

SAFEGUARDING CHILDREN POLICY (Whole School Policy including EYFS)

1. INTRODUCTION

The Manor Preparatory School fully recognises the responsibility it has towards safeguarding all pupils in our care and is committed to taking all reasonable measures to ensure that risks to its pupils' welfare are minimised. The safety and well-being of all our pupils is our highest priority. Our business is to know everyone as an individual and to provide a secure and caring environment, so that every pupil can learn in safety. We expect respect, good manners and fair play to be shown by everyone so that every pupil can develop his/her full potential and feel positive about him/herself as an individual. All pupils should care for and support each other.

This policy is made freely available to current and prospective parents and is on the school website under 'Policies'. We ensure that both prospective and current parents are aware of the Safeguarding Children Policy: prospective parents are referred to it in the first letter replying to an inquiry about the school and in the information supplement to the prospectus; current parents are reminded of it on an annual basis via the school newsletter. This policy applies to all aspects of the school and to all pupils, whether in normal school time, or during out of school care sessions. School trips are also included within this policy.

The statutory framework for child protection was established in *The Children Act* (1989). The duty of Independent School proprietors and/or governors to safeguard and promote the welfare of children who are pupils at the school was explicitly stated in the *Education Act 2002*. The Manor Preparatory School will safeguard and promote the welfare of children who are pupils at the school, in compliance with "*Safeguarding Children and Safer Recruitment in Education*" (November 2006), a copy of which is appended to this policy. This policy is in accordance with Oxfordshire's agreed inter-agency procedures.

2. AIMS

The School aims to:

- Provide a safe educational environment for pupils
- Maintain vigilance in detecting abuse and operate clear procedures for all staff to follow in cases of suspected abuse, whether it be from an adult or another pupil
- Ensure that pupils who are vulnerable, at risk and/or likely to suffer significant harm are identified and appropriate action is taken to keep them safe
- Monitor effectively pupils who are vulnerable or at risk, including disabled pupils

- Promote an ethos in which pupils feel safe, feel able to talk openly and are listened to
- Prevent unsuitable people working with children
- Promote, and share with parents and pupils, safe practice
- Ensure that all parents and guardians are aware of the School's child protection responsibilities
- Ensure that proper written records of any child protection concerns/cases are kept and maintained confidentially
- Operate robust and sensible Health and Safety policies and ensure that health and safety issues are recognised and dealt with efficiently and without delay.
- Ensure that child protection issues are included within the school curriculum (as part of PSHE, pupils are given opportunities to develop the skills they need to recognise and stay safe from abuse).
- Ensure that the Governing Body undertakes an annual review of the Child Protection Policies and of the efficiency with which the related duties have been carried out.

3. TRANSPARENCY

The Manor Preparatory School prides itself on its respect and mutual tolerance. Parents/guardians have an important role in supporting the school. Copies of this policy, together with our other policies relating to issues of child protection are on our web site, and we hope that parents and guardians will always feel able to take up any issues or worries that they may have with the school. We will never ignore an allegation of child abuse and will always investigate any concerns thoroughly. Open communications are essential.

4. SAFER RECRUITMENT

The Manor Preparatory School follows the Government's recommendations for the safer recruitment and employment of staff who work with children. All members of the teaching and non-teaching staff at the school, including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches, are checked with the Criminal Records Bureau before starting work. All Governors, volunteer helpers and contractors working regularly during term-time, such as contract catering staff, are vetted. A rigorous check of identity, qualifications, the right to work in the UK, references, curriculum vitae, employment history including explanation of any gaps and medical fitness are also undertaken by the school before offering anyone employment. The school operates 'Safer Recruitment' procedures, which are outlined in our separate policy called 'Safer Recruitment'. The school ensures that at all interviews at least one member of the interview panel has completed the accredited safer recruitment training.

The school will ensure that where the school stops using the services of any person in any capacity, paid or unpaid, because that person was considered unsuitable to work with children, a report is made to the Secretary of State via the DCSF and the Independent Safeguarding Authority within one month of the person leaving the

school (see paragraph 19 for more details). The school's recruitment procedures comply with Independent School Standards Regulations.

