

Harrow High School Child Protection Policy

(based on LA model policy)

Academic Year 2010/11

Headteacher: Mr P Gamble

Named personnel with designated responsibility for Child Protection

Academic year	Designated Senior Person	Deputy Designated Senior Person	Nominated Governor	Chair of Governors
2010-2011	Jo Lang		Bill Philips	Peter Hamill
2010-2011		Sue Street		

Policy Review dates

Review Date	Changes made	By whom	Date Shared with staff
Nov 2010	Updated in line with borough model policy	Jo Lang	Spring 2011

Dates of Staff Training and details of course title and training provider

Whole School	Designated Senior Person	Deputy Designated Senior Person
Safeguarding responsibilities 01/09/10	Jo Lang Level 3 refresher 20/01/11	Sue Street Level 3 refresher 29/03/11
CP level 2 on 24/01/11		

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INTRODUCTION

This policy is in line with:

- Harrow Council Local Safeguarding Children Board's Child Protection Procedures, "Working Together To Safeguard Children" (2006),
- 'A guide to safeguarding children - What to do if you are worried about a child in Harrow, May 2009
- London Child Protection Procedures 2007

The policy is in response to:

- i) Sections 175 and 157 of the Education Act 2002, implemented June 2004
- ii) 'Safeguarding Children and Safer Recruitment in Education' issued by DfES 2007

This policy applies to all adults, including volunteers, working in or on behalf of the school.

'Everyone in the education service shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in education settings; and
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting'

Safeguarding Children and Safer Recruitment in Education DfES 2007

SCHOOL COMMITMENT

Harrow High School is committed to Safeguarding and Promoting the Welfare of all of its learners. Each learner's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse e.g. those with Special Educational Needs, those living in adverse circumstances. We recognise that children who are abused or neglected may find it difficult to develop a sense of self worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our learners.

PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

1. Safer Recruitment and Selection

The school pays full regard to DfES guidance 'Safeguarding Children and Safer Recruitment in Education' Jan 2007. We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and, where appropriate, ISA and Criminal Records Bureau checks.

Statutory changes, underpinned by regulations, are that:

- a CRB Enhanced Disclosure is obtained for all new appointments to the school's workforce.
- schools must keep a single central record detailing a range of checks carried out on their staff
- all new appointments to the school workforce who have lived outside the UK are subject to additional checks as appropriate
- schools must satisfy themselves that supply staff have undergone the necessary checks
- identity checks must be carried out on all appointments to the school workforce before the appointment is made

P Gamble (Headteacher), C Bath (School Governor), P Azu (School Governor), S Street (SLT) and R Dennison (Business Manager) have undertaken the National College for School Leadership Safe Recruitment training (www.ncsl.org.uk). One of the above will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

2. Safe Practice

The school has adopted IRSC "Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings" and has undertaken Safe Practice training and issued staff with the school's Safe Working Practice Agreement to ensure that staff are safe and aware of behaviours which should be avoided.

Safe working practice ensures that learners are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- discuss and/or take advice from school management over any incident which may give rise to concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of gender or sexuality;

- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

3. Safeguarding Information for learners

The school is committed to ensuring that learners are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All learners know that we have two senior members of staff with responsibility for child protection and know who they are. We inform learners of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. SMSC materials we use to help learners learn how to keep safe are (see SOW).

The following information is made available to learners (e.g.CEOPS ThinkUKnow, helplines, posters, NSPCC and Childline; LBH safeguarding website etc.) on the Safeguarding notice board, on the school's website and the welfare room.

School's arrangements for consulting with and listening to learners are school council/Learner Voice, who report to SLT regularly. We make learners aware of these arrangements via form tutors and tutor reps. The teacher in charge of Learner Voice has responsibility for involving learners.

4. Partnership with Parents

The school shares a purpose with parents to keep children safe from harm and to have their welfare promoted. School advises parents that they may contact the school if they have any safeguarding concerns. Information is found on the school's website. (Harrow LSCB website www.harrowlscb.co.uk, NSPCC website www.nspcc.org.uk and COEP website www.ceop.gov.uk)

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm (see Action by Senior Designated Person) We encourage parents to discuss any concerns they may have with their child's form tutor/Standards & Achievement Leader or assistant Standards & Achievement Leader. We make parents aware of our policy via the newsletter and website. Parents are made aware that they can view this policy on request.

The following information is in the New Parents' Information book

Harrow High School is committed to ensuring the welfare and safety of all children in school. All Harrow schools, including Harrow High School, follow the Harrow Local Safeguarding Children Board procedures. The school will, in most circumstances, endeavour to discuss all concerns with parents about their child/ren. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection procedures). The school will, of course, always aim to maintain a positive relationship with all parents. The school's Child Protection Policy is available on request.

5. Partnerships with others

The school recognises that it is essential to establish positive and effective working relationships with other agencies eg Local Authority, Social Care, Police, Health Service professionals, and Education Welfare Service.

