



SAFEGUARDING AND CHILD PROTECTION POLICY

INTRODUCTION

1. This policy is a 'Whole School Policy' and informs practice in the Senior School, the Prep School and the Nursery. Battle Abbey School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Key documents with which this Policy is in accordance are:

The Education Act 2002

Education (Independent Schools Standards) (England) Regulations 2010

Safeguarding Vulnerable Groups Act 2006

The Children Act 2004

What to do if you are worried a Child is being Abused 2006

Working Together to Safeguard Children DCSF March 2010 (A guide to inter-agency working to safeguard and promote the welfare of children)

Safeguarding Children and Safer Recruitment in Education 2007 (as may be updated following the March 2010 consultation)

Information Sharing: Guidance for Practitioners and Managers 2008

ISA Referral Guidance 2010

Independent Schools Inspectorate Handbook September 2010 – the regulatory requirements (and as amended).

2. The health, welfare, safety and well-being of every pupil are of paramount importance to all the adults who work at Battle Abbey School. Pupils have the right to have these safeguarded, regardless of age, gender, race, culture or disability. They have a right to be safe in our school. The culture within Battle Abbey School is one that encourages all pupils to do their best and an atmosphere of mutual respect is positively promoted. We provide opportunities that enable pupils to take responsibility and make decisions for themselves. Teaching of Personal, Social and Health Education helps to develop appropriate attitudes in pupils and makes them aware of the impact of their decisions on others.

AIMS AND OBJECTIVES

3. This policy ensures that all staff and volunteers are clear about the actions necessary with regard to Safeguarding and child protection. Its aims are:

- to safeguard the health, welfare, safety and well-being of every student at Battle Abbey School;
- to raise all staff and volunteers awareness of the importance of Safeguarding and Child Protection;
- to ensure staff and volunteers understand their responsibility in reporting possible cases of abuse;
- to ensure effective communication between all staff and volunteers when dealing with Safeguarding and Child Protection issues;
- to lay down the correct procedures for those who encounter or have any concerns relating to an issue of safeguarding or child protection;
- to practise Safe Recruitment in checking the suitability of staff and volunteers to work with children.

CHILD PROTECTION PROCEDURES

4. The Designated Teacher responsible for Safeguarding and Child Protection at the Senior School is the Deputy Head (Pastoral), Mrs Angela Valentino; in her absence the deputy designated person is the Headmaster. The Designated Teacher at the Prep School and Nursery is Mrs Maria Maslin; in her absence the deputy designated person is Mrs Trish Corrigan. The designated person at the Nursery is Mrs Teresa Rapley and in her absence the deputy designated person is Miss Amy Lee.

5. If any member of staff suspects that a child may be a victim of abuse, they immediately inform the Designated Teacher about their concerns. Abuse can be of a sexual, emotional, psychological or physical nature. It can also be the result of neglect. The Designated Teachers undertake Level 2 Safeguarding & Child Protection re-training every two years. All staff and pupils are made aware of the identity of the Designated Teacher and the deputy designated person responsible for Safeguarding and Child Protection. Each member of staff receives training by the Designated Teacher(s) every three years.

6. Any action that the designated person takes when dealing with an issue of child protection must be in line with East Sussex Child Protection Procedures. The Designated Teacher works closely with Children's Services, The Police Child Protection Unit and East Sussex Local Safeguarding Children's Board when investigating any allegations of abuse. All parties involved in any investigations must do so in a sensitive manner, but the interest of the child's welfare is of paramount importance. If a pupil alleges abuse, the school can contact social services for anonymous advice before making a referral. Parents will normally be informed once a disclosure has been made and that the school is duty bound to make a referral to Children's Services. Prior to informing the parents the Designated Teacher will assess the likelihood of this placing the pupil's welfare at immediate or greater risk of harm.

7. Following a child protection referral, Children's Services will consider calling a case conference. The case conference offers the opportunity to share information and formulate a plan of action. When required, staff are expected to attend and participate in all case conferences and meetings held under East Sussex Local Safeguarding Children Board guidelines. All information relating to individual child protection issue is confidential, and we treat this accordingly. Information is only passed on to appropriate persons. The child should be informed at all stages of who is involved, and what information has given to them.

