



The Governor with responsibility for Safeguarding is Mrs Juliet Stirrat. In addition to attending formal Governors’ meetings, Mrs Stirrat visits the School regularly to be briefed on boarding issues and to monitor Safeguarding issues.

**Telephone Numbers:**

<b>Concern about an individual child (abuse by a parent or other carer)</b>	<b>Concern about Staff/Allegation regarding a member of staff</b>
Children’s Social Care Unit in W. Sussex	Local Authority Designated Officer
01243 777100	01243 642476

- ChildLine: 0800 1111
- OFSTED: 08456 404040
  - [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**Access to an adult outside the School:**

The School Independent Listener is Dr. Tony Enskat (Little Bachelors, Red Lane, Oxted, Surrey, RH8 0RS, Tel: 07808 069880/ 01883 724 742).

Pupils may contact him if they wish to refer any concerns or complaints to an outsider. Dr Enskat is invited to attend Thursday Assembly on a regular basis.

**2. Promoting a Safe Environment**

As part of the ethos of the School we are committed to:

- Maintaining children’s welfare as our paramount concern
- Providing an environment in which children and young people feel safe, secure, valued and respected; confident to talk openly and sure of being listened to
- Providing suitable support and guidance so that pupils have a range of appropriate adults who they feel confident to approach if they are in difficulties
- Using the curriculum to provide opportunities for increasing self awareness, self esteem, assertiveness and decision making so that pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others
- Working with parents to build an understanding of the School’s responsibility to ensure the welfare of all the children, including the need for referral to other agencies in some situations
- Ensuring all staff are able to recognise the signs and symptoms of abuse and are aware of the School’s procedures and lines of communication
- Monitoring children and young people who have been identified as ‘in need’, including the need for protection; keeping confidential records which are stored securely and shared appropriately with other professionals

- Developing effective and supportive liaison with other agencies

The School strives to foster a listening culture where:

- Children's viewpoints are valued
- They are encouraged to talk and to listen
- They feel able and confident to talk to a range of staff about worries, knowing that they will be listened to

All adults in the School have a role to play in relation to:

- Protecting children from abuse
- Promoting the welfare of children
- Preventing children from being harmed

**The role of the School in situations where there are child protection concerns is NOT to investigate but to recognise and refer.**

To facilitate the promotion of a safe environment, the School has policies on the recruitment of staff, discipline, bullying, use of restraint, missing pupils and a complaints procedure. Corporal punishment is prohibited.

### **3. Recruitment of Staff**

School procedures for appointing staff are in line with the Child Protection: Essential Guidance for Education Staff; Safeguarding Children: Safer Recruitment and Selection in Education Settings. These procedures will be reviewed regularly in the light of new legislation and guidance.

Child protection issues will be foremost in our minds throughout the process of appointing both Teaching and Support staff. The appointment process is designed to deter potential offenders from applying. All applicants are required to complete application forms which are designed to prompt interviewers to spot frequent changes of job and movement around the country. They state the primacy of safeguarding concerns at the School and require a declaration of past convictions, and whether or not the candidate is on 'List 99', or disqualified from working with children. References are taken up and interviews include questions regarding child protection issues. All applicants who are offered employment in posts involving access to children (whether teaching or support) are subject to enhanced CRB checks before the appointment is confirmed and they start work.

The School ensures that:

- Criminal Records Bureau Maximum level checks are sought
- References are taken up (a minimum of two written references are required)

- Applicants are interviewed and a written record is made
- Full employment history is asked for and an explanation of any gaps is sought
- A probationary period is given
- Teaching Staff appointed prior to the introduction of CRB have been checked through 'List 99'. Other adults appointed prior to CRB and who have the potential for contact with children are checked retrospectively under the new guidelines.
- A member of the interviewing panel has undergone Safer Recruitment training
- All members of staff sign the School's 'Computing Code of Conduct'

*Unchecked adults: Those working in sensitive areas will be chaperoned by the member of Staff responsible for him/her coming into the School, e.g. an electrician by the Bursar (or his representative), a volunteer parent on a trip.*

#### **4. Definitions of Child Abuse**

##### **a) Physical Abuse**

Causing actual or likely physical injury to a child or knowingly not preventing such an injury e.g. hitting, burning, bruising, scalding, poisoning, suffocation and Munchausen's syndrome by proxy.