6. School Training and Staff Induction

The school's senior members of staff, with designated responsibility for child protection, undertakes basic child protection training and training in inter-agency working which is provided by, Harrow LSCB and refresher training at 2 yearly interval. The Headteacher and all other school staff, including support staff, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training at 3 yearly intervals.

7. Support, Advice and Guidance for Staff

Form tutors will be supported by Standards & Achievement Leaders who are supported the Deputy headteacher (pastoral). All staff are supported by the designated senior teachers. The designated senior teachers will be supported by the Headteacher and the nominated governor.

Advice and support is always available from the Education Welfare Service. Advice is also available from Children's Social Care duty and Assessment Team and the Police Child Abuse Investigation Team (*see Contacts list*)

8. Related School Policies

Safeguarding of learners is encompassed by more than just the child protection policy. A suite of policies, which relate to safeguarding can be located in the safeguarding folder on the school's computer system. This includes welfare policies, health and safety, anti bullying, safer recruitment, whistle blowing etc.

Children Missing from Education

The school follows the Harrow LSCB procedures "Identifying and maintaining contact with children missing or at risk of going missing from Education 2009" Contact: The attendance officer contacts the Educational Welfare team where there are concerns.

Confidentiality

Harrow High School has regard to Information Sharing and follows the Harrow LSCB guidance and procedures. Personal information about children and families held by agencies should not normally be disclosed without the consent of the subject. The law permits, however, the disclosure of confidential information necessary to safeguard the child/ren.

9. Learner Information

In order to keep children safe and provide appropriate care for them the school requires accurate and up to date information regarding:

- Names and contact details of persons with whom the child normally lives
- Names and contact details of all persons with parental responsibility (if different from above)
- Emergency contact details (if different from above)
- Details of any persons authorised to collect the child from school (if different from above)
- Any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- If the child is or has been the subject of a Child Protection Plan
- Name and contact detail of G.P.
- Any other factors which may impact on the safety and welfare of the child

The school will collate, store and agree access to this information. Each individual attending school completes a form containing the above information which is held on paper in the Attendance office. The same information is held on SIMs and is updated when data is given by parents. The school endeavours to check the veracity of the information regularly eg at parents' evenings and by courtesy phone calls to check information is current. In the case of child subject to child protection plans files are held in a locked cabinet (see designated teacher).

10. Roles and Responsibilities

Governing Body should ensure that:

- the school has a child protection policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request;
- the school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures;
- a senior member of the school's leadership team is designated to take lead responsibility for child protection (and deputy);
- staff undertake appropriate child protection training;
- they remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements;
- a governor is nominated to be responsible for liaising with the Local Authority Designated Officer (LADO) and /or partner agencies in the event of allegations of abuse being made against the head teacher
- Where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place (see Leasing of Premises to External Organisations, EWS 2009) in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate.

- they review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged

Headteacher should ensure that:

- the policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.

Senior Members of Staff with Designated Responsibility for Child Protection

- Refer cases of suspected abuse or allegations to the relevant investigating agencies;
- Act as a source of support , advice and expertise within the school;
- Liaise with head teacher to inform him of any issues and ongoing investigations and ensure there is always cover for this role;
- Keep detailed accurate written records;
- Ensure the child protection policy is updated and reviewed annually and work with the governing body regarding this;
- To recognise how to identify signs of abuse and when it is appropriate to make a referral;
- Have a working knowledge of how the LSCB operate, the conduct of a child protection case conference and be able to attend and contribute to these;
- Ensure that all staff have access to and understand the school's child protection policy;
- Ensure that all staff have induction training;
- Obtain access to resources and attend any relevant or refresher training courses at least every two years.

All staff and volunteers

- fully comply with the school's policies and procedures
- attend appropriate training
- inform the designated teacher of any concerns

IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING SIGNIFICANT HARM

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, learners, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

Definitions

As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached his/her 18th birthday.

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; **Development** means physical, intellectual, emotional, social or behavioural development; **Health** includes physical and mental health; **Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.

Abuse and Neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them, or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

Physical Abuse may involve hitting, shaking, throwing, poisoning, burning 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.

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 in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

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 insofar 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 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 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)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate caretakers)
- ensure access to appropriate medical care or treatment.
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It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE AT SCHOOL AND AT HOME

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of learners will be recorded and discussed with the designated senior person with responsibility for child protection (or another senior member of staff in the absence of the designated person) prior to any discussion with parents.

