

LEWES OLD GRAMMAR SCHOOL

SAFEGUARDING POLICY

This Policy is a whole school policy and informs practice at :-

**The Senior School
Morley House
The Foundation Stage**

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SECTION 1 INTRODUCTION

1.1 This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and the Education Act 2002.

1.2 The Governing body takes seriously its responsibility under Section 157 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within the school to identify, assess and support any child who is suffering harm.

1.3 LOGS recognises that all staff, have an important role to play in protecting our pupils from harm and that the child's welfare is our paramount concern. (Please note that wherever the word 'Staff' is used in this policy, it covers all staff on site).

1.4 All staff are committed to providing a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

1.5 The purpose of this policy is to inform those who work closely with pupils and their families about the most common signs of child abuse and to prescribe the procedures that must be followed to protect the child.

1.6 The Child Protection Liaison Officer (CPLO), the Designated Member of Staff responsible for Child Protection issues, is Ann Prior, Deputy Head, Pastoral.

1.7 Considering that child protection procedures apply to all children below the age of 18, the Headmaster, CPLO and staff must decide if they have reasonable grounds for suspecting that child abuse is taking place. If they have reasonable grounds then they must act immediately. It is safer to act or to discuss with other agencies than to delay. Advice can be sought from agencies without a referral being made. It is important that parents understand that in following procedures it is quite possible that the school will have to consult with or inform other agencies before parents/carers.

1.8 Recent legislation regarding the identification of convicted 'child sex offenders' states that their residence address and identity will be released to Headteachers on a 'need to know' basis. If a Headteacher is informed that a 'child sex offender' is in the locality of the School, it is not for the Headteacher to decide upon whether or not parents can be informed - this is the decision of the police. In the situation where a Headteacher is aware that a 'child sex offender' is in the vicinity of the School, but no authorisation has been given to inform parents, then that Headteacher may be well advised to make 'awareness of strangers' and 'personal safety' a high profile topic in the current assembly programme or the current PSHE scheme of work.

SECTION 2 AIMS AND OBJECTIVES

This section states the aims and objectives of the Child Protection Policy at LOGS, and details how the aims are actually put into practice.

2.1 LOGS aims to provide all pupils with the relevant information, skills and attitudes to help them resist abuse and prepare for the responsibilities of adult life including home and family. We aim to give pupils the confidence to speak to staff on issues of neglect, abuse and deprivation, believing they will be effectively listened to.

- Skills are delivered to pupils through the Curriculum and especially via Pastoral, Social and Health Education (PSHE).
- We create an environment and ethos in which children feel secure, their viewpoints are valued, they are encouraged to talk and they are listened to.
- We provide suitable support and guidance so that pupils have a range of appropriate adults whom they feel confident to approach if they are in difficulties.
- We use the Curriculum to raise pupils' awareness and build confidence so that pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others.
- Staff treat pupils with respect and all pupils are expected to treat each other and staff with respect.
- We look carefully at the role models the School offers pupils through staffing, materials used, selection of curricular content and other experiences.
- We impress upon pupils the importance of rejecting violence and inappropriate use of power and control as a means of resolving conflict.
- We give pupils opportunities to understand and develop strategies for coping with stress.
- We give all pupils the opportunities to learn about child development and good parenting.
- We include, in the Curriculum/PSHE, programmes, information on personal safety.

2.2 To allow all staff to be familiar and confident with the appropriate child protection procedures and to understand their responsibilities. This policy is intended to give clear guidance to all staff, teaching & non-teaching on:

- i. the signs that may indicate the possibility of abuse;**
- ii. the procedures to follow if a child discloses abuse or a member of staff suspects abuse.**
 - We have a designated senior member of staff, Mrs Ann Prior, who is our Child Protection Liaison Officer.
 - We provide child protection training regularly to school staff to ensure that their skills and expertise are up to date. Training focuses on the recognition of the symptoms of child abuse, the procedures and case studies. All staff are given some initial training in child protection during their induction programme.
 - Each member of staff is given a complete copy of this policy, which clearly states the name of the CPLO.

- Each teacher must sign to indicate that they have read the Child Protection Policy in its entirety.
- All members of the Trustees understand and fulfil their responsibility to ensure that they and the School safeguard and promote the welfare of children through all policies, arrangements and activities. The Trustees undertake an annual review of the school's Safeguarding Policy and of the efficiency with which the related duties have been discharged.

2.3 To work with parents to build an understanding of the School's responsibility to ensure the welfare of all children and a recognition that this may require cases to be referred to other investigative agencies as a constructive and helpful measure.

- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through the publication of the school's Child Protection Policy and reference to it in the Parents' Handbook. The Policy is available on the School Website.

2.4 To monitor children who are known or thought to be at risk of harm and to provide all necessary support to those children.

- We keep all pupil records in a secure location, we maintain clear records of pupils' progress, we promote sound policies on confidentiality, we provide information to other professionals and we undertake to submit reports to case conferences and to attend case conferences.

2.5 To review the School procedures and improve the way child protection issues are managed.

- Training is updated bi-annually for CPLO and every three years for all staff. Our procedures are regularly reviewed and updated.