##### **Signs of Physical Abuse**

High Alert:

- Bruising
- Black eyes
- Burns
- Human bites
- Injuries seemed to be caused by an object

Medium Alert

- Burns
- Scalds
- Frequent accidents
- Bruising
- Cuts or marks in unusual places
- Non attendance

Low Alert

- Any injury (particularly repeated incidents)

## **Behavioural Signs of Physical Abuse**

- Frozen watchfulness
- Very aggressive play in younger children and severe conduct disorder in older youngsters
- Major preoccupation with own body and health
- Withdrawal from physical contact
- Running away
- Fear of returning home

## **Presentation of Physical Injuries or States which should alert concern:**

- The account of the injuries given is inconsistent with their appearance
- Unusual degree of parental hostility to medical staff
- Unusual lack of parental concern
- Differing accounts of events
- Injuries of different ages at different stages of healing
- Injuries noticed by others and not report by family
- Unusual pattern of symptoms, which only occur at home or coincide with a parent visiting a child in hospital, with rapid recovery when the parent is absent
- A high level of demand for investigations for symptoms which do not present physical signs
- Delay or failure to seek medical attention

## **b) Emotional Abuse**

Actual or likely emotional ill-treatment or rejection causing severe and persistent adverse effects on a child's emotional and behavioural development of a child e.g. not being properly loved, being excessively teased, being made to feel worthless or being over-protected – not allowed to do normal things. Some level of emotional abuse is involved in all types of ill-treatment; it may, also, exist alone. This ranges from refusing to show a child affection, rejecting a child, deliberately making a child unhappy by verbal abuse, sustained bullying or belittling behaviour.

## **Signs of Emotional Abuse:**

These **MAY** be associated with the emotional abuse of a child:

- Serious physical or psychiatric illness of a parent
- Induction of child in bizarre parental beliefs
- Breakdown in parental relationships with chronic, bitter conflict over contact or residence
- Major emotional rejection of the child and parental inability to perceive his or her needs with any objectivity
- Major and repeated familial change
- Parent drug and alcohol addiction, or involvement in seriously deviant lifestyles

**Behavioural Signs of Emotional Abuse:**

- Over compliant and passive behaviour
- Restless, hyper vigilance, anxiety or rejection of attempts to offer friendships
- Fear, anxiety, depression, despair
- Poor achievement and concentration
- Dominating, controlling and aggressive conduct, with apparent total lack of concern for others

**c) Neglect**

Persistent or severe failure to meet a child's basic physical and psychological needs or protect a child from exposure to any kind of danger, as well as extreme failure to carry out important aspects of care, resulting in significant impairment of the child's health or development by not making adequate provision for food, shelter, clothing and medical care/treatment.

**Signs of Neglect:**

- Growth failure & failure to thrive (significantly poor weight gain)
- Developmental delay (language, motor skills, social skills)
- Psycho-social dwarfism, that is failure in linear growth
- Other physical conditions arising from inadequate care
- Inappropriate clothing for the time of year
- General physical appearance
- Abnormalities of skin and hair
- Poor hygiene
- Marked drop in height and weight, or failure to gain height and weight without obvious organic reason

**Behavioural Signs of Severe Neglect:**

- Severe withdrawal state
- Food scavenging
- Poor school performance with failure to achieve potential

**d) Sexual Abuse**

Actual or likely sexual exploitation of a child or adolescent. The child may be dependent and/or developmentally immature i.e. the child cannot give consent and/or does not understand the behaviour. Forcing/enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. This ranges from possible physical contact (inappropriate touching, penetrative / non-penetrative acts) to non-contact activities, such as

looking at pornographic images / watching sexual activities and made to behave in a sexually inappropriate way.