ALLEGATIONS AGAINST STAFF OR VOLUNTEERS

8. Anyone who has any concern that a member of staff or volunteer working at the school may have behaved inappropriately towards a pupil or they have received information that may constitute an allegation you should:

- report it to the Designated Teacher as soon as possible, however trivial it may seem. If the Designated Teacher is absent or the allegation relates to them then it should be reported to the designated deputy;
- make a signed and dated written record of your concerns, observations or the information you have received to pass on to the Designated Teacher;
- maintain confidentiality and guard against publicity while an allegation is being considered or investigated and follow local information sharing protocol.

9. When a report is made, the Designated Teacher (or designated deputy in case of the unavailability of, or an allegation being made against, the Designated Teacher) should:

- get written details of the allegation or concern, signed and dated by the person reporting it. Countersign and date this record. (If it is difficult to get a written report make your own written record of the conversation you have had with the referrer and sign and date it);
- collate and record information you have and personal details about:

- the child/children, parents/carers, siblings;
- the person against whom the allegation has been made;
- details of any known or possible witnesses, including checking on and recording, with times, dates etc, any other incidents or concerns about the child/children or the member of staff/volunteer concerned together with actions taken and outcomes. At the same time it is important to keep alert for patterns which might suggest the abuse goes further afield and involves other children and adults;
- contact the Local Authority Designated Officer (LADO) WITHIN 1 WORKING DAY of receiving the report of an allegation;
- inform the person reporting the allegation or concern what action you will take, in accordance with local procedures and with regard to local information sharing protocols and the need to maintain confidentiality;
- ensure that the alleged perpetrator or person about whom there is a concern is informed of the allegation or concern as soon as possible after consulting with the LADO and in accordance with any restrictions on information sharing that may be imposed by the police or social care. How enquiries will be conducted and possible outcome eg disciplinary action, dismissal, referral to regulatory body should be explained together with sources of support and advice, eg from professional organization/trade union;
- help all parties understand the process throughout.

If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult the Designated Teacher (Senior School) or the Deputy Designated Teacher (Prep School), without notifying the Headteacher first.

SAFER RECRUITING

10. All safeguarding aspects of the 'Recruitment and Selection Policy' are to be followed when appointing staff and volunteers. List 99 and Enhanced CRB checks are completed on all staff, volunteers and other resident adults appointed to Battle Abbey School to ensure that there is no evidence of offences involving children or abuse. No appointed person may take up appointment prior to the List 99 and Enhanced CRB check being satisfactorily completed.

11. All interview panels will include at least one senior member of staff who has attained the 'Safer Recruiting' qualification.

INDUCTION AND TRAINING

12. During their induction all staff receive training on their responsibilities for safeguarding children, understanding the nature of abuse and the agreed local child protection procedures. Refresher training is provided annually and each member of staff should undertake this at no more than three yearly intervals. All staff and volunteers are required to read this document and related policies.

13. A copy of any powerpoints/presentations/information delivered as part of staff training will be available on the 'staff' area of the intranet, along with detailed explanation of what constitutes the four recognised elements of child abuse (Physical, Emotional, Sexual, Neglect).

SAFEGUARDING

14. Visitors to the school are required to report to reception on their arrival and sign in. Each visitor will be issued with a 'Visitor' badge which they are required to wear, in a visible position, at all times whilst they are on the school site. Visitors who do not have an Enhanced CRB will be escorted at all times. When pupils are escorting 'guests', such as parents of prospective students (viewings, open evenings, etc), applicants for posts at the school and other invited guests, they should do so only under the direction of member of staff to whom they should report once they have finished escorting their 'guest'.

15. Staff and pupils should challenge, in a safe and courteous manner, any visitor to the school who is not wearing a visible 'Visitor' badge or photo ID. If they are unable to challenge the person directly they should report this to Reception as soon as possible or a duty member of the boarding staff when Reception is closed. Contractors who come on site only to carry out emergency repairs or service equipment are regarded as visitors and are required to wear 'Visitor' badges.