2.6 To follow the Safer Recruitment Procedures in accordance with the DfES document 'Safeguarding Children and Safer Recruitment in Education' Jan 2007

- All staff who have access to children have been checked as to their suitability, including verification of their identity, qualifications and an Enhanced CRB check. A single central record is kept for audit.
- Appropriate child protection checks and procedures apply to any staff employed by another organization (eg field study centres) and working with the school's pupils on another site.

2.7 To contribute to an inter-agency approach to child protection by developing effective and supportive liaison with other agencies, especially the Police and Social Services.

2.8 Any deficiencies and weaknesses in child protection arrangements are remedied without delay.

SECTION 3 TYPES OF CHILD ABUSE AND THEIR SYMPTOMS

Child abuse can be categorised into four distinct types, i.e.

1. **Physical Abuse**
2. **Sexual Abuse**
3. **Emotional Abuse**
4. **Neglect**

3.1 Physical Abuse:

This involves physical injury to a child, including deliberate poisoning, where there is definite knowledge or a reasonable suspicion that the injury was inflicted or knowingly not prevented.

Typical signs of Physical Abuse are:

- **bruises and abrasions** - especially about the face, head, genitals or other parts of the body where they would not be expected to occur given the age of the child. Some types of bruising are particularly characteristic of non- accidental injury especially when the child's explanation does not match the nature of injury or when a type of injury appears frequently.
- **slap marks** - these may be visible on cheeks or buttocks.
- **twin bruises on either side of the mouth or cheeks** - can be caused by pinching or grabbing, sometimes to make a child eat or to stop a child from speaking.
- **bruising on both sides of the ear** - this is often caused by grabbing a child that is attempting to run away. It is very painful to be held by the ear, as well as humiliating and this is a common injury.
- **grip marks on arms or trunk** - found in babies who are handled roughly or held down in a violent way. Gripping bruises on arm or trunk can be associated with shaking a child. Shaking can cause one of the most serious injuries to a child. X-rays and other tests are required to fully diagnose the effects of shaking. Grip marks can also be indicative of sexual abuse.
- **bruised eyes** - are most commonly caused by an object such as a fist coming into contact with the eye socket. N.B. A heavy bang on the nose however, can cause bruising to spread around the eye but a doctor will be able to tell if this has occurred.
- **damage to the mouth.**
- **bite marks.**
- **fractures** - particularly in younger children .
- **poisoning and other misuse of drugs** - e.g. overuse of sedatives.
- **burns and/or scalds** - a round red burn on tender, non-protruding parts, like the mouth, inside arms and on the genitals will almost certainly have been deliberately inflicted. Any burns that appear to be cigarette burns should be cause for concern. Some types of scalds known as 'dipping scalds' are always cause for concern. An experienced person will notice skin splashes caused when a child accidentally knocks over a hot cup of tea. In contrast a child who has been deliberately 'dipped' in a hot bath will not have splash marks.

3.2 Sexual Abuse:

The involvement of dependent, developmentally immature children and adolescents in sexual activities they do not truly comprehend, to which they are unable to give informed consent or that violate the social taboos of family roles.

Typical signs of Sexual Abuse are:

- a **detailed sexual knowledge** inappropriate to the age of the child.
- **behaviour that is excessively affectionate or sexual** towards other children or adults.
- **attempts to inform** by making a disclosure about the sexual abuse often begin by the initial sharing of limited information with an adult. It is also very characteristic of such children that they have an excessive preoccupation with secrecy and try to bind the adults to secrecy or confidentiality.
- a **fear of medical examinations**.
- a **fear of being alone** - this applies to friends/ family/ neighbours/babysitters, etc.
- a **sudden loss of appetite, compulsive eating, anorexia nervosa or bulimia nervosa**.
- **excessive masturbation** is especially worrying when it takes place in public.
- **promiscuity**.
- **unusually explicit or detailed sex play** in young children.
- **sexual approaches or assaults** - on other children or adults.
- **pregnancy, urinary tract infections (UTI), sexually transmitted disease (STD)** are all cause for immediate concern in young children, or in adolescents if his/her partner cannot be identified.
- **bruising** to the breasts, buttocks, lower abdomen, thighs and genital/rectal areas. Bruises may be confined to grip marks where a child has been held so that sexual abuse can take place.
- **discomfort or pain** particularly in the genital or anal areas.
- the drawing of **pornographic or sexually explicit images**.
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It should be remembered that all of the above are typical but may have other causes.

3.3 Emotional Abuse:

The severe adverse effect on the behaviour and emotional development of a child caused by persistent or severe emotional ill treatment or rejection. All abuse involves some emotional ill treatment but it may be the sole form of abuse.

3.4 Neglect:

The persistent or severe neglect of a child (for example, by exposure to any kind of danger, including cold and starvation) which results in serious impairment of the child's health or development, including non-organic failure to thrive. Persistent stomach-aches, feeling unwell and apparent anorexia can be associated with neglect.

Typical signs of neglect are:

- **underweight** - a child may be frequently hungry or pre-occupied with food or in the habit of stealing food or with the intention of procuring food. There is particular cause for concern where a persistently underweight child gains weight when away from home, for example, when in hospital or on a school trip. Some children also lose weight or fail to gain weight during school holidays and this may be a cause for concern.
- **Inadequately clad** - a distinction needs to be made between situations where children are inadequately clad, dirty or smelly because they come from homes where neatness and cleanliness are unimportant and those where the lack of care is preventing the child from thriving. A child may be inappropriately clad for the current weather or their level of hygiene may set them apart from their peers and so expose them to comment and ridicule from other children.

