

# WARWICK INDEPENDENT SCHOOLS FOUNDATION



Warwick Preparatory School



Warwick School



King's High School for Girls

<b>Author</b>	Child Protection Officers (CPOs) at all three Schools
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## CHILD PROTECTION POLICY

### 1.0 Introduction

1.1 Warwick Independent Schools Foundation (“the Foundation”) includes three schools: Warwick School, King’s High School for Girls and Warwick Preparatory School (“the Schools”).

**1.2 The Schools aim to fully recognise their responsibilities for child protection.**

1.3 Our policies apply to all staff, governors and volunteers working in the Schools. The Child Protection Policy is available to parents on the school website or on request from the school office

1.4 We recognise that because of the day to day contact with pupils, School staff are well placed to observe the outward signs of abuse. The Schools will therefore:

- establish and maintain an environment where pupils feel secure, are encouraged to talk, and are listened to;
- ensure that the pupils know that there are adults in the School whom they can approach if they are worried;
- include opportunities in the curriculum to support pupils as well as enable them to develop the skills they need to recognise and stay safe from abuse.

1.5 We aim to:

- establish a safe environment in which children can learn and develop;
- ensure we practise safer recruitment in checking the suitability of staff and volunteers to work with children;
- raise awareness of child protection issues and equip pupils with the skills needed to keep them safe;
- develop and then implement procedures for identifying and reporting cases, or suspected cases, of abuse;
- support pupils who have been abused in accordance with his/her agreed child protection plan;
- ensure all staff are trained, know what their responsibilities are and are alert to the signs of abuse and refer any concerns to the designated senior person responsible for child protection;
- follow the procedures set out by Warwickshire County Council’s Safeguarding Children Board and take account of guidance issued by the Dfe

1.6 This policy is supported by individual Child Protection procedures of the three Schools within the Foundation.

## **2.0 Legislation**

2.1 The Foundation recognises the responsibility it has under Section 157 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

2.2 Parents can get details of current legislation via the Independent Safeguarding Authority (ISA) at PO Box 181, DARLINGTON, DL1 9FA ([www.isa.gov.org.uk](http://www.isa.gov.org.uk)).

## **3.0 Scope**

3.1 Through their day-to-day contact with pupils and direct work with families, staff at the Schools have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to the appropriate agency, normally the appropriate Children's Team (Social Care).

3.2 This Policy sets out how the Foundation's Governing Body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the School.

3.3 There are five main elements to this policy:

- *Prevention* through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos (see Section 6.0).
- *Procedures* for identifying and reporting cases, or suspected cases, of abuse (see Section 7.0).
- *Support* to pupils who may have been abused (see Section 8.0).
- *Preventing unsuitable people* working with children (see Section 9.0).
- *Governing Body* Child Protection responsibilities (see Section 10.0).

3.4 Our Policy applies to all staff and all others working in the Schools. Support staff such as mid-day supervisors, secretaries as well as teachers can be the first point of disclosure for a child. Concerned parents may contact the designated Child Protection Officer or Head or School Governors in the respective School.

## **4.0 Principles**

4.1 The safety and well being of children is paramount. Abuse, in whatever form, constitutes serious harm to the child.

4.2 Suspicion, belief or evidence of abuse to a child, currently, or in the past, must be passed on to a person with the authority to investigate and evaluate the information.

4.3 As professionals who work with children we should be able to recognise, and know how to act upon, indicators that a child's welfare or safety may be at risk.

## 5.0 What is Child Abuse?

- 5.1 *This Section is taken from the Warwickshire Area Inter Agency Child Protection Procedures*
- 5.2 The following definitions of abuse and the guidance on recognition are given to assist professional staff and those providing services to children in assessing whether abuse may have occurred. These definitions of categories of abuse in which a child is suffering or is likely to suffer significant harm apply throughout these Procedures. They will be used when considering placing a child's name on the Child Protection Register or subsequent changes of registration category. A child is defined as a young person under the age of 18 years. Someone may abuse or neglect a child by inflicting harm or by failing to act to prevent harm.
- 5.3 *Neglect* is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Non-organic failure to thrive may be a feature or a result of neglect.
- 5.4 *Physical abuse* may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child whom they are looking after. This is commonly described as "Munchausen syndrome by proxy". Any instances of female circumcision, excision or infibulations will be regarded as physical abuse under the Protection of Female Circumcision Act 1995.
- 5.5 *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. The activities may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts. They may include non-contact activities such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways or failing to discourage them from such behaviour.
- 5.6 *Emotional abuse* is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved or inadequate. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone.
- 5.7 *Indicators of abuse* – A number of physical and behavioural indicators, when taken in context with a range of other information relating to a child's circumstances, can signify that abuse is taking place. For more details, see Appendix 1.

## **6.0 Prevention**

6.1 We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.

6.2 The Schools will therefore:

- establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
- ensure children know that there are adults in the School whom they can approach if they are worried or in difficulty;
- include in the curriculum activities and opportunities for PSHE which equip children with the skills they need to stay safe from abuse and information about who to turn to for help;
- Include in the curriculum material that will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.

## **7.0 Procedures**

7.1 The Schools will follow the procedures set out in the Warwickshire Local Safeguarding Children Board *Safeguarding Inter-Agency Procedures* (Sky Blue Book). In addition, staff and managers in the Schools/education support service must 'have regard' to the guidance issued in *Working Together to Safeguard Children 2010*, *Safeguarding Children and Safer Recruitment in Education* January 2007 and follow the subsequently updated Recruitment and Selection Procedure Policy January 2007 when employing staff. The Schools will also refer to the Independent Schools Inspectorate's (ISI) *Handbook: The Regulatory Requirements*.