5. STAFF TRAINING/INDUCTION OF NEW STAFF, GOVERNORS AND VOLUNTEERS

Appropriate general training on Child Protection issues will be provided at regular intervals (updated every 3 years) to members of staff. Specialist training in Safeguarding Children and Inter-Agency Working will be attended by the Designated Contact (the Headmaster), the Deputy Head and the Head of Early Years in accordance with the statutory requirements (up to every 2 years). Part-time and voluntary staff who work with children are made aware of the school's Safeguarding Children arrangements. More detail is set out in the policy on Induction of New Staff, Governors and Volunteers in Child Protection.

6. DESIGNATED CHILD PROTECTION CONTACT

This policy has been constructed in accordance with locally agreed Inter-Agency procedures. The Manor Preparatory School, as a result of its location, comes under the Oxfordshire Safeguarding Children Board (OSCB). Regardless of where a pupil actually lives, any case must be referred to the Oxfordshire Social Services Department. All contact with the Social Services must be made through the Designated Child Protection Contact, Mr Piers Heyworth, the Headmaster, or in his absence through his Deputy, Mrs Anita Stokes, or Mrs Pippa McConnell, Head of Early Years. The governing body ensures that the Child Protection Contact is properly supported to carry out the task and is given time to fulfil the duties/training that the rôle demands. The school recognises that the 'designated persons' are required to have 'status and authority' within the school. The Headmaster and the Head of Early Years have taken additional training in that they are part of the pool registered Oxfordshire trainers in Child Protection.

7. EARLY YEARS

Particular attention is given to the Early Years Foundation Stage (EYFS). The Head of Early Years receives the appropriate two-yearly training in Safeguarding Children and Inter-Agency Working, liaising with local statutory children's agencies, as appropriate. The Head of Early Years takes lead responsibility for safeguarding children within the Early Years setting and liaising with local statutory children's agencies as appropriate (in conjunction with the Headmaster). The school undertakes to inform Ofsted and the Independent Schools' Inspectorate of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations as soon as is practicable but at the latest within 14 days.

8. TEACHING PUPILS THE SKILLS NEEDED TO KEEP THEM SAFE

The PSHE curriculum provides age-appropriate guidance for pupils so that they develop the skills they need to recognise and stay safe from abuse. The school's policy is to raise awareness of child protection issues among pupils and to equip pupils with the skills and self-confidence needed to keep them safe. Child protection is included in the curriculum to help pupils recognise when they do not feel safe and to identify who they should tell. They are made aware that it is not possible for teaching staff to make promises about confidentiality in child protection matters. Should a child have suffered abuse, they are assured that they are valued and not to be blamed for any abuse that has occurred. Please see 'Policy for Pupils on Confidentiality Issues', which explains how pupils can access help on Child Protection matters, including Childline, Get Connected and the Samaritans. Our Medical Centre displays advice on where pupils can seek help.

9. DISABLED CHILDREN

The School is aware of the importance of safeguarding disabled children and takes due regard, following the broad principles of DCSF document "*Safeguarding Disabled Children: Practice Guidance*" (2009), a copy of which is accessible by referring to Appendix 3 of this policy.

10. SIGNS OF ABUSE

The NSPCC defines child abuse as follows:

"Child abuse is the term used when an adult harms a child or a young person under the age of 18.....Child abuse can take four forms, all of which can cause long term damage to a child: physical abuse, emotional abuse, neglect and child sexual abuse. Bullying and domestic violence are also forms of child abuse.

"A child may be experiencing abuse if he or she is:

- *Frequently dirty, hungry or inadequately dressed*
- *Left in unsafe situations, or without medical attention*
- *Constantly "put down," insulted, sworn at or humiliated*
- *Seems afraid of parents or carers*
- *Severely bruised or injured*
- *Displays sexual behaviour which doesn't seem appropriate for their age*
- *Growing up in a home where there is domestic violence*
- *Living with parents or carers involved in serious drug or alcohol abuse*

"Remember, this list does not cover every child abuse possibility. You may have seen other things in the child's behaviour or circumstances that worry you.

"Abuse is always wrong and it is never the young person's fault."