16. All boarding houses will be properly secured to prevent unauthorised entry. Boarding staff and pupils must not admit any visitors to boarding houses without being checked in with the duty member of boarding staff. Boarders are required to sign out of their boarding houses at evenings and weekends so that staff know their whereabouts at all times. All adults residing in the boarding community are required to successfully complete an enhanced criminal records check before taking up residence or on reaching the age of 18. If the adult has been convicted of a crime it is for the Headteacher to decide if this person can remain in residence. Under the terms of residential accommodation, that residence may be terminated if the Headteacher considers that a member of the household may pose a safeguarding risk to children. The code of conduct for staff and volunteers applies to all adults in occupation of school accommodation, whether or not they are employed by the school

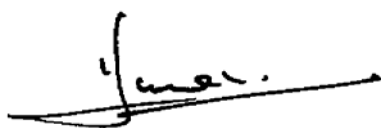
MONITORING AND REVIEW

17. Any deficiencies or weaknesses in Safeguarding and Child Protection arrangements must be remedied without delay. A named governor participates in the school's training with regard to the child protection procedures. This policy and procedures and the efficacy of their implementation will be reviewed annually by the Designated Teachers for Safeguarding and Child Protection and the Governing Body.

REFERENCE TO OTHER POLICIES

Restraint Policy; Missing Child Policy; Trips and Visits Policy; Photographic Policy; Anti-Bullying.

This policy was reviewed by the Full Court of Governors on 28 Oct 11 in accordance with para 59 of the ISI Regulatory Requirements.



*I S Mercer
Chairman of Governors*

GETTING TO KNOW CHILDREN AT SCHOOL

1. Children often perceive adults, and especially familiar ones, as being trustworthy, especially those who work in places they perceive to be 'safe', such as schools. To protect yourself and pupils, you should remember the following:

- Visitors should never be alone in a room with a pupil, but if, unexpectedly, that does happen, make sure that the door is open;
- Teachers should avoid being alone with a pupil in a room with the door closed. However, there are times when this is required. When this is the case make sure you are in a room where you are visible to others, say through a window. Ensure another colleague, such as your Head of Department, is aware the meeting is planned or has taken place;
- If you find that a pupil seeks to talk to you on a regular basis, you should let someone know, such as your Line Manger or a member of the Senior Leadership Team;
- Visitors should never exchange phone numbers, e-mail addresses or agree to contact a pupil whom they have met through a school visit. If this is required as part of the work being undertaken with the school, this should be agreed with the Designated Teacher in advance;
- Teachers and volunteers may exchange mobile phone numbers with pupils whilst out on a trip or visit as part of risk management. This information should only be used for that purpose and should be removed or deleted at the end of the trip or visit;
- E-mails are increasingly used as part of the day to day communication between teacher and pupil. Teachers should only use e-mail for legitimate school purposes and they should keep a copy of all correspondence with an individual;
- School staff and volunteers should not engage in any communication with a pupil that could be considered as personal;
- Never agree to keep something secret or confidential, until you know what you are being told. By working, volunteering at or visiting the school you have a 'duty of care' which requires you to report any Child Protection matter to the Designated Teacher, or the designated teacher's deputy.

WORKING ARRANGEMENTS FOR ONE-TO-ONE TUTORING

1. Lone working and one to one situations require additional safeguards to be in place. Adults working in one to one settings are more vulnerable to unfounded or malicious allegations being made against them. One to one situations also have the potential to make the pupil more vulnerable to harm by those who seek to exploit their position of trust.
2. All work with children should be underpinned by the following principles outlined in Safer Working Practice guidance (2007):
 - welfare of the child is paramount;
 - it is the responsibility of all adults to safeguard and promote the welfare of children and young people. This responsibility extends to a duty of care for those adults employed, commissioned or contracted to work with children;
 - adults who work with children are responsible for their own actions and behaviour and should avoid any contact which would lead any reasonable person to question their motivation and their intentions;
 - adults should work and be seen to work, in an open and transparent way;
 - the same professional standards should always be applied regardless of culture, disability, gender, language, racial origin, religious and /or sexual identity.
3. The most suitable location is probably a library or community setting. In rare cases the decision may be to carry out one to one tutoring at home. It is worth being aware that this may make the teacher more susceptible to having an allegation made against them. A written agreement with the carers should clearly state what the working arrangements are. This should include the carers always being at home during the tutoring period and working in a room with a door open.