7.2 *The Designated Senior Member of Staff for Child Protection*

Each of the Schools will:

- ensure it has a designated senior member of staff (member of the leadership team) who has undertaken, as a minimum, the two-day child protection training course accredited by the Local Safeguarding Children Board;
- ensure this training in Child Protection and inter-agency working is updated every two years in accordance with Government guidance;
- recognise the importance of the role of the designated teacher and ensure s/he has the time and training to undertake her/his duties;
- ensure there are contingency arrangements should the designated member of staff not be available which can be called upon without delay;
- ensure that the designated member of staff will take advice from a child protection specialist when managing complex cases (e.g. Education Safeguarding Children Manager);
- ensure that the designated member of staff is responsible for coordinating action where it is suspected that a child is in need, has been harmed, or is at risk of significant harm;
- ensure they are familiar with Local Safeguarding Children Board procedures and Dfe guidance;
- ensure child protection records are maintained.

### 7.3 *Arrangements for Early Years Foundation Stage (EYFS)*

The designated members of staff for Child Protection should include an EYFS practitioner. Staff working within the EYFS should undertake paediatric first aid training as consistent with the guidance set out in the *Practical Guidance for the Early Years Foundation Stage*.

### 7.4 *The Role of Staff*

The School will:

- Ensure every member of staff knows:
  - the name of the designated person(s) and her/his role;
  - that they have an individual responsibility for referring child protection concerns using the proper channels (see Appendices 2 and 3) and within the timescales set out;
  - where the Inter-Agency procedures and school/education support service Child Protection procedures are located.
- Provide child protection training for all staff and the Head (including all temporary and voluntary staff) from the point of their induction are made aware of the arrangements and updated every three years (minimum half day/3 hours), so that they know:
  - their personal responsibility;
  - the local procedures;
  - the need to be vigilant in identifying cases of abuse;
  - how to support and to respond to a child who tells of abuse;
  - that children should be listened to but not interviewed and leading questions should not be asked.
- Ensure that all staff and volunteers recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed policies.

### 7.5 *Liaison with Other Agencies*

The School will:

- Work to develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters including attendance and written reports at initial case conferences, core groups and child protection review conferences.

- Notify the local Children's Team (Social Care) if:
  - it should have to exclude a pupil with a Child Protection Plan (whether fixed term or permanently);
  - there is an unexplained absence of a pupil with a Child Protection Plan of more than two days duration from School (or one day following a weekend); or as agreed as part of any child protection or core group plan;
  - they are concerned about the welfare of any child with a Child Protection Plan.

## 7.6 *Record Keeping*

The School will:

- keep clear detailed written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately;
- keep records in a folder in a meticulous chronological order- model recording folder available from Warwickshire Safeguarding Board;
- ensure all records are kept secure and in locked locations;
- ensure all relevant child protection records are sent to the receiving school or establishment when a pupil moves school.

## 7.7 *Confidentiality and Information Sharing*

- Staff will ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from a senior manager or outside agency as required (e.g. Education Safeguarding Children Manager).

[The Local Safeguarding Children Board guidance on the Sharing of Information on Children in Need and in Need of Protection can be accessed from the LSCB Website at [www.warwickshire.gov.uk](http://www.warwickshire.gov.uk).]

- The Head or designated person will disclose any information about a pupil to other members of staff on a need to know basis only.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child/parent to keep secrets.
- **Any person (employed, contracted, a volunteer or a student) who is considered unsuitable to work with children, will be reported - within a month of leaving the School - to the Independent Safeguarding Authority (ISA). [ISA commended operation on 20/1/09 and referrals are made to PO Box 181 Darlington DL1 9FA (tel: 0300 123 1111)]**

## 7.8 *Communication with Parents*

The School will:

- Undertake appropriate discussion with parents prior to involvement of another agency unless the circumstances preclude this. (Further guidance on this can be found in the Warwickshire Local Safeguarding Children Board Inter-Agency Child Protection Procedures, Section 3).

- Ensure that parents have an understanding of the responsibility placed on the School and staff for child protection by setting out its obligations in the School brochure. (Suggested wording to be included in the school brochure can be found at the Education Safeguarding Children Service – see Appendix 4.)

## **8.0 Supporting the pupil at risk**

8.1 We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self-blame.

8.2 This School may be the only stable, secure and predictable element of the lives of children at risk. Nevertheless, when at School their behaviour may be challenging and defiant or they may be withdrawn.

8.3 We recognise that some children actually adopt abusive behaviours and that these children must be referred on for appropriate support and intervention. These children are likely to have considerable needs themselves and may pose a significant risk of harm to other children. Evidence suggests that children who abuse others may have suffered considerable disruption in their lives, been exposed to violence within the family, may have witnessed or been subject to physical or sexual abuse, have problems in their educational development, and may have committed other offences. Such children and young people are likely to be children in need, and some will in addition be suffering or be at risk of significant harm, and may themselves be in need of protection.

Children and young people who abuse others should be held responsible for their abusive behaviour, whilst being identified and responded to in a way which meets their needs as well as protecting others.

8.4 The School will endeavour to support the pupil through:

- The content of the curriculum to encourage self-esteem and self-motivation.
- The School ethos which (i) promotes a positive, supportive and secure environment, (ii) gives pupils a sense of being valued;
- The School's behaviour policy is aimed at supporting vulnerable pupils in the School. All staff will agree on a consistent approach, which focuses on the behaviour of the offence committed by the child but does not damage the pupil's sense of self worth. The School will ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred;
- Liaison with other agencies which support the pupil such as Social Care, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Service and the Education Social Work Service;
- A commitment to develop productive and supportive relationships with parents whenever it is in a pupil's best interest to do so;
- Recognition that children living in a home environment where there is a domestic violence, drug or alcohol abuse are vulnerable and in need of support and protection;
- Vigilantly monitoring children's welfare, keeping records and notifying Social Care as soon as there is a recurrence of a concern.