Signs of abuse (physical, sexual, emotional abuse and neglect) are outlined below so that staff are aware of them and can act accordingly:

Signs that **MAY INDICATE** Physical Abuse:

- Bruises and abrasions (specific areas and relevant to age group)
- Damage or injury around the mouth i.e. torn frenulum (web of skin joining upper lip and gum)
- Bi-lateral injuries such as two bruised eyes
- Marks - Bite, Weal, Fingernail, Strap/Belt, Welts, etc
- Burns and scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Severe bruising and injuries to the genital areas
- Drowsiness or erratic behaviour without obvious explanation
- Parental attitude to injuries

Signs that **MAY INDICATE** Sexual Abuse:

- Sudden changes in behaviour & school performance
- Displays of affection which are sexual & age inappropriate
- Tendency to cling or need constant reassurance
- Regression to younger behaviour, for example thumb sucking, playing with discarded toys, acting like a baby
- Distrust of familiar adults, anxiety of being left with specific adults
- Unexplained gifts or money
- Depression and withdrawal
- Wetting day or night soiling
- Sleep disturbances or nightmare
- Chronic problems with health such as vaginal discharges
- Fear of undressing from gym activities
- Sexual transmitted disease & pregnancy
- Fire setting
- Self-harm
- Eating disorders

Signs that **MAY INDICATE** Emotional Abuse:

- Physical development lags e.g. milestones delayed or underweight, lethargic
- Over-reaction to mistakes
- Continual self depreciation
- Sudden speech disorders
- Fear of new situations
- Self harming
- Extremes of passivity and/or aggression
- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted
- Deterioration in general well-being
- Comments that cause concern

Signs that **MAY INDICATE** Neglect:

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Emaciation
- Frequent lateness or non attendance at school
- Untreated medical problems
- Poor relationships with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Low self-esteem

11. PROCEDURE

Any member of staff who has knowledge or suspicion that a pupil is suffering significant harm or is at risk of significant harm should refer their concerns immediately to the Designated Contact. It is not appropriate for staff to conduct any kind of investigation or to ask leading questions of a pupil. It is not possible to promise confidentiality to a pupil giving evidence as one is obliged to pass on information if a pupil may be at risk. However, child protection issues should never be discussed with anyone other than the designated contact (or later the official investigation team). Fuller guidance is available in the DCSF document *“Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings”* (2009); copies are available in the Staff Room and School Office. All evidence must be safeguarded and kept.

- The Head does an initial investigation. If he considers that there is a possibility of abuse he informs the Chairman of Governors. Governors and staff are not given the names relating to individual child protection cases or situations to ensure confidentiality is not breached, unless the safety of the pupil would be jeopardised by not communicating this information.
- Advice is sought from the OSCB/Social Services by the Head.
- In all proper circumstances, a complaint involving a serious criminal offence will be referred to the Social Services, or the child protection unit or the police. These reporting arrangements include the need to make contact with a welfare agency within 24 hours of a disclosure or a suspicion of abuse. In the case of serious harm, the police will be informed from the outset.

12. CONFIDENTIALITY

Staff are told that it is not possible to promise confidentiality to pupils on child protection matters. Please read the ‘Policy for Pupils on Confidentiality Issues’, which reminds pupils of this important principle.

13. ALLEGATIONS AGAINST STAFF

If a member of staff, governor or volunteer is accused of abuse by a child, the Headmaster, Mr Piers Heyworth, must be informed as soon as possible. The school's procedures aim to strike a balance between the need to protect children and the need to protect staff and volunteers from false or unfounded allegations. These procedures follow the guidance in Chapter 5 of "*Safeguarding children and safer recruitment in education*" (2006). The Headmaster, Mr Piers Heyworth, liaises with Oxfordshire Child Protection team for guidance. If the Headmaster is absent, the allegation should be passed to the Chairman of Governors.

The Bursar is seen as an independent representative, and should not be involved in any "in-school" discussion.

The school ensures that all staff, teaching and non-teaching, governors and volunteers understand that there is a procedure to be followed on all occasions (Copies of "*Safeguarding children and safer recruitment in education*" (November 2006) are available from the Designated Contact.

