

CHILD PROTECTION

OVERVIEW

The most important strands that run through all aspects of Child Protection are:

Write it down.

Show the workings of everything you do in any difficult situation so that you can support the decisions you have made with written evidence.

Take preventative steps!

If you see a hazard or a potentially dangerous situation and do nothing about it, you are liable! But if something does happen and you can show that you have taken steps to avoid it, you will be covered.

In the know.

Everybody working with children in our school must be familiar with child protection so that '**The Five Outcomes**' are covered.

We should promote:

- 1. Physical, mental and emotional wellbeing**
- 2. Protection from harm and neglect**
- 3. Education, training and recreation**
- 4. Contribution made by children to society**
- 5. Social and economic wellbeing**

Legalities

There are a few things that we are legally required to do...

Children's Act 1989

"Proprietors of Independent Schools should make arrangements to safeguard and promote the welfare of children who are pupils at the school."

This means that governing bodies are accountable for ensuring that their school has effective policies and procedures in place. They should also:

Make the policy available to parents on request.

Operate a safe recruitment procedure and ensure all appropriate checks are carried out.

Ensure the school has procedures for dealing with allegations against staff. This includes liaising with relevant agencies if the allegation involves the head.

Education Act 2002

'Independent Schools must show their regard to the 'Safeguarding Children and Safer Recruitment in Education' document.'

'Every Child Matters' literature is in the Staffroom.

Good practice for recruitment is:

Planning

Advertisement

Application Form

References

CRB check

Monitoring

More details on these areas can be found on a separate sheet. See the Headmaster's copy.

We all need to be fulfilling the '**Five Outcomes**' for Child Protection.

1. Physical, mental and emotional wellbeing

2. Protection from harm and neglect.

- a. be safe from maltreatment, violence and sexual exploitation
- b. be safe from accidental injury and death
- c. be safe from bullying and discrimination
- d. be safe from crime and antisocial behaviour in and out of school
- e. to have security, stability and be cared for.

3. Education, training and recreation.

4. Contribution made by children to society.

5. Social and economic wellbeing.

The first three outcomes are where most of our day to day concerns lie.

How to fulfill each point.

1. Physical, mental and emotional wellbeing.

At school, our concern is that our boys are growing up in circumstances consistent with the provision of safe and effective care that will enable them to have the best chances in life and to enter adulthood successfully.

Form teachers do this by:

Having class time together and ensuring that children know that they can approach you or another member of staff with any problems they might have.

Communicating with parents through the link book, parent meetings, letters or phone calls.

Following up any physical, mental or emotional problems in conjunction with parents or relevant specialists.

Providing extra support when needed (e.g. broken limbs / medical problems) and be understanding when home life may be difficult.

2. Protection from harm and neglect

This is a huge area and can be broken down further.

a. Be safe from maltreatment, violence and sexual exploitation.

In school this means children should not be at risk of physical violence or sexual abuse from adults or other pupils. Staff and pupils alike should be clear that any sort of violence or maltreatment is not tolerated. The Head and Governors should ensure that we recruit safely and that all adults working with our children are CRB checked.

Teachers can do this by:

Providing supervision in school and on trips (see Health & Safety Policy for ratios of adults to children on school trips).

Disciplining children when they are violent or abusive, either verbally, through disorders, detentions, higher routes of discipline and parental contact.

Recording any serious incidents of inappropriate behaviour between pupils including unauthorized photographs or misuse of the internet and taking relevant action.

Recording any allegations made by pupils about a member of staff and passing information on to the Head who will take the relevant action.

Recording any allegations made about the Head and passing information on to the Governors.

Recording any evidence that a child may be suffering from emotional, sexual abuse or neglect from home and pass the concerns on to the form teacher and Child Protection person who will take the relevant action.

Please also refer to 'Action in Cases of Suspected Child Abuse'.

The Head and Governors do this by:

Following recruitment guidelines.

Ensuring any non teaching staff are checked.

b. Be safe from accidental injury and death.

This covers everyday safety in school, on the games field and on school trips. We should make sure that the environment is safe and that any outside influences on our day to day life, like building work, is organized safely. If an accident does occur then staff are on hand to administer First Aid and when relevant, contact parents or call for medical assistance.