- When a pupil with a Child Protection Plan leaves, information will be transferred to the new school immediately. The Child Independent Reviewing Manager will also be informed. We will follow the procedures for children that are ‘Missing Children’.

#### 8.5 *Drug Use and Child Protection*

- The discovery that a young person is using illegal drugs or reported evidence of their drug use is not necessarily sufficient in itself to initiate child protection proceedings but the School will consider such action in the following situations:
- When there is evidence or reasonable cause:
  - to believe the young person’s drug misuse may cause him or her to be vulnerable to other abuse such as sexual abuse;
  - to believe the pupil’s drug related behaviour is a result of abusing or endangering pressure or incentives from others, particularly adults;
  - where the misuse is suspected of being prompted by serious parent/carer drug misuse.

#### 8.6 *Children of Parents who Use Drugs*

Further enquiries and/or further action will be taken when the School receives reliable information about drug and alcohol abuse by a child’s parents/carers in the following circumstances:

- the parental misuse is regarded as problematic (i.e. multiple drug use including injection);
- a chaotic and unpredictable home environment exists which can be attributed to drug or alcohol misuse;
- children are not being provided with acceptable or consistent levels of social and health care;
- children are exposed to criminal behaviour.

### **9.0 Preventing unsuitable people from working with children**

- 9.1 The School will operate safer recruitment practices including ensuring appropriate CRB and reference checks are undertaken according to the DfES document ‘Safeguarding Children and Safer Recruitment in Education, January 2007’.
- 9.2 The School will consult with the Education Safeguarding Children Manager/Local Authority Designated Officer (LADO) in the event of an allegation being made against a member of staff and adhere to the relevant procedures set out in Safeguarding Children and Safer Recruitment in Education, the Allegations Against Staff Procedure and the School’s Personnel Manual (i.e. the manual produced by WES Personnel for subscribing schools).
- 9.3 The School will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the School and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

9.4 The School will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents as advised by the Local Authority's Code of Conduct "Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings March 2009"

9.5 The School will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of position of trust). Staff are made aware that they must not have sexual relationships with any pupil currently educated in the school.

## **10.0 Governing Body Child Protection responsibilities**

10.1 The Governing Body fully recognises its responsibilities with regard to child protection and to safeguarding and promoting the welfare of children. Appendix 5.

10.2 It will:

- nominate a Governor for child protection who will oversee the School's Child Protection Policy and practice and efficiency with which the related duties have been discharged and champion child protection issues;
- ensure an annual report is made to the Governing Body, and copied to the Education Child Protection Service, on child protection matters to include changes affecting Child Protection policy and procedures, child protection training received, the number of incidents/cases (no names) and child protection in the curriculum;
- ensure that this policy is annually reviewed, updated and copied to the Education Child Protection Service and that any deficiencies or weaknesses in child protection arrangements are remedied without delay.

## **11.0 Other Related Policies**

### *11.1 Physical Intervention*

Our Policy on physical intervention by staff is set out in a separate document and is reviewed annually by the Governing Body. We acknowledge that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimum force necessary to prevent injury to themselves, another person or property.

### *11.2 Bullying*

Our Policy on bullying is set out in a separate document and is reviewed annually by the Governing Body. We acknowledge that to allow or condone bullying may lead to consideration under child protection procedures.

### *11.3 Racist Incidents*

Our Policy on racist incidents is set out in a separate document and is reviewed annually by the Governing Body. We acknowledge that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

#### 11.4 *Health and Safety*

Our Health and Safety Policy, set out in a separate document, is reviewed annually by the Governing Body. It reflects the consideration we give to the protection of our children both within the school environment and when away from the School when undertaking school trips and visits.

#### 11.5 *Children with Statements of Special Educational Needs*

We recognise that statistically children with behaviour difficulties and disabilities are most vulnerable to abuse. School staff that deal with children with profound and multiple disabilities, ASD, SHD, cerebral palsy, sensory impairment and/or emotional and behavioural problems should be particularly sensitive to recognising signs of abuse.

#### 11.6 *Curriculum*

Using key documentation such as *Working Together to Safeguard Children 2010* and the non-statutory framework for Personal, Social and Health Education (PSHE) pupils are provided with the opportunity to learn about keeping safe; and who to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle pupils should be taught, for example:

- To recognise and manage risks in different situations and then decide how to behave responsibly;
- To judge what kind of physical contact is acceptable and unacceptable;
- To recognise when pressure from others (including people they know) threatens their personal safety and well-being and develop effective ways of resisting pressure; including knowing when and where to get help;

WSCB Taking Care scheme recommends that this would include messages about abuse and harm (what these terms mean and recognition that abuse and harm occurs in the UK, not just children in developing/war torn countries), safe and unsafe touching, safe and unsafe secrets and who to turn to if feeling unsafe. Ideally the curriculum would also be used to address the subject of developing safe and healthy relationships and an awareness of the impact of domestic abuse.

#### 11.7 *E-Safety*

Our e-safety policy is set out in a separate document and is reviewed regularly by the governing body. It reflects that e-safety is not an ICT issue it is a safeguarding issue and that we need to balance keeping children safe with allowing them the freedom to explore new technologies. Through our policy we intend limiting the risks that young people are subject to. Because it is a rapidly developing and moving issue the governors will review this policy on a regular basis.

#### 11.8 *Allegations against Staff (including Whistleblowing Policy)*

All staff are required to report to the Head any concern or allegations about behaviour of colleagues or practices which are likely to put pupils at risk of abuse or other serious harm. The designated person should also be contacted as they will have received the highest level of training. If the allegation is made against the Head or the Head is absent the allegation/concern should be passed to the Chair of Governors. No retribution will be taken against the reporter. The governing body has adopted the Local Authority document on Allegations against staff including

whistleblowing policy. In addition, the School follows the procedure laid out in the Warwickshire local safeguarding children board 'Safeguarding Interagency procedures' (Sky Blue Book) and the DFES 2005 process and NEOST guidelines (see Appendix 6).