### **Signs of Sexual Abuse:**

High Alert:

- Bruises, scratches or other injuries to the genital or anal areas
- Signs of sexually transmitted infections

Medium Alert:

- Itching
- Soreness
- Pain on micturition
- Discharge
- Anal warts

Low Alert:

- Occasional urinary tract infections
- Recurrent abdominal pain, headache or other psycho-somatic features

### **Behavioural Signs of Sexual Abuse:**

- A child who hints at sexual activity/uncomfortable secrets
- Inappropriate and repeated sexual play and talk
- Suicide attempts / self mutilation behaviour
- Fire raising
- Running away

*Signs, indications and symptoms should not be taken in isolation, but within a context of a change in behaviour.*

*Note that under the Sexual Offences Act 2003, the following are illegal:*

- *Downloading child pornography*
- *Sexual grooming via the internet*
- *For a person in a position of trust to engage in a relationship with a young person under 18 years*

## **5. Dealing with Disclosures - The Six R's**

The procedure you should follow:

- If you suspect abuse
- If a pupil tells you of abuse

## **Receive**

- Stop and listen to what is being said, without displaying shock or disbelief. Accept what is being said.
- Do not be judgemental.
- Do not interrupt
- Take notes (verbatim) and keep notes safe

## **Reassure**

- Reassure only as far as is honest and reliable. DO NOT make promises that you may be unable to keep.
- DO NOT promise confidentiality: Staff cannot work in isolation and have a duty to refer.
- DO reassure, offer discretion and alleviate guilt. For example, you could say, “You’re not to blame” or “You’re not alone, you’re not the only person this has happened to.”

## **React**

- React only as far as is necessary for you to establish whether or not you need to refer this matter.
- DO NOT ask leading questions, such as “Did he/she do x to you?” Avoid coaxing or pressurising.
- DO NOT criticise the offender.
- DO NOT ask leading questions (“Did x happen ...”), but consider using open questions to encourage a child to speak, such as “Did anything else happen ...?”
- DO NOT ask the child to repeat it all for another member of Staff. Explain what you have to do next and who you will talk to.
- Note concerns about going home, now that the child has spoken up.
- Refer the matter to the designated person (HDC). Do not chat about it; discretion MUST be maintained in the Staff Room.
- Keep in contact with the child.

## **Record**

- Make brief notes at the time and write them up as soon as possible. DO NOT destroy your original notes (*c.f. Appendix 1*)
- Record the date, time and place. Record any noticeable non-verbal behaviour.
- Draw a diagram to indicate signs of physical injury (*c.f. Appendix 3*).
- Record only statements and observable things, not your interpretations.

## **What needs to be recorded?**

- Where you and the child were when the disclosure was made
- Date and time
- Name of the child
- What the child said
- Mark injuries on a body map if necessary

- A description of the injury
  - If anyone else was present during the disclosure
  - To whom you are passing the recorded information
  - Your full name and position in the school
  - The full date
  - Signature (leave no gaps between the end of the record and the signature)
- NB you should be aware of the possibility that your records might have to be used as evidence in court and therefore written information must be factual and not your opinion. Try to use the child's words where possible.

### **Remember**

- Follow the School guidelines: consult with HDC as quickly as you can.

### **Relax**

- Try to get some support for yourself if you need it. See HDC.

## **6. What Happens Next?**

The member of Staff with suspicions / concerns / disclosure informs designated C.P.O. (HDC), or if he is unavailable the Deputy Headmaster, who gathers information. All subsequent concerns are reported and recorded by the designated person who decides whether to monitor or refer.

- The C.P.O (HDC) will refer immediately to the Social Services where:
  - There is a need for services or family support
  - There is a likelihood of significant harm

When in need of serious health or immediate welfare attention, the child will be taken to the nearest A and E department or the police will be called.

- If the suspicion is unfounded:
  - Keep all relevant notes (*c.f. Appendices 1, 2 & 3*)
  - Refer back if further worries persist
- If the suspicion is probable but there is no tangible evidence to go on and concerns remain:
  - Observe the child
  - Observe and record all changes in behaviour or any abnormal behaviour
  - Discuss or refer with Social Services (LADO: Local Authority Designated Officer)
- If the suspicion is probable or definite:
  - The child needs protection
  - A referral must be made to the Social Services.