Much parenting falls short of the ideal but it may be appropriate to invoke child protection procedures in the case of neglect where the child's health, development or well being is being adversely affected.

3.5 Other Concerns:

There are a number of situations where a child may be at risk. Children whose situations do not currently fit the above categories but where social and medical assessments indicate that they are at significant risk of abuse. Grave concern may be felt where a child shows symptoms of stress and distress (see below) and any of the following circumstances apply:

- there is a known child abuser in the family;
- another child in the family is known to have been abused;
- the parents are involved with pornographic material to an unusual degree;
- there is an adult in the family with a history of violent behaviour.
- there is an adult in the family with a history of substance abuse.
- there is an adult in the family with a history of mental health problems.
- there is an adult in the family with a history of learning difficulties.
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These situations should be referred (through the CPLO) to Social Services for further assessment.

3.6 The Symptoms of Stress and Distress:

When a child is suffering from any one or more of the previous four 'categories of abuse', or if that child is 'at risk', he/she will nearly always suffer from/display signs of stress and distress. An abused child is likely to show signs of stress and distress some of which are listed below:

- a lack of concentration and a fall-off in school performance;
- aggressive or hostile behaviour;
- moodiness, depression, irritability, listlessness, fearfulness, tiredness, temper tantrums, short concentration span, acting withdrawn or crying at minor occurrences;
- difficulties in relationships with peers;
- regression to more immature forms of behaviour, e.g. thumb sucking;
- self harming or suicidal behaviour;
- low self esteem;
- wariness, insecurity, running away or truancy - children who persistently run away from home may be escaping from sexual/physical abuse;
- disturbed sleep;
- general personality changes such as unacceptable behaviour or severe attention seeking behaviour;

- a sudden change in school performance

3.8 Indicators of Parental Involvement in Child Abuse:

Particular forms of parental behaviour that could raise or reinforce concerns are:

- implausible explanations of injuries that are deemed inconsistent by medical professionals;
- unwillingness to seek appropriate medical treatment for injuries;
- injured child kept away from school until injuries have healed without adequate reason;
- a high level of expressed hostility to the child;
- grossly unrealistic assumptions about child development;
- general dislike of child-like behaviour;
- inappropriate labelling of child's behaviour as bad or naughty;
- leaving children unsupervised when they are too young to be left unattended.

As outlined above, child abuse manifests itself in a wide variety of ways, e.g. physical, emotional, sexual or severe neglect. Abuse of all kinds occurs right across the social spectrum. Child sexual abuse in particular has been shown to occur in families at all levels of socio-economic status and in families with high overt degrees of conformity to codes of sexual respectability.

Although the signs of child abuse are well documented, many of the symptoms taken in isolation can occur in situations where no child abuse is occurring, will occur or has ever occurred. Many of these signs may also be indications of other medical, social or psychological problems or simply normal child development. Staff therefore need to be careful and thoughtful in ascertaining whether abuse is suspected. The large number of signs and symptoms described in this policy need to be considered in the light of normal child development, e.g.

- temper tantrums are to be expected from a two year old but may be a sign of serious distress in a child of 10;
- an interest in sexual topics and members of the opposite sex is to be expected in a youngster of 15, but in a 7 year old, such behaviour may well be a cause for concern

SECTION 4 ROLES AND RESPONSIBILITIES

4.1 The Child Protection Liaison Officer (CPLO):

The CPLO is the person responsible for contacting the Social Services to register concern about a pupil's welfare and implementing procedures relating to Child Protection.

LOGS Child Protection Liaison Officer (CPLO) is the Pastoral Deputy Head, Mrs Ann Prior. She is also the Designated Child Protection Person for the purposes of The Children Act 1989.

If the CPLO is absent for any reason, the Head is trained in this role and may act as the Designated Child Protection Person.

In the event of a case of suspected child abuse;

- The CPLO is the first point of contact for any member of staff to discuss concerns about possible abuse. She will then refer a pupil if there are concerns about possible abuse. Referrals will be made in writing, following an initial telephone call.
- The CPLO, together with individual members of staff as appropriate, must be prepared to attend a case conference (called by the Social Services Department) at very short notice, even if it proves to be inconvenient.
- The CPLO will inform the initiating member of staff about what action has been taken. The CPLO must be prepared to attend any case conference that is scheduled to be held during a school holiday.
- If a child is moving to a new school then the CPLO will pass any on-going concerns to the CPLO of the new school, and inform the Keyworker. If a child currently has a child protection plan and is moving to a new school, then the CPLO will copy all records to the CPLO of the new school and inform the Keyworker that this has been done.
- If the child moves to a new address then the Keyworker must be informed as appropriate. If the child's new address is unknown, the CPLO will copy any information which he has which might prove helpful in tracing a child.
- The CPLO will ensure that in his/her absence any Deputy who is to act as the Designated Child Protection Person knows the procedure to be followed in the case of suspected child abuse and the names of any Keyworkers.
- The CPLO has a professional duty to enquire about the progress of individual cases in which they are or have been involved.