11.9 *Attendance*

We recognise that full attendance at School is important to the well-being of all our pupils and enables them to access the opportunities made available to them from our School. Attendance is monitored closely and we work closely with the education social work service when the patterns of absence are of concern. Our attendance policy is set out in a separate document and is reviewed regularly by the governing body.

11.10 *Staff Conduct*

The governing body has adopted the Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings March 2009. The practice guidance provides clear advice on appropriate and safe behaviours for all adults working with children in paid and unpaid capacities in all settings and all contexts.

11.11 *Behaviour Management*

Our behaviour policy is set out in a separate document and is reviewed regularly by the governing body. This policy is transparent to staff parents and pupils.

11.12 *Extended Schools and Before and After School Activities*

(Ref: Warwickshire Extended Services: Implementing the Vision)

If the Governing Body provides extended school facilities or before or after school activities directly under the supervision or management of School staff, the School's arrangements for child protection as written in this Policy shall apply.

Where services or activities are provided separately by another body the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the School on these matters where appropriate.

11.13 *Forced Marriage*

There is a clear distinction between forced marriage and arranged marriage. In an arranged marriage the choice, whether or not to accept the arrangement remains with the prospective spouses. In forced marriage one or both spouses do not consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure. It is important that staff are made aware of these issues and are clear on what they are to do should a case arise. The School follows the multi-agency statutory guidance for dealing with forced marriage which can be downloaded at [www.fco.gov.uk/forcedmarriage](http://www.fco.gov.uk/forcedmarriage).

11.14 *Record Keeping (Data Collection Sheet)*

We keep up to date information on emergency contacts for parents/guardians

Signed ..... Signed .....  
*Chairman of Foundation Governors*      *Chair of School*

## **12.0 Appendices**

*Appendix 1* Indicators of Abuse

*Appendix 2* Making a child protection referral

*Appendix 3* Individual School's procedures

*Appendix 4* Suggested wording for information on child protection to be included in school prospectus

*Appendix 5* Standards for effective child protection practice in schools and contact numbers

*Appendix 6* Staff facing an allegation of Abuse based on Warwickshire Safeguarding Children Board (WSCB) procedures and NEOST guidelines

**INDICATORS OF ABUSE**

The following lists are neither definitive nor exhaustive. The information should be used in context with a range of other information related to a child's circumstances.

Physical abuse – physical observations

- bruising on trunk
- bruising on face, upper arms, shoulders consistent with gripping
- finger tip bruising/finger marks
- burns and scalds especially cigarette burns or burning from excessive exposure to heat
- human bite marks
- fractures, especially spiral
- swelling and a lack of normal use of limbs
- any serious injury with no/conflicting/inconsistent explanations
- untreated injuries

Physical abuse – behavioural observations

- unusually fearful with adults
- unnaturally compliant to parents/carers
- refusal to discuss injuries/fear of medical help
- withdrawal from physical contact
- aggression towards others
- wearing cover-up clothing
- any behaviours that you would not expect to see in a child at their age or stage of development

Neglect – physical observations

- poor personal hygiene
- poor state of clothing
- poor growth pattern
- emaciation, pot belly, short stature
- poor skin and hair tones
- untreated medical problems
- non-organic failure to thrive

Neglect – behavioural observations

- constant hunger
- constant tiredness
- frequent lateness or non-attendance at School
- arriving early at/leaving late from School
- low self-esteem
- neurotic behaviour
- no social relationships
- running away
- compulsive stealing or scavenging
- destructive tendencies

Sexual abuse – behavioural observations

- sexual knowledge inappropriate for age
- sexualised behaviour in young children
- sexually provocative behaviour/promiscuity

- hinting at sexual activity and secrets they cannot tell
- inexplicable falling off in school performance
- sudden changes in personality
- lack of concentration, restlessness, aimlessness
- socially withdrawn
- overly compliant
- aggressive behaviour
- poor trust in significant adults
- regressive behaviour, onset of wetting (day or night)
- onset of insecure, clinging behaviour
- arriving early at/leaving late from School, erratic School attendance
- running away
- substance/alcohol misuse
- suicide attempts, self-mutilation, self-disgust
- in adolescents: eating disorders, hysteria attacks
- severe sleep disturbance
- low self-esteem, self-image

#### Sexual abuse –observations specific to sexual exploitation

- changes in peer group
- unexplained wealth/goods
- drug habit without any obvious way of sustaining it
- those who return from being missing but look well cared for
- repeatedly associating with unknown men who are outside the family's contact (including by mobile phone, e-mail, post)
- dressing in an unexplained manner
- mixing with others you suspect are being sexually exploited
- reports that children have been seen in places to be used for prostitution
- having keys for a property without any plausible explanation

#### Emotional abuse – potential causes

- from community
- from carers
- witnessing domestic violence
- racism
- bullying
- from being subject to one of the other forms of abuse

#### Emotional abuse - indicators

- inappropriate emotional responses to painful situations
- neurotic behaviour (hair twisting, thumb sucking, rocking)
- fear of new situations
- self-mutilation
- fear of parents being contacted
- extremes of passivity or aggression
- drug/solvent abuse
- running away
- being the scapegoat in the family
- coldness/hostility

## MAKING A CHILD PROTECTION REFERRAL

See also:

- Warwickshire Local Safeguarding Children Board – Inter-Agency Child Protection Procedures (Sky Blue Book)
- DfES Guidance “Safeguarding Children and Safer Recruitment in Education”

### General Considerations

All concerns about the welfare of children and young persons, disclosures of possible abuse and observations of behaviour or injury which cause concern, must be taken seriously and reported within these procedures and those of the Warwickshire Safeguarding Children Board.