*In all cases refer to the West Sussex Child Protection Procedures on [www.westsussex.gov.uk](http://www.westsussex.gov.uk)*

### **When allegations are made against a member of Staff**

- The designated person is told in the usual way and a written record will be asked for which will be signed and dated.
- The Chairman of Governors (or the Deputy Chairman should the Chairman be unavailable) will be informed by the Headmaster and a referral to the Social Services will be made if a potential criminal act has been alleged, or if the child indicates he or she has suffered, is suffering or is likely to suffer significant harm.
- The member of Staff may be suspended pending investigations and will have access to support (DFES) and union representation. If a member of Staff is suspended pending an investigation of a Child Protection nature and lives in School accommodation, alternative accommodation away from children will be arranged.
- Abuse of children by a member of Staff will result in disciplinary action and, most probably, instant dismissal. All staff need to be aware that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. When in doubt – consult. If accusations are proven, the abuser will be placed automatically on DES List 99, as someone unsuitable to be employed in a school of any type.

### **Protection for whistleblowers and reporting to a School Governor**

Children cannot be expected to raise concerns in an environment where staff fail to do so. If a member of staff reports a concern to the Headmaster then he or she will be protected from any criticism or adverse comments from colleagues. However, the person reporting the concern should not speak to other members of staff or to anyone outside the School about it, including the child's parents. This is in order to avoid rumour and gossip. Any instance of a member of staff criticising or intimidating a colleague for whistleblowing will be treated as misconduct and dealt with accordingly.

If you bring a concern to the Headmaster about a child protection issue and you do not think he has treated it sufficiently serious then you may take your concern to a School Governor having informed the Headmaster of your intention to do so and given him an opportunity to respond to your continuing concerns. If a member of staff takes their concern to a Governor after that, he or she will have the support of the Headmaster in doing so. If a member of staff has good reason to believe that the Headmaster is guilty of abusing a child, this must be reported to the Chairman of Governors (or the Deputy Chairman should the Chairman be unavailable), giving the detailed grounds for concern.

## **7. Good Practice for Staff**

All School staff should take care not to place themselves in a vulnerable position with relation to child protection. It is always advisable for interview or work with individual children or parents to be conducted in view of other adults.

All School staff should work towards providing an environment and atmosphere for children and young people to enable them to feel safe to talk. However staff should never promise a child to keep certain information confidential. It must be explained that staff have certain duties to help keep that child safe, which may involve informing others.

Try to prevent accusations through good practice:

- Try not to be alone for long periods with individual children. If necessary, leave the door ajar.
- Avoid physical contact with a pupil when angry and avoid unnecessary contact at other times.
- Pupils should not visit the private accommodation of staff without specific permission from the Headmaster.
- When pupils are involved in minor on-site injuries, if possible, try to ensure that there are witnesses during any application of first aid.
- Try to ensure that classes are not left unsupervised.
- Never think that accusations cannot happen
- Do not work in isolation

## **8. Supervision and Support**

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the C.P.O.

All newly qualified teachers and classroom assistants have a mentor with whom they can discuss concerns including the area of Child Protection. The C.P.O. can put staff and parents in touch with outside agencies for professional support if they so wish.

## **9. Training Opportunities**

The C.P.O. is responsible for ensuring staff, including himself, receive training in the area of Safeguarding and Child Protection. For designated staff this will take place every two years, and for whole school staff, every three years.

## **10. The Duties of the Designated Members of Staff for Child Protection:**

### **In General:**

- Co-ordinating action within the School and liaising with other agencies including the ACPC where necessary.
- Following West Sussex's Area Child Protection Committee procedures and referring promptly suspected cases of child abuse to the local Social Services or Police, where appropriate

- Consultation role for all Staff including de-briefing for Staff following referral, as necessary
- Dissemination of policy and good practice to all Staff
- Ensuring written referral completed and any other written accounts are collated, completed and sent to Social Services. Reports written in consultation with Form Tutor and other relevant Staff. (*c.f. Appendices 1 & 3*)
- To follow procedures in cases where there are allegations made against a member of Staff
- Attendance at strategy meetings, case conferences and reviews
- Monitoring the progress of children placed on the child protection register. Update when names are added and removed.
- Passing on relevant records to a child's new school
- Liaison with other designated teachers who have direct pastoral responsibility within Brambletye when a child of concern moves through the School.