4.2 School Staff (Teaching):

We recognise that abuse of children in attendance at school is most likely to be first noticed by teaching staff. Teachers bring a number of particular advantages to the recognition of child abuse, i.e;

- they have regular and frequent opportunities to observe children, including opportunities to observe changes in their behaviour.
- they have an ongoing relationship with children, who may confide in them about difficulties that they are experiencing.
- they have knowledge of the wide range of behaviour likely to be seen in children of a particular age.
- they have opportunities to observe the response of a group of children to particular situations. They will, therefore, be sensitive to surprising or unusual responses.

These opportunities to see children in context give a particular value to the observations of teachers. Their insights need to be complemented by the skills of other relevant disciplines, especially those of social workers and medical practitioners. A teacher may become concerned when a child tells the teacher about events that have happened to them or to a friend, brother, sister or when another adult claims to be aware of abuse.

Teachers value their relationships with parents/guardians and in many situations will share their initial concerns about a child with the parents/guardians. However, in many cases the parents/guardians may be the alleged abusers and so teachers should be prepared to share their concerns with other professionals at an early stage without necessarily informing parents of the action they propose to take. Teachers have a professional duty to:

- observe and be alert to signs of abuse;
- take immediate action in the child's best interest by reporting any suspicion or evidence of abuse or non-accidental injury;
- know the role of the CPLO and the School;
- enquire about the progress of individual cases in which they are/have been involved.

Staff can always see their CPLO who can consult with the Social Services Assessment Team for advice without a referral being made.

All teaching staff understand the importance of reporting suspicious circumstances and are able to report signs of abuse to the CPLO. Beyond the initial reporting of suspected child abuse, staff have a clearly restricted role as further judgements and action decisions are the responsibility of other agencies with statutory powers to help the child.

4.3 School Staff (Non-Teaching):

As with teaching staff, non-teaching staff have a responsibility to observe and report any suspicion or evidence of abuse or non-accidental injury. All non-teaching staff understand the importance of reporting suspicious circumstances and are able to report signs of abuse to the CPLO.

Beyond the initial reporting of suspected child abuse, non-teaching staff have a clearly restricted role as further judgements and action decisions are the responsibility of other agencies with statutory powers to help the child

4.4 The Keyworker:

Every child placed on the Child Protection Register has a named Keyworker, who is either a member of the Social Services Department or the NSPCC. It is the Keyworker's responsibility to co-ordinate inter-agency activity. Staff at LOGS recognise they can make a vital contribution in advising and assisting the Keyworker, and understand their duty to co-operate fully with the Keyworker in providing information, preparing assessments, implementing plans and in supporting the child as appropriate. This may involve liaising with other agencies during school holidays.

4.5 Abuse of a 'Position of Trust'

It is important that all staff employed at LOGS recognise that they are in a 'position of trust' in their dealings with all pupils at the school.

The publication **Every Child Matters - Safeguarding Children and Safer Recruitment in Education Jan 2007** outlines the offence of abuse of a position of trust as follows;

‘All education staff need to know that inappropriate behaviour with or towards children is unacceptable. In particular, under the Sexual Offences Act 2003 it is an offence for a person over 18 (e.g. teacher, youth worker) to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. This applies where the child is in full-time education and the person works in the same establishment as the child, even if s/he does not teach the child.’

Members of staff are responsible for ensuring that in all their dealings with pupils their demeanour, language and conduct is kept within appropriate boundaries at all times.

If any member of staff is concerned that their actions or words might be construed as an abuse of a position of trust (or if a member of staff has concerns regarding the behaviour of a pupil) they should keep a written record of the incident(s) and immediately discuss their concerns with the Head.

The following is a Code of Conduct for staff which gives concise guidelines on a day to day basis of what staff can do to avoid putting themselves at risk. It includes issues on

- staff/child contact – appropriate, not too families etc.
- Language – again not to be “risqué” or suggestive
- Physical contact
- Isolation – i.e. one to one situations
- relationships

4.6 These principles are intended to guide staff members and ensure that they give paramount consideration to the child’s well-being by respecting and attempting to understand the following:

- The ascertainable wishes and feelings of the child concerned (considered in the light of his/her age and understanding).
- The child's physical, emotional and learning needs.
- The likely effect on the child of any change in his/her circumstances.
- The child's age, gender, background and any other relevant characteristics.
- Any harm that the child has suffered or is at risk of suffering.
- Staff members are in a position of trust and they owe a duty of care to the child for whom they are responsible.
- Staff should never seek gratification of their own emotional or physical needs in their relationships with the child and all affiliations must always be professional, appropriate and justifiable.
- The organisation's child protection procedures have primacy over other requirements and this document attempts to be supportive and complimentary to those procedures.

These principles and subsequent guidelines provide the basis for an organisation and any educational establishment (eg college, schools), to identify inappropriate behaviour by our staff and should therefore be accessible to all members of staff.