All education staff share the responsibility of ensuring that concerns about children “in need” and those “in need of protection” are brought to the attention of the responsible person/agency in order that they may be investigated within the appropriate procedures.

Central education staff who visit different schools and educational settings should acquaint themselves with the school’s policy and procedures and the identity of the designated teacher for each establishment. Normally a referral for a child in that school should only be made in consultation with the designated teacher, (unless it is out of hours, an emergency or a school holiday).

### Procedure

Every case of possible child abuse or risk of “significant harm” identified within the establishment/service must be reported to the designated person without delay (matters should never go unreported overnight).

It is the designated person’s responsibility to decide whether there should be an immediate referral to Children’s Services or the Police, further discussion with colleagues outside the school or an agreement to monitor the child. (See Section 3 of Warwickshire Local Safeguarding Children Board Inter-Agency Procedures for contact details).

In rare cases of serious physical injury, it may be necessary to arrange immediate medical treatment for the child. An ambulance should be called and, where necessary, the child will be taken to the Accident and Emergency Department of a hospital. The suspicion of abuse must be made known by the person accompanying the child.

*[Note: the responsibility for the medical investigation of significant harm lies with the Community Physician [Child Protection].]*

Once the decision has been taken to make a referral, the designated teacher or their deputy will contact the Children’s Services team (where the abuse took place). If the child lives outside Warwickshire, use the procedures for that Local Authority.

The Duty Officer will note the referral and confirm with the Duty Team Manager what action will be taken. **If you do not receive a response, seek clarification from the Duty Team Manager.**

The designated person will need to agree what action should be taken for the immediate support of the child. This should include what time the child or young person will be going home and with whom. It is important that there is a clear understanding about how the

parents or carers are to be informed of the referral and by whom. A written note of the agreements reached should be kept by the referrer.

The appropriate member of staff (possibly the member of staff originally involved) should continue to support the child in accordance with the plan agreed with the Duty Officer.

The Confirmation of Referral Form must be completed within 24 hours by the designated teacher or their deputy. If all the information is not immediately available, this should not delay the form being sent. Give as much detail as possible as this will help them to cross-reference the referral with other information held by other agencies and reach a decision about appropriate action. The form may be faxed or posted to the Children's Team. The educational setting making the referral should keep a copy and forward a copy to the Education Safeguarding Children Manager.

A referral may result in:

- no action;
- an assessment under Section 17 for Family Support Services; ('a child in need') with parents' consent;
- acceptance of a referral under Section 47 for a Child Protection investigation; ('a child suffering from or at risk or suffering from significant harm');
- further investigation before a decision can be made.

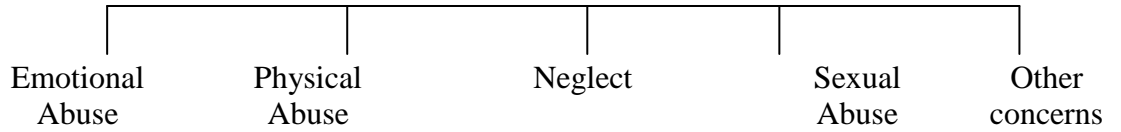
A Strategy discussion may be called. It is normally expected that representatives from schools or other educational settings will be involved where they are the referrer. When the referral does not result in a Child Protection investigation or a Conference after an SCI has been sent, the referrer should be notified of this decision and the reason for it given in writing. **If you remain concerned for a child's safety when a previous referral has been closed, or if there has been no response, refer the case again or ask to speak to a senior manager.**

When an Initial Conference is called, the designated person should be invited. This will often be at short notice and should be held within 15 days of the Strategy discussion or initial referral. Attendance at conferences should be regarded as a very high priority and will be monitored. The representative at the conference will be expected to share background information related to the case (it is recommended as good practice that a report is prepared prior to the conference). In addition they will be expected to determine the risk factors that place the child(ren) at risk of significant harm.

#### **Contact Details (see also Appendix 4)**

- |   |   |
|---|---|
| • Warwickshire Social Service Department  | 01926 413313  |
| • Emergency Duty Team (out of hours)  | 01926 886922  |
| • John Sullivan, Safeguarding Children Manager  | 01926 742527<br>07771 552315 (mobile)                                       |
| • Sophie Morley, Safeguarding Children Administrator  | 01926 742601<br>07747 758712 (mobile)<br>01926 742549 (fax)                 |
| • Warwickshire Safeguarding Children Board (WSCB)<br>(main number for County Children's Team Offices) | 01926 410410  |
| • Independent Safeguarding Authority (ISA)<br>PO Box 181, DARLINGTON, DLI 9FA                         | 0300 123 1111<br><a href="http://www.isa.gov.org.uk">www.isa.gov.org.uk</a> |
| • NSPCC Helpline<br>5000  | <a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a> 0808 800             |

**CONCERNED ABOUT CHILD ABUSE at KING'S HIGH ?**



**WHAT DO I DO?**

**GIRL-ORIGINATED CONCERN**

If you have already been approached by a girl make sure that you:

- Listen – non judgementally
- Ask open questions to clarify, but do not investigate
- Do not interrupt the child when recalling significant events
- Do not promise confidentiality – explain you may need to talk to someone immediately
- Reassure the girl, but avoid unnecessary contact

**Record:**

- What the girl said – using the girl's words
- Note the context, time and date on your record and sign and date the record
- Avoid judgements and opinions and do not make assumptions