#### **Role in the Monitoring process:**

- The decision to formally monitor a child whose name is on the CP register or for a child who is a lower level concern is taken by the Headmaster or the designated teacher in agreement with the Headmaster.
- The aspects to be monitored will be stated
- The persons involved will be listed
- A date to review the process will be given (usually 4-6 weeks)
- Parents / carers will be advised that their child is to be monitored
- Where the involvement of parents is a concern, consultation may be sought from a Duty Social Worker

#### **Decision about a further action:**

- Where there are grounds for concern, referral will be made to the Social Services
- If there are insufficient grounds, but concerns persist, further monitoring within a set timeframe will take place. If still inconclusive, referral will be made to Social Services.
- If concerns are resolved, the reasons for not referring / continuing to monitor will be recorded.

#### **Role in the Referral process**

- The decision to refer a child is taken by the Headmaster or the designated teacher in agreement with the Headmaster.
- Parents will be informed that a referral is being made, unless such a discussion would place the child at further risk
- Upon serious suspicion, concern or direct disclosure, a telephone referral can be made to the Social Services.
- All records will be kept securely and separately from educational records. They will be retained by the C.P.O.
- All records will be objective and factual.

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### **Monitoring and Review**

All School personnel and Governors will have a copy of this policy. The Governors formally consider child protection issues once a year, with day to day issues being delegated to its Curriculum Sub-committee, which the Headmaster/C.P.O. attends.

### **Rationale**

At Brambletye, all staff are committed to 'Every Child Matters' in that the following five outcomes are key to well-being and in later life:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Achieving economic well-being

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**HDC**

**November 2010**

**Next review: November 2011**

## **SUPPORT FOR PUPILS**

If pupils have a problem, whether a small worry or something seriously wrong, they should seek advice and help. Many people (Form Tutor, Housemaster, Sister, Matron, Mrs Cocke or another member of staff) can try to sort the matter out informally, often just by talking. However, if this does not work, the pupil is able to make a written comment about the matter to the Headmaster (HDC) or the Deputy Headmaster (ACC) to follow up. The pupil should see, or write to, HDC or ACC who will acknowledge the complaint in writing. The pupil may bring along a friend.

In rare cases, a pupil may feel that he / she is unable to approach anyone within the School, and help can then be sought from: CHILDLINE (0800 1111) or the Children's Social Care Unit (01243 777100) or the School Independent Listener, Dr. Tony Enskat (07808 069880).

No action will be taken against a pupil who makes a complaint in good faith. A record will be made of all written complaints received by the School, and how they were dealt with.

Appendix 1:

## Child Protection Recording Form

For:

a) Disclosure between: ..... and .....

or

b) Cause for concern raised by:.....

Date & Time:.....

**Persons present:**

**Circumstances:**

**Disclosure/Concern:**

Skin maps attached: Yes / No

**Signed:** .....

**Report passed to C.P.O./Headmaster**..... **on** .....

Appendix 2:

**Child Protection Officer Referral / Action**

**Name of Pupil:** .....

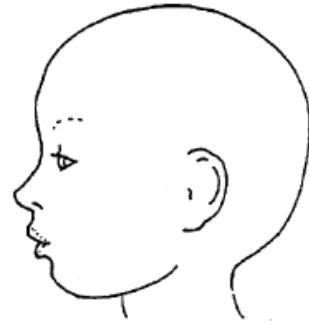
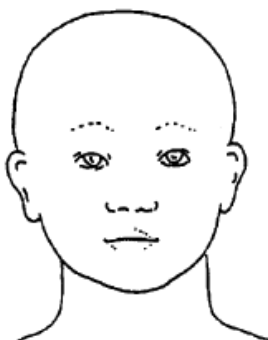
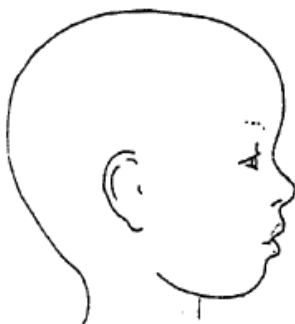
**Date of birth:** .....

