



MERCHANT TAYLORS' SCHOOLS

SAFEGUARDING CHILDREN AND CHILD PROTECTION POLICY

Sept 09

Section 175 of the Education Act 2002 requires local education authorities and the governing bodies of maintained schools and FE colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. In addition, those bodies must have regard to any guidance issued by the Secretary of State in considering what arrangements they need to make for the purpose of that section. (Safeguarding Children and Safer Recruitment in Education. ECM2006)

All children deserve the opportunity to achieve their full potential. The five outcomes that are key to children's and young people's wellbeing are;

- Stay safe
- Be healthy
- Enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing

The Schools undertake the duty to safeguard and promote the welfare of their pupils (students under the age of 18 years of age) under the Education Act 2002 and, where appropriate, under the Children Act 1989 by:

- Creating and maintaining a safe learning environment for children and young people
- Identifying where there are child welfare concerns and taking action to address them in partnership with other organisations where appropriate.

(Working Together to Safeguard Children –ECM 2006 pg. 66)

DESIGNATED PERSON(S)

Each of the four Schools within Merchant Taylors' have a senior member of staff who is designated to take lead responsibility for dealing with child protection issues, providing advice and support to other staff, liaising with the authority and working with other organisations as necessary and should remedy without delay any deficiencies or weaknesses in its arrangements for safeguarding and promoting welfare that are brought to its attention.

The Designated Person for each School is

MTBS– Mr David Blower (in his absence the designated person will be Mr David Cook).

MTBJS – Mrs Janet Thomas (in her absence the designated person will be Mr Phil Wardle/ David Blower).

MTGS – Miss Jane Tyndall (in her absence the designated person will be Mrs Cath Mason).

Stanfield – Mrs Sue Taylor (in her absence the designated person will be Mrs Lisa Lymath).

The designated Governor for Child Protection is Mrs Veronica Johnson

The role of the Designated Person is to:

- Refer cases of suspected abuse or allegations to the relevant investigating agencies using procedures outlined by LA.
- Act as a source of support, advice and expertise when deciding whether to make a referral by liaising with relevant agencies
- Liaise with the relevant Head teacher to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role

- Identify signs of abuse and when appropriate to make a referral
- Have a working knowledge of Local Safeguarding Children's Board (LSCB) conduct of a child protection case conference and be able to attend and contribute when required to do so
- Ensure each member of staff has access to and understands the Schools' child protection policy especially new or part time staff who may work with different educational establishments
- Ensure all staff have induction training and are able to recognise and report any concerns immediately they arise and ensure refresher training is undertaken every three years
- Be able to keep detailed accurate secure written records of referrals and/or concerns. Information is on a need to know basis only
- Obtain access to resources and attend any relevant or refresher training courses at least every two years
- Ensure child protection policy is reviewed and updated annually with the governing body. Ensuring the monitoring and evaluation of the policy and relevant action plans have clear and specific outcomes.
- Ensure parents have access to information, which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later. (leaflets and prospectus)
- Ensure a child's child protection file is copied and transferred to any new establishment as soon as possible separately from the main file

The role of the Child Protection Governor is to report to the board that the Schools' policies and procedures comply with regulations for safeguarding and child protection.

All teaching and non-teaching staff are aware of their responsibilities with regard to the protection of children from abuse and from inappropriate and inadequate care, and are committed to responding in all cases where there is concern.

In the event of a member of staff (whether teaching or non-teaching) having a child protection concern about a pupil, he/she will immediately inform the designated person, and record accurately the events giving rise to the concern. The action to be taken is detailed in the safeguarding referral process as outlined in the LSCB procedures. All staff must have access to and have knowledge of the procedures and follow them.

If a member of staff feels that a concern should be acted upon and it is not referred then s/he has the right to refer directly to social care. If this is the case s/he should inform the relevant Head teacher of the action.

CHILDREN IN NEED

Children are defined as being 'in need', under the Children Act 1989 section 17, when their vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services (s17(10) of the Children Act 1989), plus those who are disabled. The critical factors in deciding whether a child is in need are:

- What will happen to a child's health or development without services being provided, and
- The likely effect the services will have on the child's standard of health and development

WHAT IS ABUSE?

Physical Abuse:

May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. May also be caused when a parent or carer fabricates the symptoms or, or deliberately induces illness in a child.

Emotional Abuse:

Persistent emotional maltreatment such as to cause severe and persistent adverse effects on the child's emotional development. May involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. May feature age or developmentally inappropriate expectations being imposed on them.

Sexual Abuse:

Involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. May involve physical contact including penetrative or non-penetrative acts, involving children looking at, or in the production of sexual on-line images, watching sexual activities or encouraging children to behave in sexually inappropriate ways

Neglect:

Persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of the child's health or development, may involve failing to provide adequate food, clothing and shelter, protect from physical and emotional harm or danger, adequate supervision, ensure access to appropriate medical care or unresponsiveness to basic emotional needs

LISTENING TO CHILDREN

Some staff will have a particular contribution to make in listening to children who have been through the experience of abuse. It is important that this work is not undertaken at a time when it may impact on any legal processes through which the child may be involved, and that it does not clash with any therapeutic interventions provided by other agencies. All staff are aware that if they are selected by a pupil to hear a disclosure they **NEED TO TAKE ACCOUNT** of the guidance given in the *Memorandum of Good Practice* (Criminal Justice Act 1991)