**STAFF-ORIGINATED CONCERN**  
e.g.

- You may see an injury about which there is no clear explanation
- Another person may express concern about a girl's wellbeing
- You may have noticed significant changes in the way a girl performs in school
- Do not approach the girl with your concerns

**ACT NOW, DO NOT DELAY**

**SHARE YOUR CONCERNS / INFORM**

*Caroline Renton*  
**CHILD PROTECTION CO-ORDINATOR & Deputy Head (Pastoral)**

*Deputy Child Protection co-ordinator - Stephen Bethel(DHA)*

**Remember:**

- Be professional. Do not discuss the matter openly.
- Maintain contact with the girl for reassurance

***N.B. All KHS employees and volunteers are required to yearly sign a pro forma stating that they have received a copy of the KHS Child Protection Policy, Guidance on Safe Working and Guidance on staff facing allegations of abuse and have read it and agree to abide by King's High School's policies and procedures. All KHS employees undertake one hour's Child***

*Protection training on induction and sign to say that they have been inducted as well as received the Child Protection training. New and temporary employees are seen within the first week of employment at the school. The HR Officer also makes herself available for one hour each week to provide Child Protection training to all new support staff/volunteers. Any allegation made about a member of staff or volunteer will follow the DfE procedures (see Appendix 6) and if allegation made against the Head teacher the allegation will be passed to the Chairman of Governors. In case of serious harm the police will be informed from the outset and the WSCB will always be contacted to discuss any concerns re an allegation made.*

## **WARWICK SCHOOL POLICY**

### **BOARDING HOUSE ARRANGEMENTS**

Warwick School has and implements an appropriate policy on child protection and response to allegations or suspicions of abuse, which is consistent with Local Safeguarding Children Board procedures, and is known to staff and also known, as appropriate, to older boarders in positions of responsibility.

In addition to the existing Foundation Child Protection Policy, Warwick School acknowledges its responsibilities as a boarding school in accordance with the National Minimum Standards for Boarding Schools.

1. Where appropriate, House Prefects and senior pupils are provided with a briefing on the appropriate action to take should they receive any allegations of abuse. (NMS 3.8)
2. The School has a policy for the search and reporting of any boarder missing from school that is known to all boarding house staff. In accordance with NMS 3.9, a written record is made of any boarder missing from school, the action taken, and any reasons for the pupil being missing.
3. It is understood that all staff and pupils have immunity from retribution or disciplinary action for 'whistle blowing' in good faith.
4. The School adheres to the National Minimum Standard 38 in instigating appointment checks for all staff in accordance with acknowledged safe recruitment practices.

In addition to the requirements for all staff it should be noted that:

- In accordance with NMS 38.4, for all adults who after April 2002 begin to live on the same premises as children/students but are not employed by the school, there is a verifiable Criminal Records Bureau check completed at the standard level.
  - In accordance with NMS 38.6, the school has taken reasonably practicable checks to carry out Criminal Records Bureau checks on taxi drivers booked by the school to drive boarders unaccompanied by staff.
5. Warwick School has instigated measures to ensure that all boarders are protected from unsupervised contact at school with adults who have not been subject to the school's complete recruitment checking procedures and there is supervision of all unchecked visitors to the boarding premises.

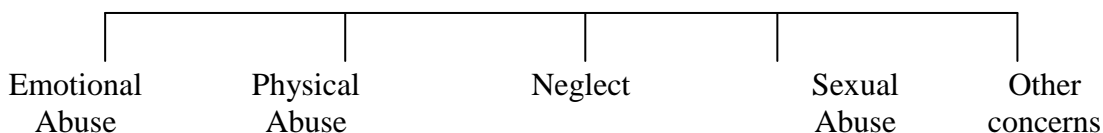
Under NMS39, The School does not allow any member of staff (including ancillary staff, sessional/contract staff and volunteers) to work unsupervised with boarders unless that member of staff has been satisfactorily checked with the Criminal Records Bureau.

6. The welfare of boarders placed in lodgings is safeguarded and promoted. In accordance with NMS 51, any lodgings arranged by the school to accommodate pupils provide satisfactory accommodation and supervision, are checked by the school before use, and are monitored by the school during use.
7. The welfare of boarders is safeguarded and promoted while accommodated away from the school site on short term visits in accordance with NMS 52. Any off-site

short stay accommodation arranged by the school for any of its boarders provides satisfactory accommodation and supervision is checked by the school (although this may not be feasible when accommodation is in private households), and is monitored by the school during use.

8. Under the revised standard 38 of the National Minimum Standards for Boarding Schools, the CRB certificate for 'gap' students is to be obtained before or as soon as practicable after the appointment.

## CONCERNED ABOUT CHILD ABUSE AT WARWICK SCHOOL?



### WHAT DO I DO?

#### CHILD-ORIGINATED CONCERN

If you have already been approached by a child make sure that you:

- Listen – non judgementally
- Ask open questions to clarify, but do not investigate
- Do not interrupt the child when recalling significant events
- Do not promise confidentiality – explain you may need to talk to someone immediately
- Reassure the child, but avoid unnecessary contact

#### Record:

- What the child said – using the child's words
- Note the context, time and date on your record and sign and date the record
- Avoid judgements and opinions and do not make assumptions

#### STAFF-ORIGINATED CONCERN

e.g.