If the accused member of staff is the Designated Contact (i.e. The Headmaster), the Chairman of Governors must be informed immediately without the knowledge of the accused, and the Chairman of Governors will seek guidance from OSCB/Social Services on the best procedure.

14. GOVERNORS' REVIEW

The Governors will undertake an annual review of the policy and procedures for Child Protection and of the efficiency which the related duties have been discharged. They are also responsible for ensuring that any deficiencies or weaknesses in Child Protection arrangements are remedied without delay. Throughout the year (i.e. not just at the Annual Review of Child Protection Policies), the Governors are responsible for approving amendments to Child Protection procedures in the light of changing regulations or recommended best practice. The Headmaster, as designated Child Protection contact, ensures that the Governors are furnished with the relevant information detailing any suggested changes to the policy and procedures, training undertaken by staff and governors, and other relevant issues.

Although all Governors are responsible for Safeguarding Children, the Governor with specific responsibility for this area is Dr Aslog Malmberg.

15. WHISTLEBLOWING

In accordance with the school's Whistleblowing Policy, staff are able to raise concerns in a confidential fashion and are assured that they will not suffer a detriment or be disciplined for raising a genuine and legitimate concern, providing they do so in good faith and follow the Whistleblowing procedures outlined in our 'Whistleblowing Policy'.

If a member of staff has a concern about an employee of the school in terms of Safeguarding Children, he or she should follow the procedure described in Paragraph 11 above.

16. GUIDANCE FOR STAFF RE INTERACTION WITH PUPILS (MODEL CODE OF CONDUCT FOR STAFF)

The school offers guidance to staff to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil (for example, in one-to-one tuition, sports coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil and so on). The school follows the broad principles of “*Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings*” (established by the Department for Education and Skills in March 2009, see Appendix II). The broad principles form part of staff training and staff induction: please see ‘Interaction with Children: Model Code of Conduct for Staff (in relation to Safeguarding of Children).’ This code is placed on the agenda of a Staff Meeting once a year so that it can be reviewed and updated by the staff themselves in conjunction with the SLT before being reviewed by Governors.

There may be times when members of staff, in the course of their duty, use physical intervention (detailed in the Physical Restraint Policy in the Staff Handbook) to restrain children. Additionally, in our Terms and Conditions for parents, it is written that ‘Parents give their consent to such physical contact as may accord with good practice and be appropriate and proper for teaching and instruction and for providing comfort to a pupil in distress or to maintain safety and good order, or in connection with the Pupil’s health and welfare.’

17. PROCEDURES FOR DEALING WITH ABUSE BY PUPILS

If a pupil considers they have been abused by another pupil or pupils, in the first instance the procedure of the Anti-Bullying Policy needs to be followed so that an adult is informed as soon as possible. At that stage, the adult - member of staff or parent - should inform the Designated Contact, the Headmaster, without delay; he will decide on the appropriate course of action, if necessary consulting the Oxfordshire Child Protection team.

18. OTHER ORGANISATIONS

The school ensures that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school’s pupils either at the school or another site.

19. REPORTING ARRANGEMENTS WITH THE INDEPENDENT SAFEGUARDING AUTHORITY

The school understands its requirement to report to the Secretary of State (via the DFCS) and to the Independent Safeguarding Authority (ISA), within one month of leaving the school, any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children; the Independent Safeguarding Authority (ISA) commenced operation on 20 January 2009 and its address for referrals is PO Box 181, Darlington DL1 9FA (tel 0300 123 1111).

In the above context, ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation, and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. The school realises that its reports must include as much evidence about the circumstances of the case as possible. The school realises that failure to make a report constitutes an offence and the school may be removed from the DCSF register of independent schools. The relevant legislation is contained in The Education (Provision of Information by Independent Schools) (England) Regulations 2003. 'Compromise agreements' cannot apply in this connection.

The school realises that from 12 October 2009, it is an **offence** under the Vetting and Barring Scheme (VBS) legislation -

- to **knowingly** employ (or take on as a volunteer) in an ISA regulated activity someone who is barred from such activity.
- not to refer to the ISA details of anyone who is removed from regulated activity, or who leaves while under investigation for allegedly causing harm or posing a risk of harm.