<b>Date &amp; Time</b>	<b>Record of Conversation</b>	<b>Action</b>

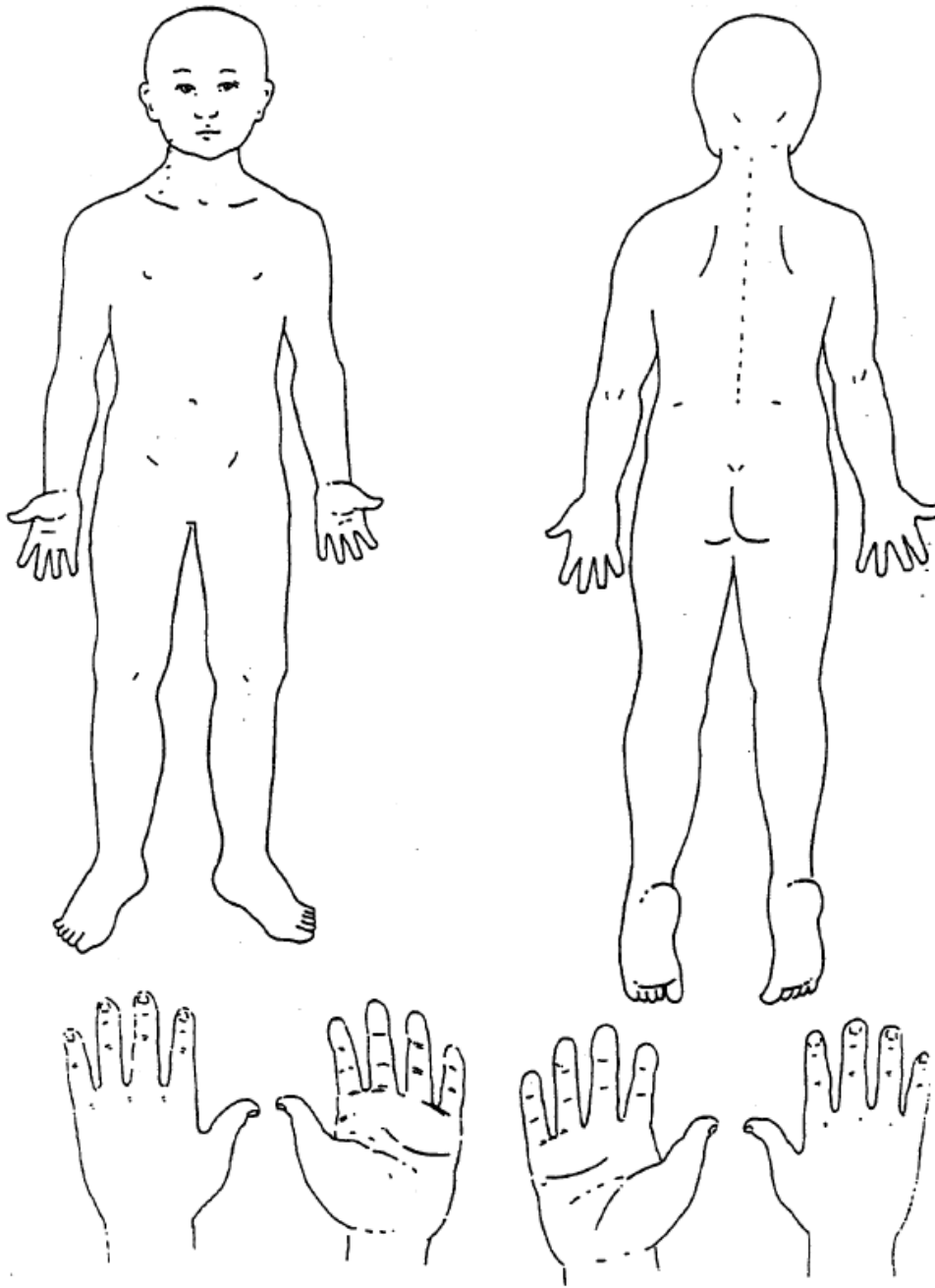
## Skin Maps

Name of Pupil: .....

Date of birth: .....



Signed: .....Date.....



Signed: .....Date.....