- You may see an injury about which there is no clear explanation
- Another person may express concern about a child's wellbeing
- You may have noticed significant changes in the way a child performs in school
- Do not approach the child with your concerns

**ACT NOW, DO NOT DELAY**

**SHARE YOUR CONCERNS / INFORM**

**CHILD PROTECTION CO-ORDINATOR**  
**Christopher McNee (Deputy Head (Staff))**

**Or**

**Deputy Child Protection Co-ordinator**  
**Senior School: Mr E.B.Halse (Head Master) /**  
**Junior School: Guy Canning (Head of Junior School)**

#### Remember:

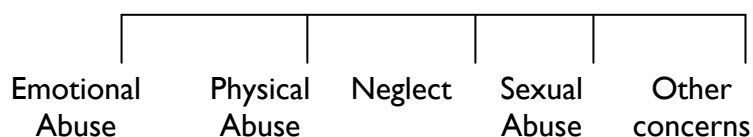
- Be professional. Do not discuss the matter openly.
- Maintain contact with the child for reassurance

*N.B. All Warwick School employees and volunteers are required to yearly sign a pro forma stating that they have received a copy of the Foundation Child Protection Policy, Guidance on*

***Safe Working Practice, and Guidance on staff facing allegations of abuse and have read it and agree to abide by Warwick School's policies and procedures.***

***All Warwick School employees undertake one hour's Child Protection training on induction and sign to say that they have been inducted as well as received the Child Protection training. New and temporary employees are seen within the first week of employment at the school. The HR Officer also makes herself available for one hour each week to provide Child Protection training to all new support staff/volunteers. Any allegation made about a member of staff or volunteer will follow the DfE procedures (see Appendix 6) and if allegation made against the Head teacher the allegation will be passed to the Chairman of Governors. In case of serious harm the police will be informed from the outset and the WSCB will always be contacted to discuss any concerns re an allegation made.***

## CONCERNED ABOUT CHILD ABUSE at WARWICK PREP?



### WHAT DO I DO?

#### CHILD ORIGINATED CONCERN

If you have already been approached by a child make sure that you:

- Listen – non judgementally
- Ask open questions to clarify, but do not investigate
- Do not interrupt the child when recalling significant events
- Do not promise confidentiality – explain you may need to talk to someone immediately
- Reassure the child, but avoid unnecessary contact
- Maintain contact for reassurance

#### STAFF-ORIGINATED CONCERN

e.g.

- You may see an injury about which there is no clear explanation
- Another person may express concern about a pupil’s wellbeing
- You may have noticed significant changes in the way a pupil performs in school
- Do not approach the pupil with your concerns
- Complete a “Child Protection Concern Record” pro forma
- Do not discuss matter openly

#### **Record:**

What the child said - using their words  
 Note the context, time and date on your record and sign and date the record  
 Avoid judgements and opinions and do not make assumptions  
 Complete a “Child Protection Record” form

**ACT NOW, DO NOT DELAY**

**SHARE YOUR CONCERNS / INFORM  
 Aileen McLaren and/or Helen Peel (EYFS)  
 CHILD PROTECTION OFFICERS**

Continued overleaf...

***N.B. All Warwick Preparatory School employees are required to yearly sign a pro forma stating that they have received a copy of the Foundation Child Protection Policy, Guidance on Safe Working Practice and Guidance on staff facing allegations of abuse and have read it and agree to abide by Warwick Preparatory School's policies and procedures.***

***All Warwick Preparatory School employees undertake one hour's Child Protection training on induction and sign to say that they have been inducted as well as received the Child Protection training. Any allegation made about a member of staff will follow the DfE procedures (see Appendix 6) and if allegation made against the Head teacher the allegation will be passed to the Chairman of Governors. In case of serious harm the police will be informed from the outset and the WSCB will always be contacted to discuss any concerns re an allegation made.***

**SUGGESTED WORDING FOR INFORMATION ON CHILD PROTECTION TO BE INCLUDED IN SCHOOL\* PROSPECTUS**

Schools are strongly advised to inform parents/carers of their child protection procedures and the requirements to report concerns to Social Care. The following information can be used in the school's brochure:

***'Under the Education Act 2002 (Section 175), schools must make arrangements to safeguard and promote the welfare of children. Parent/carers should know that the law (Children Act 1989) requires all school staff to pass on information which gives rise to a concern about a child's welfare, including risk from neglect, physical, emotional or sexual abuse. The staff will seek, in general, to discuss any concerns with the parent/carer, and where possible, seek their consent to a referral to Social Care. This will only be done where such discussion will not place the child at increased risk of significant harm. Schools will seek advice from Social Care when they have reasonable cause to suspect a child may be suffering or likely to suffer significant harm. Occasionally, concerns are passed on which are later shown to be unfounded. Parents/carers will appreciate that the designated person for child protection was carrying out their responsibilities in accordance with the law and acting in the best interests of all children.'***

\* The word 'school' is used throughout but this would include all educational settings e.g. Teaching and Learning Centres, Further Education establishments and Independent schools.

## Appendix 5

### STANDARDS FOR EFFECTIVE CHILD PROTECTION PRACTICE IN SCHOOLS

*Child protection matters are receiving an increased priority in Ofsted inspections. The following standards may assist schools in evaluating their practice. This should be used jointly by the Designated Child Protection person, Nominated Governor for Child Protection to ensure the school is effective in child protection matters.*

In best practice, schools:

1. Have an ethos in which children feel secure, the viewpoints are valued, and they are encouraged to talk and are listened to;
2. Provide suitable support and guidance so that pupils have a range of appropriate adults to whom they can turn if they are worried or in difficulties;
3. 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 occasionally require children to be referred to investigative agencies as a constructive and helpful measure;
4. Are vigilant in cases of suspected child abuse, recognising the signs and symptoms, have clear procedures whereby teachers report such cases to senior staff and are aware of local procedures so that information is effectively passed on to the relevant professionals;
5. Monitor children who have been identified as at risk, *in a secure place*, clear records of pupils' progress, maintaining sound policies on confidentiality, providing information to other professionals, submitting report to case conferences and attending case conferences;
6. Provide and support child protection training regularly to school staff every three years and in particular to designated teachers every two years to ensure their skills and expertise are up to date, and ensure that targeted funding for this work is used solely for this purpose;
7. Contribute to an inter-agency approach to child protection by developing effective and supportive liaison with other agencies;
8. 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, taking into account of the guidance for Governors on sex and relationship education in circular 5/94;
9. Provide clear policy statements for parents, staff and children and young people on this and on both positive behaviour policies and the schools approach to bullying;
10. Have a clear understanding of the various types of bullying – physical, verbal and indirect, and act promptly and firmly to combat it, making sure that pupils are

aware of the schools position on this issue and who they can contact for support;