4.7 Guidelines for all relevant staff

Physical contact

- As a general principle, staff should not have unnecessary physical contact with a child or vulnerable adults. There may be very limited occasions when a child needs comfort or reassurance, which may include physical comforting. Any such comforting gestures must always be acceptable to the child concerned i.e. there should be no unwanted physical contact, however well intentioned. However, be aware that any physical contact may be misconstrued by a child, parent/carer or observer. Such contact can include well intentioned informal and formal gestures such as putting a hand on the shoulder or arm, which, if repeated with an individual child, could lead to serious questions being raised.
- Some staff are likely to come into physical contact with their pupils from time to time in the course of their training activities, for example when showing a pupil how to use a piece of apparatus or equipment. Staff should be aware of the limits within which such contact should properly take place and should consider the possibility of such contact being misinterpreted by the child.
- Any form of physical punishment of a child is unlawful, as is any form of physical response to misbehaviour unless it is by way of restraint. It is particularly important that employees understand this both to protect their own position and that of the organisation and the educational establishment.
- There may be occasions where it is necessary for a member of staff to physically restrain a child to prevent him/her from inflicting injury to himself/herself or others. In such cases only the minimum force necessary must be used and any action taken must be to restrain a child. Where the member of staff has taken action to restrain a child he/she should report the matter to their manager.

The practice of physical restraint

- Restraint can be defined as ‘the reasonable application of the minimum necessary force to overpower a child with the intention of preventing them from harming themselves or others, or from causing serious damage to property’.
- Restraint should only be used exceptionally, when unavoidable and in keeping with the incident leading to it. It should be primarily for the benefit of the child/s and, though immediate, should as far as possible be a considered response.
- Restraint should not be used as a form of punishment or, in normal circumstances, to enforce compliance with instructions. It should not be attempted where the member of staff is put at undue risk.
- Incidents of restraint should, in appropriate circumstances, be subject to debriefing for staff involved and lead to a review of strategies for managing the behaviour of pupils between relevant parties. All incidents should be recorded in writing with witness statements etc.
- Where staff themselves are the subject of physical attack by a child or their parents/carers, they should refer to the guidance provided by the educational establishment and report the incident to the Head.

Sexual contact

- There is NO acceptable behaviour that has either explicit sexual connotations or innuendo. Any such behaviour will always be treated as extremely serious and must be reported immediately.

Meetings with pupils

- Staff should be aware of the potential risks which may arise from interviewing individual pupils in private. It is recognised that there will be occasions when confidential interviews must take place but, where possible, such interviews should be conducted in a room with visual access or with the door open, or in a room or area which is likely to be frequented by other people. Meetings with pupils away from educational or business premises normally utilised, should not take place unless specific approval has been obtained from those responsible for the child (eg head teacher).
- Where such conditions cannot apply, staff are advised to ensure that another adult knows that the interview is taking place. The use of ‘engaged’ signs or lights are not advisable and where possible another child or another adult should be present or nearby during the interview.
- If necessary to detain a pupil for any lengths of time after the end of normal hours, prior warning must be given to the child’s parents/carers.
- There are no circumstances, other than in an emergency, when members of staff should contact pupils on their mobile phones, nor give out their own mobile telephone contact details.

Caring/first aid

- If a pupil complains of injury or sickness, a judgement should be made as to whether he/she should be referred to a person qualified in first aid or advised to see his/her own doctor. The child’s parents/carers should also be informed, if appropriate.

- Staff who have to administer first aid (normally a trained first aider) should ensure wherever possible that another adult is present, if they are in any doubt as to whether necessary physical contact could be misconstrued.
- Another adult should accompany employees who have to help pupils with personal care and the pupil should, wherever possible, be encouraged to deal with such matters themselves.
- Where it is necessary to assist with/supervise dressing or undressing, staff must be of the appropriate gender and be careful to protect the dignity of the pupil.
- Male staff should not, as a general rule, enter female toilets nor should female staff enter male toilets, except in extreme situations such as fire, or where there may be a threat to life and limb.

Provision of advice and guidance

- Staff may from time to time be approached by pupils for advice. Pupils may also appear distressed and staff may feel the need to ask if all is well. In such cases staff must judge whether it is appropriate for them to offer counselling and advice or whether to refer the pupil to a member of staff of another gender or to one with acknowledged expertise, experience or responsibility for that pupil. Staff must in these circumstances use their discretion to ensure that any probing for details cannot be construed as unjustified intrusion.
- Staff are advised never to stop a free-flowing account/disclosure of abuse but to make sure that at an appropriate point they inform the pupil that they cannot keep such information confidential and need to tell someone else to get help. Example: ‘Thank you for telling me, I now need to tell (where possible give the name and position of who will be told) so that we can get some help for you’.
- A pupil may ask a member of staff to ‘keep a secret’ or to promise not to tell other people what they are about to tell them, where this happens the member of staff must explain that they are not able to promise confidentiality as they may need to tell someone else if they are to help the child.
- Where a pupil is told by a member of staff that they cannot promise confidentiality the pupil may decide not to continue telling. If a pupil starts to say something and then stops, the member of staff needs to try to leave it open for the pupil to come back to the discussion; the member of staff must act, following the child protection procedures. It may be appropriate to refer the pupil to available counselling/medical services, for instance their GP or school/college based service.
- Remember: if in doubt – act.

Social Contact

- Social contact with pupils, other than that which is school based or organised by a school, should be positively resisted.

- It is recognised that there may be occasions when accidental or reasonable social contact may be unavoidable, eg meeting pupils at social venues open to the general public or in shops or at private parties. In such circumstances, staff should be mindful at all times of their professional relationship with pupils.