Cultural issues should never be a barrier to Safeguarding. Learners at HHS have many cultural backgrounds which may have a different approach to family life. Staff should be sensitive to culture diversity but aware that certain practices may be detrimental to the welfare of learners, for example forced marriage, female circumcision and physical punishment are against the law in this country. It is also important that staff are aware some learners maybe vulnerable to pressure from groups involved in violent extremism any concerns should also be reported. If staff have any concerns about these type of issues they must report to the designated teachers

1. Staff will immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect

- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)

2. Responding to Disclosure

Disclosures or information may be received from learners, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity. For learners with communication/language difficulties the school will liaise with Senco or EAL co-ordinator.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person and make a contemporaneous record.

Principles

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated person in order that she can make an informed decision of what to do next.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of school staff
- clarify the information if necessary
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened ?' rather than 'Did x hit you?'
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the senior designated person
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and that the person will be involved as appropriate

3. Action by the Designated Senior Person (or other senior person in their absence)

Following any information raising concern, the senior designated person will consider:

- any urgent medical needs of the child
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g. ESW service, Social Care
- the child's wishes

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
 - whether to make a child protection referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately
- OR**
- not to make a referral at this stage
 - if further monitoring is necessary
 - if it would be appropriate to undertake an assessment (e.g. CAF) and/or make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to social care will be accompanied by a standard referral form.

4. Action following a child protection referral

The designated senior person or other appropriate member of staff will:

- make regular contact with Social Care
- wherever possible, contribute to the Strategy Discussion
- provide a report for, attend and contribute to any subsequent Child Protection Conference
- if the child or children are the subject of a child protection plan, contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences
- where possible, share all reports with parents prior to meetings
- where a child who is the subject of a child protection plan moves from the school or goes missing, immediately inform the key worker in Social Care

5. Recording and monitoring

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded and a note made of the location and description of any injuries seen.

All C.P. documents will be retained in a 'Child Protection' file, separate from the child's main file. This will be locked away and only accessible to the headteacher and senior designated person. These records will be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Person Child Protection.' Original copies will be retained until the child's 25th birthday.

6. Supporting the Child and Partnership with Parents

- School recognises that the child's welfare is paramount however, good child protection practice and outcome relies on a positive, open and honest working partnership with parents.
- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child
- We will provide a secure, caring, supportive and protective relationship for the child
- Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Senior Person will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child.

Allegations regarding person(s) working in or on behalf of school (including volunteers)

Where an allegation is made against any person working in or on behalf of the school that he or she has:

- a. behaved in a way that has harmed a child or may have harmed a child
- b. possibly committed a criminal offence against or related to a child or
- c. has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

We will apply the same principles as in the rest of this document and we will always follow the Harrow LSCB Guidance regarding allegations of abuse against a person who works with children, (Sept 2007).

Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

Initial Action

- The person who has received an allegation or witnessed an event will immediately inform the headteacher and make a record
- In the event that an allegation is made against the headteacher the matter will be reported to the Chair of Governors who will proceed as the 'headteacher'
- The headteacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the **immediate** safety of children
- The headteacher may need to clarify any information regarding the allegation, however no person will be interviewed at this stage

- The headteacher will consult the LADO (see Contacts List) in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to social care and/or the police for investigation
- Consideration will be given throughout to the support and information needs of learners, parents and staff
- The headteacher will inform the Chair of Governors of any allegation.

CONTACTS

Principal Education Welfare Manager	020 8863 5544
Local Authority Designated Officer (schools)	020 8863 5544
Local Authority Designated Officer (non-schools)	020 8420 9644
Social Care Duty and Assessment Team	020 8736 6942/16
Local Safeguarding Children Board	020 8863 5611
Children Missing From Education	020 8863 5544
Emergency Duty Team	020 8424 0999
Human Resources	020 8863 5611

Websites

Harrow LSCB.

www.harrowlscb.co.uk

Children Missing from Education

anna.tenconi@harrow.gov.uk

Keeping Children Safe

www.ceop.gov.uk

www.missdorothy.com

www.anti-bullyingalliance.org

www.kidscape.org.uk

www.childline.org.uk

www.nspcc.org.uk

www.ceop.org.uk/thinkuknow

www.childnet-int.org

www.kidsmart.org.uk

Documents

DCSF Documents

www.teachernet.gov.uk/childprotection

Safeguarding Children and Safer Recruitment in Education

Working Together to Safeguard Children

“What to do if” and other docs

www.everychildmatters.gov.uk/safeguarding

Information Sharing

www.everychildmatters.gov.uk/resources-and-practice/IG00065/

School Documents

Guidance for Safe Working Practice for the Protection of Children and Staff in Education Setting

NEOST Guidance

www.lg-employers.gov.uk

Guidance for Staff facing an Allegation of Abuse

Definitions and Thresholds for Managing Allegations against School Staff

Managing the Aftermath of Unfounded and Unsubstantiated Allegations

Training Materials

Online Basic Awareness Training

www.safeguardingchildren.co.uk

Whole School CP Training

paulette.lewis@harrow.gov.uk

Safe Recruitment Training

www.ncsl.org.uk

JL/SAS

Revised Spring 2011