KNOWING IF A CHILD IS BEING HARMED

1. Young people will sometimes tell an adult if they are being harmed.

ACTION IF YOU ARE WORRIED A CHILD IS BEING HARMED

2. If you are worried a pupil may be being harmed you must:

- tell the Designated Teacher responsible for Child Protection at the school as soon as you can;
- write down the things that are worrying you, including the pupil's name;
- if a child has told you that s/he is being harmed, write down exactly what s/he said. Write your name and the date at the bottom of any statement. Give the statement to the Designated Teacher

3. Teachers do not "diagnose" abuse; that is not their responsibility. However, school staff (both teaching and non-teaching) need to be clear about what has been seen or heard, in order to enable decisions to be made about what should happen as a result of the information or disclosure. It would normally be expected that any concern about a possible non-accidental injury (serious bruises, cuts, bites, wounds, burns etc.), as well as any comments made by a pupil which may suggest physical, emotional or sexual abuse or neglect, should first be discussed in confidence with the school's Designated Teacher. This person should then decide, in consultation with the person who has received the information directly, whether or not referral or advice is now required. Interrogation of the pupil should be avoided at all times. The pupil should not have to repeat his or her story over and over again or be questioned by several members of staff in succession. The Designated Teacher should rely on the report from whoever has witnessed the incident when deciding what action to take. He or she does not necessarily need to speak to the child. It may be appropriate to seek clarification from the child if something is unclear, but the investigation should be carried out by others, not by teachers.

4. These guidelines are recommended by the NSPCC:

- "...listen carefully and take seriously whatever the child says, and don't over-react and frighten the child."
- reassure the pupil s/he is not to blame and was right to tell;
- keep questions to a minimum, don't pursue details (this is better left to professionals and will keep to a minimum the number of times they have to repeat the story) and never 'lead' the child (for legal reasons);
- check out your understanding with the child of what they are telling you ; use the vocabulary they have used
- don't promise confidentiality you cannot and must not keep; explain the difference between 'good' secrets and 'bad' secrets;
- explain what will happen next (you will report to the Designated Teacher);
- be prepared to look after the pupil through whatever happens next, and over the ensuing weeks/months
- make a written record as soon as possible of what was said and how the child behaved;
- get support for yourself from the Designated Teacher.

TYPES OF ABUSE

PHYSICAL ABUSE

1. 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 feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after.

EMOTIONAL ABUSE

2. This is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on a child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving a child opportunities to express their views, deliberately silencing them or making fun of what they say or how they communicate.

3. 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 (including cyberbullying) causing children frequently to feel frightened or in danger the exploitation of corruption of children. Some level of emotional abuse is involved in all the types of maltreatment of a child though, it may occur alone. For example, for a child this can mean:

- Persistent ridicule, rejection, humiliation
- Living in atmosphere of fear and intimidation
- Being allowed no contact with other children
- Inappropriate expectations being imposed
- Low warmth, high criticism
- Being bullied, scapegoated

NEGLECT

4. This 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 a home or abandonment. For example, for a child this can mean:

- Lack of adequate nourishment/shelter
- Not receiving medical attention when necessary
- Lack of interest in the welfare of the child
- Inappropriate clothing
- No boundaries, limits in terms of actions and behaviour
- Child's needs not recognised / prioritised by parents

SEXUAL ABUSE

5. Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, may also include non-contact activities such as: involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child for abuse (including via the internet).

WHAT TO DO WHEN A CHILD WANTS TO CONFIDE IN YOU**Do:**

- Keep an open mind
- Reassure the child that they are right to tell
- Listen carefully
- Work at the child's pace
- Ask only open questions – if you must ask them, clarify the facts, don't interrogate
- Explain what you need to do next
- Record accurately and quickly using child's words
- Pass on to the Designated teacher same day

Don't:

- Make false promises about confidentiality
- Interrupt
- Interrogate / investigate
- Assume e.g. this child tells lies
- Make suggestions about what is being said
- Speculate or accuse anyone
- Show anger, shock etc
- Tell the child to go and speak to someone else
- Forget to record accurately and/or pass on