From 1 November 2010, when ISA registration becomes mandatory for new entrants and movers, the school realises that it will be a **criminal offence**, with severe penalties:

- to work in an ISA regulated activity role without being ISA registered;
- not to check that potential new employees or volunteers are ISA registered.

The school realises that it has a legal duty to respond to requests from the ISA for information they hold already, but will not have to find it from other sources. The ISA will decide on:

- any new referrals on or after 20th January 2009;
- existing referrals at 20th January 2009 in cases where barring is not automatic, and the Secretary of State had not yet written to the person inviting representations against being included in the barred list.

20. PUPILS' FUTURE SCHOOLS

When a pupil leaves The Manor, the School checks that the child actually attends the new school. This applies both to pupils leaving at the normal time (end of Year 6 for girls, end of Year 2 for boys) as well as to those leaving at other times.

21. CONTACT NUMBERS

Abingdon Social Services (emergency): 0800 833 408

Peter Dockery	Abingdon Social Services	01235 549 306
Chantelle Ball Cairon Wraith	Abingdon Social Services	01235 549 286
Barry Armstrong	Local Authority Designated Officer	01865 815 956
Rebecca Melmouth Alison Beasley	Oxfordshire Safeguarding Children Board Safeguarding Co-ordinator	01865 815 186 01865 323 457
Penny Young	Children and Families Assessment Team	01235 549 291
Dave Eustice	Abingdon Police/Child Protection	01235 556 831

22. PROMOTION OF WELFARE

The ethos of The Manor Preparatory School is to promote social and moral well-being, to teach pupils to take care of and to value themselves, and to think in terms of making a positive contribution to society as adults. All our pupils take part in a large number of charitable activities. We see this as making an important contribution towards the development of the whole person, who grows up to value society and to expect to make a personal contribution towards the general.

23. EQUAL TREATMENT

The Manor Preparatory School is committed to equal treatment for all, regardless of an individual's race, ethnicity, religion, sexual orientation or social background.

We aim to create a friendly, caring and perceptive environment in which every individual is valued. We endeavour to contribute positively towards the growing autonomy, self-esteem and safety of each student. Please see Equal Opportunities Policy.

24. BULLYING

Bullying, harassment and victimisation and discrimination will not be tolerated. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. Any kind of bullying is unacceptable. Please see Anti-Bullying Policy.

25. COMPLAINTS

We hope that you and your child do not have any complaints about our school; but copies of the School's Complaints Policy can be sent to you on request and is available on the School's website.

26. LINKS TO OTHER POLICIES

This policy needs to read in conjunction with these other policies which relate to the safeguarding of children:

- 1- Confidentiality: Policy for pupils on confidentiality issues
- 2- Images of Children: Policy on taking, storing and using images of children
- 3- Use of ICT, Mobile Phones and Other Electronic Devices
- 4- Policy on Procedures when a member of staff, volunteer, Child Protection Officer and Head faces allegations of Abuse
- 5- Interaction with Pupils: Model Code of Conduct for staff (in relation to Safeguarding Children)
- 6- Safer Recruitment Policy (including Checking Employees, Temporary Workers, Governors, Volunteers and Contractors)
- 7- Induction of New Staff, Governors and Volunteers in Child Protection
- 8- Anti-Bullying Policy (which includes the school's recognition of specific vulnerable groups)
- 9- Health and Safety Policy
- 10- Educational Visits Policy (including Health and Safety on Trips)

APPENDICES

- I 'Safeguarding Children and Safer Recruitment in Education' (2006). See link: https://www.schoolsrecruitment.dcsf.gov.uk/themes/default/pdfs/content/Safeguarding_Children_and_Safer_Recruitment_in_Education_Booklet.pdf
- II 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings'. (2009). See link: <http://www.teachernet.gov.uk/docbank/index.cfm?id=8200>
- III 'Safeguarding Disabled Children: Practice Guidance' (2009). See link: http://portal.oxfordshire.gov.uk/content/publicnet/other_sites/oscb/documents/board/guidancedisabledchildren_july09.pdf

Safeguarding of Children Policy - Reviewed June 2010



Date Policy Reviewed: 16 June 2010
Date of Next Review: June 2011
Person(s) Responsible for Review: SLT
Signature of Reviewer(s)