Please also refer to our First Aid and Health and Safety procedures.

Teachers can do this by:

Providing supervision.

Identifying any potential hazards and taking action to resolve them, either personally or through the member of staff responsible.

Completing Risk Assessment forms before a trip and handing to the Health and Safety person.

Completing Accident forms and handing to the pupil and the Office.

Making sure pupils have the right equipment to protect themselves in activities.

Administering First Aid when needed and taking further action when necessary.

Being familiar with fire drill and evacuation procedures.

IN THE EVENT OF A CHILD BEING LOST :

The school will take every reasonable precaution to ensure that the premises are secure (see Health & Safety and main Child Protection/Safeguarding policies) and that children are all accounted for at all times.

At the start of the day, the parents/carers remain responsible for their child until handover has taken place. Parents are then reminded to write in the book any different arrangements for collection at the end of the day as their child will not be allowed to go home with an unknown or unauthorised person. (See Parent Handbook for information on additional security for after school club collections and passwords.) After handover at the end of the day, the parent/carer resumes responsibility for the safety of their child. (See procedures in Parent Handbook.)

In the event that a child is unaccounted for whilst he is in the care of this school, the following procedures will be followed:

The key worker responsible for that child will inform EYFS staff and senior staff and start an immediate search of the premises to include all areas, both indoors and outdoors.

Additional support staff or any staff (including non-teaching staff) not required to supervise children, will join the search.

Police and parents will be informed by the Head Teacher or his allotted deputy if the child has not been found by this point.

A review of practice will be completed with all staff following any such incident.

A written record of the incident will be kept.

This policy is reviewed annually.

C. Be safe from bullying and discrimination.

It is important to understand the definition of bullying so that we can act accordingly. We define bullying as:

“The deliberate and persistent verbal, physical, racial and/or religious abuse/intolerance of one by another so limiting or constraining the enjoyment of unhindered social interaction and play with peers.”

What does or does not constitute bullying *should not* be judged solely by the subjective perception of the victim himself but in conjunction with an objective assessment, taking into account any apparent vulnerabilities of the pupil. In other words, the ebb and flow of everyday childhood friendships and altercations should not be confused with persistent and targeted abuse.

Please refer to the Anti Bullying document and the Code of Conduct.

Teachers can do this by:

Providing supervision

Promoting good behaviour and respect for others through the pastoral life of the school, e.g. assemblies and form time.

Promoting the Code of Conduct

Encouraging supportive friendships and rewarding this through Badges of the Week.

Being available and approachable so that pupils can confide any problems.

Using the 'buddy' system and giving younger boys a Year 8 pupil to watch over them.

Monitoring any situations and keeping written notes.

Recording any complaints made and taking action.

Informing colleagues of any concerns and collating evidence.

Using routes of discipline; Form Teacher, Head of House and Head.

Communicating with parents to discuss their son's anti social behaviour and reiterating the school's intolerance of bullying.

MANAGING BEHAVIOUR IN EARLY YEARS FOUNDATION STAGE

We manage the behaviour in Reception by:

- Giving lots of praise for good behaviour
- Ensuring that each child feels valued
- Setting a good example and being good role models
- Listening to the children and encouraging good listening skills
- Respecting each others' views and beliefs
- Helping the children understand how a code of conduct and rules for the class ensure a happy environment for all. Rewarding effort and good behaviour
- Using incentives (stickers, star chart, Star of the Day and taking home Class Bear)

All children are learning how to be good citizens and sometimes make mistakes or misbehave. If this happens, we will adopt the following, where one step may be effective. If not, moving on to the next step will most likely be enough.

- Non-verbal sign (such as a disapproving look) from adult
- Calling the child's name to draw their attention back
- Distraction: removing the child and giving them an alternative activity.
- Discuss the behaviour with the child: if they understand, encourage them to appreciate the consequences of their actions or words on others.
- Time Out (appropriate to age and never more than 5 minutes).
- Removal of treats or privileges, such as missing 5 minutes playtime.