General relationships with pupils

- Staff should ensure that their relationships with pupils are appropriate to the age and gender of the pupil, taking care that their conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when dealing with adolescent boys and girls.
- Comments by staff to pupils, whether individually or collectively, can be misconstrued. As a general principle, staff must not make unnecessary comments to and/or about pupils, which could be construed to have a sexual connotation that is unnecessary given the context of the training session or the circumstances. However, it is recognised that a topic raised by a pupil is best addressed rather than ignored.
- Staff should be careful in their use of language/terminology that may be misconstrued.
- The systematic use of insensitive, disparaging or sarcastic comments is unacceptable.
- If staff at any time, feel that their relationship with a pupil is developing into one that would be inappropriate between a member of staff and a pupil, it is their responsibility to discuss the situation with the Head.

Reporting of incidents

- Following any incident where a member of staff feels that his/her actions have been, or may be, misconstrued, the member of staff should report the matter to the Head. Such reporting is especially important in any case where a member of staff has been obliged to restrain a pupil physically to prevent him/her from inflicting injury to others or themselves, or where he/she has been personally attacked by another pupil, parent or carer.
- Any person leaving the school because he or she is considered to be unsuitable to work with children(whether employed, contracted, a volunteer or student) will be reported to the Independent Safeguarding Authority (ISA) within one month of leaving. The address for referrals is PO Box 181, Darlington DL1 9FA. (Tel 0300 123 1111)

SECTION 5 CASE CONFERENCES

5.1 An initial Child Protection Conference will be convened in the event that it is believed a child is suffering, or likely to suffer, significant harm that can be attributed to the care given by the parent/carers.

5.2 Even if alleged abuse has not been identified in the School, the CPLO will attend any Child Protection Conference called and submit reports as required. She may be accompanied at the conference by the Head.

5.3 If a child is deemed to be in need of protection, a Child Protection Plan is drawn up. A Child Protection Conference must consider all the children in the household, even if concerns are only being expressed about one child. The decision to convene a Child Protection Conference lies with Social Services although any agency may request a conference with the expectation that this will be given serious consideration.

5.4 The CPLO will represent the School at Core Group meetings, where Child Protection Plans are updated. Staff may need to be aware of any recommendations made at the case conference and in the Child Protection Plan in order to ensure continuing care for the child.

5.5 The CPLO will ensure that any child with a Child Protection Plan who is absent without explanation for two days is referred without delay to their key worker's Social Care Team.

SECTION 6 RECORDS

- 6.1 All child protection records are confidential and LOGS undertakes to ensure the safekeeping of such records and of other documents for individual cases and the eventual secure destruction of such records.
- 6.2 Information given at case conferences must not be disclosed without the prior permission of the person who originally supplied the information. The Education (Schools Records) Regulations 1989 exempt any information relating to actual, alleged or suspected child abuse from the requirements of disclosure.
- 6.3 In the event that a pupil transfers school all relevant concerns and/or records will be copied under confidential cover to their next school or college.
- 6.4 All staff are required to record accurately information that may be required in respect of child protection using the appropriate forms available from the CPLO. If a child discloses, staff should record the precise information as soon as possible, with date, event, action taken, and sign and date the record. It is very important for staff to distinguish in their recording between fact, observation, allegation and opinion.
- 6.5 All records made by staff must be passed to the CPLO for storage and action. Written records will be kept by the CPLO even if there is no need to make an immediate referral.
- 6.6 Records will not be kept in the pupil's normal record file but in a separate secure place. Records will be kept until the pupil's 25th birthday. There will be a note on the pupil's normal record file to indicate the existence of any separate record. At Lewes Old Grammar School we use the forms used by East Sussex County Council.

SECTION 7 REPORTING PROCEDURE

7.1 Introduction

A member of staff only requires reasonable cause for concern regarding potential child abuse in order to act. Arriving at the point where information and its interpretation give reasonable cause for concern depends upon the source of information. If the information comes from the child then the teacher should immediately inform the CPLO. N.B. One sentence from the child indicating child abuse or non-accidental injury provides you with 'reasonable grounds' and is sufficient for you to act. This may also apply if clear information comes from a sibling or other adult, etc.

However, considering that many of the signs of child abuse are also commonly associated with other medical, social or psychological problems or simply normal child development a teacher may naturally discuss some initial concerns about a child's mental or physical wellbeing with other staff, parents, etc. However, in many cases the parents/guardians may be the abusers and explanations or comments made by the parents may be sufficient to give the teacher reasonable grounds to suspect child abuse or non-accidental injury.

7.2 Reporting Procedure

Once there are reasonable grounds to suspect child abuse or non-accidental injury, teachers must not contact the parents any further. When there are reasonable grounds to suspect child abuse or non-accidental injury then the following procedure must be implemented immediately:

1. Make a written report to the CPLO immediately using the forms available from the CPLO. When a child has reported what amounts to suspected child abuse or non-accidental injury, then they should be taken to the CPLO even before the written report is made.

Staff must:

- Remember that the priority is to protect the child.
- Treat the matter seriously.
- Receive the child's story if appropriate, listen but do not judge.
- React to what the child tells you with belief and tell the child that they have done the right thing in telling you.
- Indicate to the child what action you will take and make it clear that you will have to inform others (no secrets). Only inform those with a need to know.
- Keep an accurate written record of what you have become aware of and what you have done. Always sign and date the record.
- Limit any questioning bearing in mind the 'must not' points below.

