and inform the relevant Social Services Team.

4.6 Bullying

Our policy on bullying is set out in the *Policy Document* file.

4.7 Physical intervention

Our policy on physical intervention is set out in the *Policy Document* file.

4.8 Children with statements of special educational needs

We recognize that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with profound and multiple disabilities, cerebral palsy, sensory impairment and / or emotional and behavioural problems will be particularly sensitive to signs of abuse.

Appendix I

Possible signs of physical abuse

- Unexplained injuries or burns, particularly if they are recurrent.
- Refusal to discuss injuries.
- Improbable explanation for injuries.
- Untreated injuries or lingering illness not attended to.
- Admission of punishment which appears excessive.
- Shrinking from physical contact.
- Fear of returning home or of parents being contacted.
- Fear of undressing.
- Fear of medical help.
- Aggression / bullying.
- Over compliant behaviour or a 'watchful attitude'.
- Running away.
- Significant changes in behavior without explanation.
- Deterioration in work.
- Unexplained pattern of absence which may serve to hide bruises or other physical injuries.

Possible signs of neglect

- Constant hunger
- Poor personal hygiene
- Inappropriate clothing
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Low self esteem
- Poor social relationships
- Compulsive stealing or scrounging
- Constant tiredness
- (Development delay)
- (Failure to thrive)

Possible signs of emotional abuse

- Continual self-depreciation
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Self harm or mutilation
- Compulsive stealing / scrounging
- Drug / solvent abuse
- Neurotic behaviour – obsessive rocking, thumb sucking and so on.
- Air of detachment – 'don't care' attitude

- Social isolation – does not join in and has few friends
- Desperate attention seeking behaviour
- Eating problem, including over eating and lack of appetite
- Depression, withdrawal

Possible signs of sexual abuse

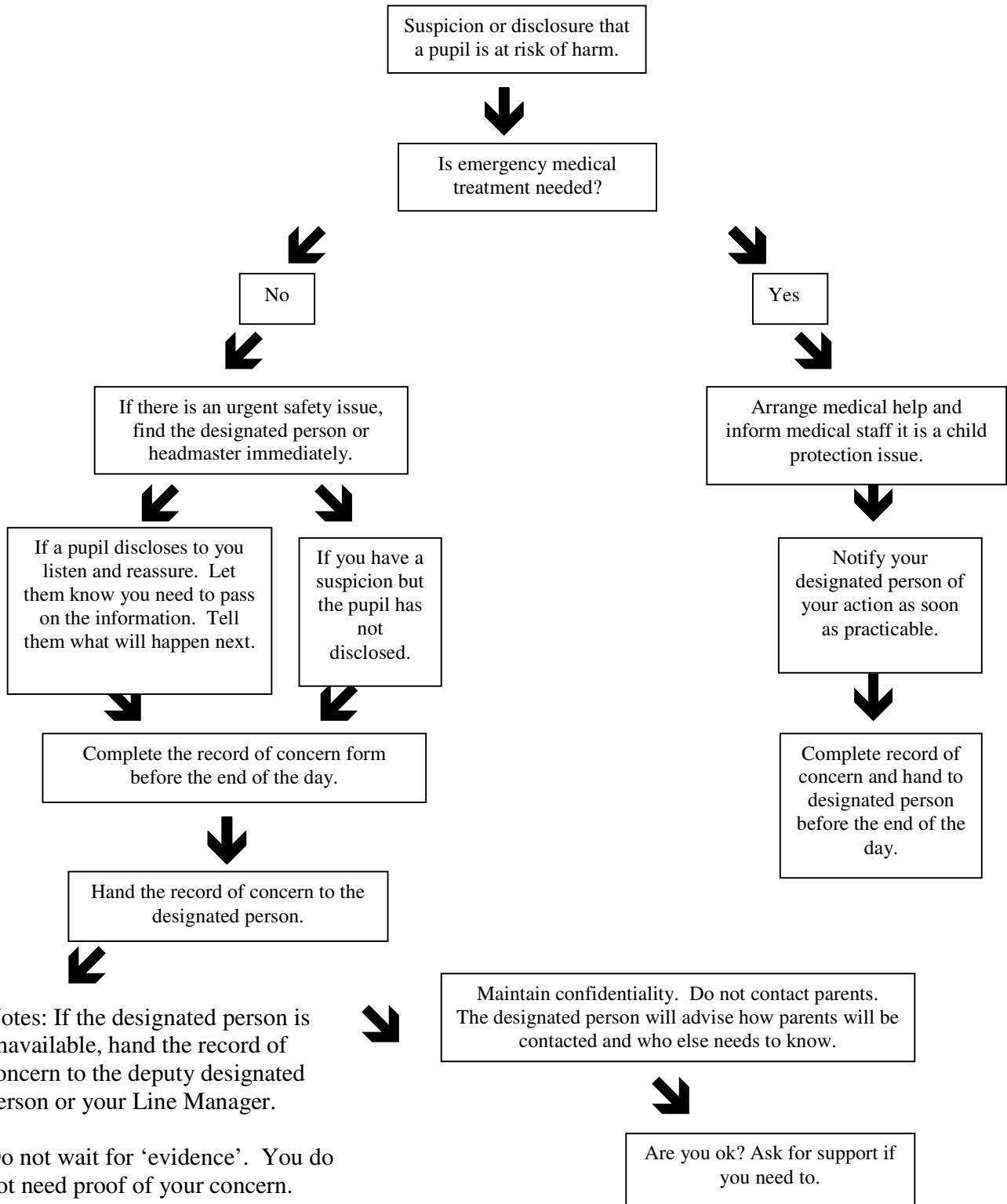
- Bruises, scratches, burns or bite marks on the body
- Scratches. Abrasions or persistent infections in the anal or genital regions
- Pregnancy – particularly in the case of young adolescents who are evasive concerning the identity of the father
- Sexual awareness inappropriate to the child's age – shown, for example, in drawings, vocabulary, games and so on.
- Frequent public masturbation
- Attempts to teach other children about sexual activity
- Refusing to stay with certain people or go to certain places
- Aggressiveness, anger, anxiety tearfulness
- Withdrawal from friends