The following guidance will act as a framework for a staff response

- Be accessible and receptive, listen carefully and ask open questions to clarify eg. who, what, when, where, how
- Take it seriously (eg. this is very serious, I am sad that this has happened to you)
- Reassure the child they are right to tell (eg I am glad you told me, that was the right thing to do)
- Reassure the child it was not their fault (eg the big person/grown up knew it was very wrong to involve you in adult/this stuff/things)
- Negotiate getting help – tell the child you are going to get help for them and their family – prepare them for the fact that you must involve others
- Explain that you cannot personally protect them – but will support them in telling the right people to make sure it does not happen again
- Report – all suspicions or disclosures immediately
- Make careful records of what was said – immediately using the child's own words and including questions you asked. Keep your hand written notes

DO NOT

- Jump to conclusions or make promises you cannot keep. (Confidentiality)
- Try to get the child to disclose – let the child talk and ask only the questions you need to know to clarify immediate safety. The child should not be repeatedly interviewed

and the police/social services interview will form the basis of evidence needed to protect the child

- Speculate or accuse anybody
- Ask any leading questions whatsoever e.g. was it daddy/mummy etc or any questions requiring a YES/NO answer

(based on the Memorandum of Good Practice – Criminal Justice Act 1991)

PARENTS

It is good practice to inform parents of concerns and subsequent referrals to social care unless the child is at risk of significant harm by doing so. Meetings with parents will be held with the designated person and/or head teacher and/or a member of staff. (Two members of staff maximum)

ABUSE BY ANOTHER CHILD

If the abuse reported is by another child (whether in or out of school), it is important to follow the usual guidelines given above. Cases referred to social care will provide specific more guidance.

PROFESSIONAL ABUSE

It is essential that any allegation of abuse against a teacher or other member of staff or volunteer in an education setting is dealt with fairly, quickly and consistently, in a way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. (Safeguarding Children and Safer Recruitment in Education 2006 pg. 57)

Referral is to the relevant Head teacher, unless they are one accused, in that case the deputy head, and then the senior LA officer. *LA contact (HR) –Paul Cunningham Tel. 0151 934 3209*
Local Authority Designated Officer – Christine Mellor Tel. 0151 934 3234

RECRUITMENT & VETTING

Adult access to pupils: via any school activities, the use of school premises or promotion of outside school activities will be assessed for level of risk and regularly monitored. In all circumstances all employed and voluntary staff should have undergone vetting by the Criminal Register Bureau including application forms, references and interviews as outlined in Safeguarding Children and Safer Recruitment in Education (ECM 2006).

The Schools will ensure that all adults and pupils know any relevant procedures or codes of conduct.

Any adult whose services are no longer used because s/he is considered unsuitable to work with children, will be reported to the ISA within one month of leaving the school. [PO Box 181, Darlington DL1 9FA, 03001231111]

PROCEDURES HANDBOOK

The LSCB Child Procedures Handbook will be kept in the Designated Person's office and the staff room. The designated teacher will ensure that all staff are aware of this and are familiar with the Education Guidance Section.

Intranet/Internet address:

<http://childrens-services.sefton.gov.uk/sscp/index.htm>

CHILD PROTECTION CONFERENCES

The school will ensure that a member of staff who is properly informed about the immediate concerns as well as about the child and his/her history attends all child protection conferences. Full reports to conference in accordance with procedures, will be sent to Social Care in advance where possible, or multiple copies taken to the Conference where time given is limited.

STAFF SUPPORT

The stress on staff involved in any aspect of child protection work is considerable, and the school will ensure that such staffs are properly supported. The relevant Head teacher and Designated Person will be responsible for ensuring that support from outside the school is sought where appropriate.

Designated person and school support:

LA officer represented on the LSCB – Julie Palin/Tracy McKeating 0151 934 3359 – for concerns about inter-agency co-ordination

Education Welfare Officers – for support regarding assessments of individual cases and training on procedures – Julie Palin/Tracy McKeating Tel. 0151 934 3359

Professional Abuse – Paul Cunningham (HR) Tel. 0151 934 3209

Local Authority Designated Officer – Christine Mellor Tel. 0151 934 3234

CHILD PROTECTION IN THE CURRICULUM

The planned curriculum will include material and activities, mainly within Personal, Social and Health Education which are designed to help children to be less vulnerable to abuse, where this is possible, without in any way implying that the responsibility for child protection is the child's. This will include emotional health and well being, sex education, anti-bullying, safety, drug education and all work that develops self-esteem and inter-personal skills.

COHERENCE

The Child Protection Policy will be complemented and supported by other School policies and practice. In particular the Schools' policies related to personal, social and health education; behaviour, anti-bullying, special needs, looked after pupils, welfare and guidance.

CO-ORDINATION

Co-ordination of policy and practice is the responsibility of the Designated Person. This will be recorded in the DT file which will include: school policy, remit of DT pro-formas, list of contacts, information on level of staff training and an action plan.

This policy will be given to all staff members who must read and sign.

Updated September 2009



Documentation

Working Together to Safeguard Children . A guide to inter-agency working to safeguard and promote the welfare of children. ECM 2006

Child Protection Procedures – LSCB

<http://childrens-services.sefton.gov.uk/sscp/index.htm>

Framework for the Assessment of Children in Need - Sefton Council and Sefton Health 2001

Personal Safety and Child Protection, Curriculum Planning Guide, Sefton LA 2000

The Children Act – 1989

Education Act 2002 section 175

What To Do If You're Worried a Child is Being Abused - 2003

Safeguarding children: Safer Recruitment & Selection in Education Settings – 2007

Every Child Matters – Change for Children – 2004
Guidance for Safer Working Practice for Adults who Work with Children & Young People – 2007