If the behaviour has still not improved, it will be reported to the Head of Department. This will then be reported to the parents. If the problem is severe, it will be referred to the Headmaster, followed by a meeting with the parents.

d. be safe from crime and anti social behaviour in and out of school

The children in our care, and their property, should be in a safe environment, both in and out of school. The school building should be secure and visitors should make themselves known to the Office. On trips, we should consider any risks that may affect the pupils. Boys that walk home unaccompanied should be made aware of personal safety.

Teachers/ Office Staff do this by:

Making sure the front door remains secure (see **e.** for more details).

Greeting any visitors and signing them in before letting them into the building.

Checking that any person who is not employed by the school has permission to be in the building.

To discourage valuables being brought into school and stating that the school takes no responsibility for lost valuables.

Providing a space for mobile phones but again, accepting no responsibility for loss.

On trips, supervising children and being aware of others around us.

Educating boys on the importance of going straight home, not using dubious shortcuts or getting into discussions with strangers, both adults and other children. Also, not to have valuables on show.

If a pupil is a victim of crime, the Police should be alerted (usually by the parents).

IN THE EVENT OF A CHILD REMAINING UNCOLLECTED AT THE END OF THE DAY/SESSION

In the event that a child remains uncollected at the end of the school day, procedures are put into place to ensure the safety of the child and to cause as little distress as possible to the child.

Parents must provide up to date contact information of their contact telephone numbers, plus place of work, address and telephone number, plus names and contact details of those adults authorised by them to collect their child. We require information about who has legal responsibility for the child and information about anyone who does **not** have legal access to the child.

On the occasions when a parent is not at their normal place of work or home, they must supply the school with an alternative contact number or arrangement. On the occasion when a parent is delayed and an alternative arrangement has been made, verification will be sought as to how to verify the identity of the person who is to collect their child. This may be in the form of a password.

If a parent is unable to collect their child at the end of the school day it is important that they contact us as soon as possible, so that back up measures may be put into place.

In the event of a child remaining uncollected, the key worker or class teacher will:

Make every attempt to contact the parent, carer or emergency contact person.

If the child remains uncollected up to 4pm, they will be supervised by a suitably qualified adult in the hall.

If the child is uncollected by 4pm they will be supervised in the Late Class (Geography Room) until 5pm. This facility is generally for the older boys.

In the event of a child in Reception remaining uncollected by 5pm, after repeated efforts to contact the parents/carers/emergency contact, a telephone call will be made to Social Services, who will advise the school.

e. to have security, stability and be cared for

As above, children in our care are entitled to a safe environment and the school building should be secure at all times. Their personal information should also be protected (Data Protection Act 1998) and information should only be shared if it is in the interest of the child. If a child confides in a teacher and asks for confidentiality, but it is not in the best interest of the child, then the teacher should not promise this.

Through our timetabled lessons, expected behaviour, 'in house' cover, our general day to day routine and all the above points, we provide a stable and caring environment for our pupils.

Teachers/Office Staff do this by:

Ensuring the front gate is locked and only opened at 8am when staff come on duty. At the end of the day, Junior staff man the door and lock it when their boys have gone. The gate is reopened and manned by Senior staff from 4pm until 4:15pm when it is locked. Office staff then monitor late boys and visitors through the front entrance.

Keeping all pupils' personal information in a secure place and keeping files updated.

Being consistent in our daily dealings with our boys.

3. Education, training and recreation

All pupils in our school are entitled to a broad educational programme and should take part in all aspects of school life. Our educational goal is to help them to fulfill their potential whether it's in the classroom, on the games field or on stage. Staff should update their own skills by attending courses where relevant or liaising with other members of staff, continuing their professional development.

Teachers do this by:

Providing a balanced curriculum in every subject.

Supporting SEN and EFL pupils through differentiated work and extra support lessons.

Providing Scholarship programmes for gifted children in academic subjects, Art, DT, Music and Sport.

Providing a range of sporting activities through Games, PE, Swimming and after school clubs.

4. Contribution made by children to society.

5. Social and economic well being.

We give our pupils a wider knowledge of the world through meeting new people and experiencing situations and places that they may not meet in everyday school life. We welcome discussion about current affairs and encourage an understanding of the society we live in and their place in this society. They should reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. We aim to give them an 'Education for Life', as our motto states.

Teachers do this through;

Assemblies

Classroom teaching

Residential experiences

Visits and visitors

Community projects

Church services and celebrations