Staff must not:

- Contact the parents again - this is the job of Social Services.
- Interrogate the child if that child has disclosed information or ask leading questions.
- Speak to anyone about whom allegations are made (including colleagues).

- Promise to keep secrets or maintain confidentiality.
- Ask a child outright if they or others have suffered abuse.

The member of staff may now withdraw from the immediate process but should remain vigilant.

2. If the complaint is considered to be sufficiently serious (e.g. sexual or physical abuse, criminal acts or gross misconduct) the person responsible (CPLO) should refer the matter to the local social services department as soon as possible (and certainly within 24 hrs). Contact details can be found at the end of this section.
3. If it is necessary for the child to be taken to hospital for treatment, then the CPLO will hand the child over to the direct care of medical staff informing them that non-accidental injury is suspected. A member of staff must stay with the child (whether the child has been taken to hospital or not) until the social worker arrives.
4. A social worker and possibly a Police Officer may attend the School to begin the investigation. The CPLO, in collaboration with staff involved in the case must complete a report form, detailing signs observed, action taken and outcomes of contact with other agencies, and send it as soon as possible to the appropriate Division of the Social Services. If a parent arrives to collect the child before the social worker has arrived then the member of staff must remember that he/she has no right to prevent contact between the parents/guardians and the child or to prevent the removal of the child by the parents/guardians. However, if there are clear signs of physical risk or threat, the Police should be immediately contacted and fully informed.
5. The social worker and Police Officer will decide on what action to take and it is the Social Services who must contact the parents/guardians. The CPLO should inform the member of staff who first reported the concern as to what action has been taken. Once a strategy for procuring support has been agreed all parties should be kept well informed of developments as appropriate. The following procedures need not necessarily imply that further action is inevitable. It is important, however, in cases of serious concern that there is communication between the school and the relevant Social Services Department.
6. If staff are still concerned about the child after Social Services have taken action steps or even after a case conference has occurred then they must ask the CPLO to inform the Keyworker, and if necessary request that the case conference be reconvened. If it is felt that the Keyworker has not taken appropriate action then the Keyworker's manager should be contacted for advice and failing this the Head of the Child Protection Unit. Unfortunately some instances of abuse recur and staff should remain vigilant.

It is important that at all stages in the above procedure staff make detailed written records of all their reports and actions. Before forwarding reports on for further action to take place, it is recommended that staff make and securely retain copies of any notes or reports that they forward. N.B. Notes should be made of the relevant parts of conversations and phone calls, e.g. their general content and 'Who is to do what?' - the notes should be included in reports.

Once a member of staff has referred the child into the system, he /she must withdraw from the process. It is not appropriate to talk to the child or to offer further support unless part of an agreed plan. However, when a pupil has trusted a member of staff enough to disclose, they may feel the desire to return to talk (remember that investigations can sometimes take months). In such a situation the member of staff should tell the pupil them that he / she cannot comment or advise as to do so may affect the security and safety of

the pupil, both in the short and long term, as any 'discussion' could be prejudicial to future court hearings. The member of staff should advise the CPLO, so appropriate support can be offered to the pupil.

7.3 Allegations against school staff:

All school staff should take care not to place themselves in a vulnerable position with a child and staff should bear in mind that even perfectly innocent actions can sometimes be misconstrued. It is important not to touch pupils however casually, in ways or on parts of the body that might be considered indecent. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

If a pupil makes an allegation of abuse against a member of staff, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Head.

The Head will then contact the Duty Local Authority Designated Officer (LADO) for Independent Schools, this is important for the protection of the member of staff as well as the pupil.

After hearing a pupil's allegation, no discussion should be initiated by school staff with the member of staff against whom the allegation has been made. Contact between the staff member and pupils will be carefully considered. Advice will be sought from the LADO and appropriate action will be taken in order to protect pupils and the staff member. Support will be offered to the staff member as soon as possible.

If the allegation made to a member of staff concerns the Headmaster, the police and/or Social Services have a duty to investigate. The person receiving the allegation must immediately inform the CPLO or the Deputy Head who will inform the Nominated Trustee. At LOGS the nominated Trustee is Claire Waller. The Nominated Trustee will consult the Duty Local Authority Designated Officer (LADO) for independent schools, without notifying the Head first.

If the allegation made to a member of staff concerns the CPLO, the person receiving the allegation must immediately inform the Head. If the Head is absent, the allegation should be passed to the Deputy Head who will inform the Nominated Trustee.

7.4 Whistleblowing

All staff are required to report to the CPLO any concern or allegations about school practices or the behaviour of colleagues which are likely to put pupils at risk of abuse or other serious harm.

In exceptional cases where it becomes necessary to consult outside the school, the member of staff should contact the Duty Local Authority Designated Officer (LADO) for Independent Schools.

There will be no retribution or disciplinary sanction taken against a member of staff for making such a report provided that it is done in good faith.