Possible signs in older children

- Promiscuity, prostitution, provocative sexual behaviour
- Self injury, self destructive behavior, suicide attempts
- Eating disorders
- Tiredness, lethargy, listlessness
- Over compliant behavior
- Sleep disturbance
- Unexplained gifts of money
- Depression
- Changes in behavior

Appendix II

What to do if you have a suspicion:



Notes: If the designated person is unavailable, hand the record of concern to the deputy designated person or your Line Manager.

Do not wait for ‘evidence’. You do not need proof of your concern. Do not try to investigate.

Appendix III

Beech House School Child Protection Record of Concern

Pupil's full name:
Date:

Form:
Time:

Why are you concerned about this pupil?

Please provide a description of any incidents/conversations and the dates occurred. You just make clear what is fact and what is opinion or hearsay. You must not ask the pupil leading questions or try to investigate the concern yourself. Please include any of the following:

What have you observed and when? (This relates to anything you have personally witnessed)

What have you been told and when? (Write here anything you have been told by the pupil or any other person. Be clear about who has said what)

Have you spoken to the pupil?

Yes

No

What did they say? Use the pupil's own words

What have you observed and when? (This relates to anything you have personally witnessed)

If an allegation has been made, give any details you have about the alleged abuser

Does the pupil have any visible injury, or have they told you they have been injured?

Yes No

If yes, has medical advice been sought?

COMPLETE AND DATE BODY MAP WITH THIS INFORMATION. TICK THIS TO SHOW DONE
(remember the body map is in reverse ie the left hand side of the picture is actually the right)

OBSERVED INJURIES: (WHERE, NATURE, SIZE)

Yours details Full Name: Position:

If you are not a member of the school staff please provide details of your school, agency or services together with a contact telephone number.

This record was handed to:

Name: Position:
Date: Time:

If this record has been handed to anyone other than the designated person please explain why...

Hand this form to the designated person before you go home. If the designated person is unavailable, hand it to their deputy, The Headmaster or your Line Manager.

Appendix IV

Beech House School Child Protection Quick Guide for Staff

To meet and maintain our responsibilities towards pupils, we need to agree standards of good practice.

Good practice includes:

- treating all pupils with respect
- setting a good example by conducting ourselves appropriately
- involving pupils in decisions that affect them
- encouraging positive and safe behaviour among pupils
- being a good listener
- being alert to changes in pupils' behaviour
- recognising that difficult behaviour may be an indicator of abuse
- reading and understanding the school's child protection policy and guidance documents on wider safeguarding issues, for example bullying physical contact and information sharing
- asking the pupils' permission before doing anything for them of a physical nature, such as assisting with dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse.

Poor Practice – you should avoid:

- any type of force that falls outside the guidelines for reasonable force
- any form of corporal punishment. This includes slapping, hitting or throwing something at a pupil
- using humiliation, sarcasm or bullying as a form of control
- using, or allowing pupils to visit you at home
- touching a pupil or behaving towards a pupil in a way that distresses them or would be considered inappropriate if observed
- offering or deliberately allowing pupils access to alcohol, cigarettes, controlled substances or pornographic material
- treating a pupil less favourably because of their ability or disability, race, religion, culture or sexuality
- transporting pupils in your car, unless your Line Manager has agreed this
- working on a one-to-one basis with a pupil without the necessary risk assessment being in place
- engaging in email, text messaging or online chat with a pupil unless your Line Manager has agreed the circumstances
- abusing your position of trust. The Sexual Offences Act 2009 (paragraphs 16-19) makes it an offence for a person over the age of 18 to have a sexual relationship with a child under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil aged under 18 may be a criminal offence, even if that pupil is over the age of consent.

The conduct of teachers and school staff should be beyond reproach but you will sometimes find there are 'grey areas' that do not fall neatly into 'good practice' or 'poor practice'. In these circumstances you should first refer to 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings'.

Second, consider these questions:

- Would I do this / say this / treat this pupil in this way if we were being observed?
- Would I be happy if someone did this / said this / treated my own child in this way?
- Would I be concerned if I observed a colleague behave in this way?
- If challenged, can I explain my behaviour in terms of my professional duties?