7.5 Contact Details

The Children Act 2004 required every local authorities to establish a Local Safeguarding Children Board and due to are large catchment area, a pupil could live in any one of the following areas:

- East Sussex
- West Sussex
- Brighton and Hove

The authority to be contacted is the one in which the pupil is living, and the contact numbers are given below (correct as of March 2010):

East Sussex

- For children 11 years old and under, contact the Duty and Assessment Team

East of Region	01424 724144
West of Region (includes Eastbourne)	01323 747373

- For children 12 years and over, contact the Youth Support Team

East of Region	01424 724130
West of Region	01323 747094

If outside normal hours, (8:00 am – 5:00 pm) phone 07699 391462.

(Information obtained from www.eastsussex.gov.uk/socialcare then czone.eatsussex.gov.uk)

West Sussex

This is divided into several areas, the most appropriate for us is the Haywards Heath area 01444 446100.

If outside normal hours phone 01903 694422

(Information obtained from www.westsussex.gov.uk then [social care](#) and [health](#)).

Brighton & Hove

This has Duty and Assessments Teams to contact:

East of Region	01273 295920
Central (Brighton, Patcham)	01273 294470
West of Region (Hove, Portslade)	01273 296527

(Information obtained from www.brighton-hove.gov.uk then [social services](#) and then [child protection](#)).

Alternative, Youth Support Team (Brighton)

01273 293591

SECTION 8 ADVICE, ANSWERING QUESTIONS & CONFIDENTIALITY

8.1 Offering Advice and Answering Questions

The Trustees and staff believe that the School's teaching staffs' function is to provide a general education about sexual, drug and other matters and not to offer individual advice, information or counselling on aspects of sexual behaviour, contraception or social behaviour.

However staff may identify sources of professional information and advice when appropriate. If the offering of outside expert advice is not taken up, then a teacher may only give such advice after receiving written permission from the Head and the parents/guardians. Clearly this would not be done if the pupil did not wish it. Advice does not legally require consent but the following procedure protects the teacher and the pupil, and acknowledges that teachers may not be qualified to give the required advice.

If a pupil asks a teacher for advice on sexual matters, the teacher must not trespass on the parents' rights and responsibilities. Therefore, the teacher should encourage the pupil to seek advice from his or her parents and, if appropriate, from the relevant health professional.

Teachers cannot:

- give personal advice or counselling on sexual matters (including contraception and abortion) to a pupil (either individually or within a group) if a parent has withdrawn that pupil from sex education;
- give personal contraceptive advice to pupils under 16 (for whom sexual intercourse is illegal) without parental consent. (Legally a teacher can give a child under 16 contraceptive advice if the teacher believes that doing so is in the child's best interests. However, in certain circumstances the teacher could be liable to criminal charges and therefore the Trustees instructions are not to give such advice and to refer the matter to the Head).

Teachers can:

- provide pupils with education and information about where and from whom they can receive confidential sexual advice and treatment. This is not the provision of sex education, but merely the imparting of factual information as to where professional advice, counselling and treatment can lawfully be obtained.

8.2 Confidentiality:

Having considered all available advice and guidance, the Trustees and Head require that in circumstances where a pupil is considered at some risk of any type of abuse or in breach of the law, the teacher must refer this immediately in writing to the CPLO in compliance with the procedures for Child Protection.

The Head/CPLO will decide whether to inform the parents and/or appropriate authorities and may arrange for counselling as appropriate. Although there is no legal duty on a member of staff, or the Head or CPLO, to inform parents of matters which a child has confided to them:

- all staff must be aware they must not promise confidentiality.
- pupils must be made aware that any incident may be conveyed to the Head/CPLO and possibly to parents;
- all staff must use their professional judgement and take into account the School's Child Protection policy to decide whether confidence can be maintained having heard the information;
- all staff must indicate clearly to pupils when the content of a conversation can no longer be kept confidential - the pupil can then decide whether to proceed or not. When the content of the conversation indicates the possibility of child abuse, the member of staff must pass that information onto the CPLO in accordance with the School Child Protection Policy.

SUMMARY OF KEY FACTS

- The designated person for child protection is
Ann Prior (Pastoral Deputy Head)
- Should you be concerned over a child abuse issue, speak to the designated person.
- Should a child make a disclosure to you:
 1. observe/listen
 2. offer reassurance
 3. Don't investigate
 4. Let the child know what you **have** to do next
 5. Tell the designated person
 6. Make factual notes and give to the designated person
- Think of the 4 'Rs' – Recognising, Responding, Reporting, Recording
- The designated person will, amongst other duties;
 1. refer cases of suspected abuse or allegations to the relevant investigating agencies appropriate Local Safeguarding Children Board / Youth Support Team / Duty and Assessment Team.
 2. Act as a source of support, advice and expertise within the educational establishment when deciding whether to make a referral by liaising with relevant agencies.
 3. Liaise with the Head to inform him of any issues and agency investigations.
 4. Ensure each member of staff has induction training concerning child protection and is able to recognise and report concerns immediately.

Remember:

- The safety and welfare of the child must **always** come first.
- The worst thing you can do if you are concerned about a child is **nothing**.

Finally:

- The welfare of a child is paramount
- Any child might be abused
- Most (97%) of the abusers are known to the child
- Valuing and respecting children contributes to their safety
- Indicators are just that
- 90% of children are not abused

- Safeguarding is everybody's business
- Most child abuse is preventable.