11. Take particular care that pupils with SEN in mainstream and special schools, who may be especially vulnerable to abuse, are supported effectively with particular attention paid to ensuring that those with communication difficulties are enabled to express themselves to a member of staff with appropriate communicative skills;
12. Have a clear policy about the handling of allegations of abuse by members of staff, ensuring that all staff are fully aware of the procedures and that they are followed correctly at all times, using the guidance set out in the DfES document *Safeguarding Children and Safer Recruitment in Education*;
13. Have a written Whole School Policy, produced, owned and regularly reviewed by schools staff and which clearly outlines the school's position and positive action in respect of the aforementioned standards;
14. The school will ensure that specified information is passed on in a timely manner to the Local Authority for monitoring purposes.
15. The school must have a Single Central Record in place that fully complies with guidance (*Safeguarding Children and Safer Recruitment in Education Jan 2007*) from the DCSF Secretary of State.

## **Reference Documents**

*Safeguarding Children and Safer Recruitment in Education (Jan 07)* – DCSF

*Working Together to Safeguard Children*

For copies and further assistance, please contact:

- John Sullivan  
Education Safeguarding Children Manager  
Tel: 01926 74 2526
- Ann Seal  
Taking Care Manager  
Tel: 01926 742523
- Sophie Morley  
Administrative Officer  
Tel: 01926 74 2601

# "Keeping Children Safe and Healthy"

If viewing this document electronically, the links below will take you to the relevant web pages.

## Contacts & Links

### Contacts

- **Home**
  - **About WSCB**
  - **Business Plan**
  - **Child Death Review Process**
  - **Education and Safeguarding**
  - **Health and Safeguarding**
  - **News**
  - **Parents and Carers**
  - **Children and Young People**
  - **Resources**
  - **Training**
  - **Useful Contacts**
  - **WSCB Staff**
- If you have any **comments or queries** regarding the content of this website please contact either:
- Dr Vic Tuck**  
WSCB Development Manager  
[wscb@warwickshire.gov.uk](mailto:wscb@warwickshire.gov.uk)
- Linda Village**  
WSCB Interagency Training Officer  
[wscb@warwickshire.gov.uk](mailto:wscb@warwickshire.gov.uk)
- By post:**  
WSCB Development Manager  
Interagency Training Officer  
Children's Safeguarding Team  
Saltisford Office Park  
Ansell Way  
Warwick  
CV34 4UL
- By phone:**  
01926 742510

### Links

These links are to external websites. Following the links will take you away from Warwickshire web.

**Mappa (Multi Agency Public Protection Arrangements)**  
[www.warwickshire.police.uk](http://www.warwickshire.police.uk)

**Every Child Matters Change for Children**  
[www.everychildmatters.gov.uk](http://www.everychildmatters.gov.uk)

**Department for Children Schools and Families**  
[www.dfes.gov.uk](http://www.dfes.gov.uk)

**Social Care Institute for Excellence**  
[www.elsc.org.uk](http://www.elsc.org.uk)

**British Association for the Study and Prevention of Child Abuse and Neglect**  
[www.baspcan.org.uk](http://www.baspcan.org.uk)

**Child Line**  
[www.childline.org.uk](http://www.childline.org.uk)

**Child Exploitation and On Line Protection**  
[www.ceop.gov.uk](http://www.ceop.gov.uk)

Working together to safeguard children in Warwickshire

## Warwickshire County Council Children, Young People and Families Directorate

- Ms Maria Barnes, Assistant Head of Service – Children in Need
- Liz Bruce, Head of Local Commissioning – Adult, Health and Community Services Directorate
- Mr Martin Cliff, Assistant Head of Service – Children in Need
- Mr John Sullivan, Education Safeguarding Children Manager
- Mr Phil Sawbridge, Assistant Head of Service – Children in Need



## Contact Details - Children's Teams

If you are a child or a family in need, or if you are concerned about a child or family you know, contact your nearest Children's social care (previously Social Services) office during normal office hours.

### **Our offices are open from:**

9 am to 5.30 pm Mondays to Thursdays, 9 am to 5 pm on Fridays

**Wherever you are in the county, in an emergency during evenings or weekends contact the Emergency Duty Service**

### **North Warwickshire District:**

#### **North Warwickshire Children and Family Services Team**

Address: Arden Hill, 55 South Street, ATHERSTONE CV9 1DZ

Phone: 01827 711101

### **Nuneaton and Bedworth District:**

#### **Nuneaton Children's Team**

Address: Warwick House, Wheat Street, NUNEATON CV11 4AJ

Phone: 024 7635 1234

#### **Bedworth Children's Team**

Address: Beada House, Newtown Road, BEDWORTH CV12 8QB

Phone: 024 7664 3838

### **Rugby District:**

#### **Rugby Children and Family Services Short-term, Disability and Community Needs Unit**

Address: Oakfield Park, 32 Bilton Road, RUGBY CV22 7AL

Phone: 01788 570011

### **Warwick District:**

#### **Warwick District Children's Assessment Team**

Address: Holly Walk House, 56 - 58 Holly Walk,  
LEAMINGTON SPA CV32 4JE

Phone: 01926 334111

### **Stratford District:**

#### **Stratford and Alcester Children's Team**

Address: 8 Rother Street, STRATFORD-UPON-AVON  
CV37 6LU

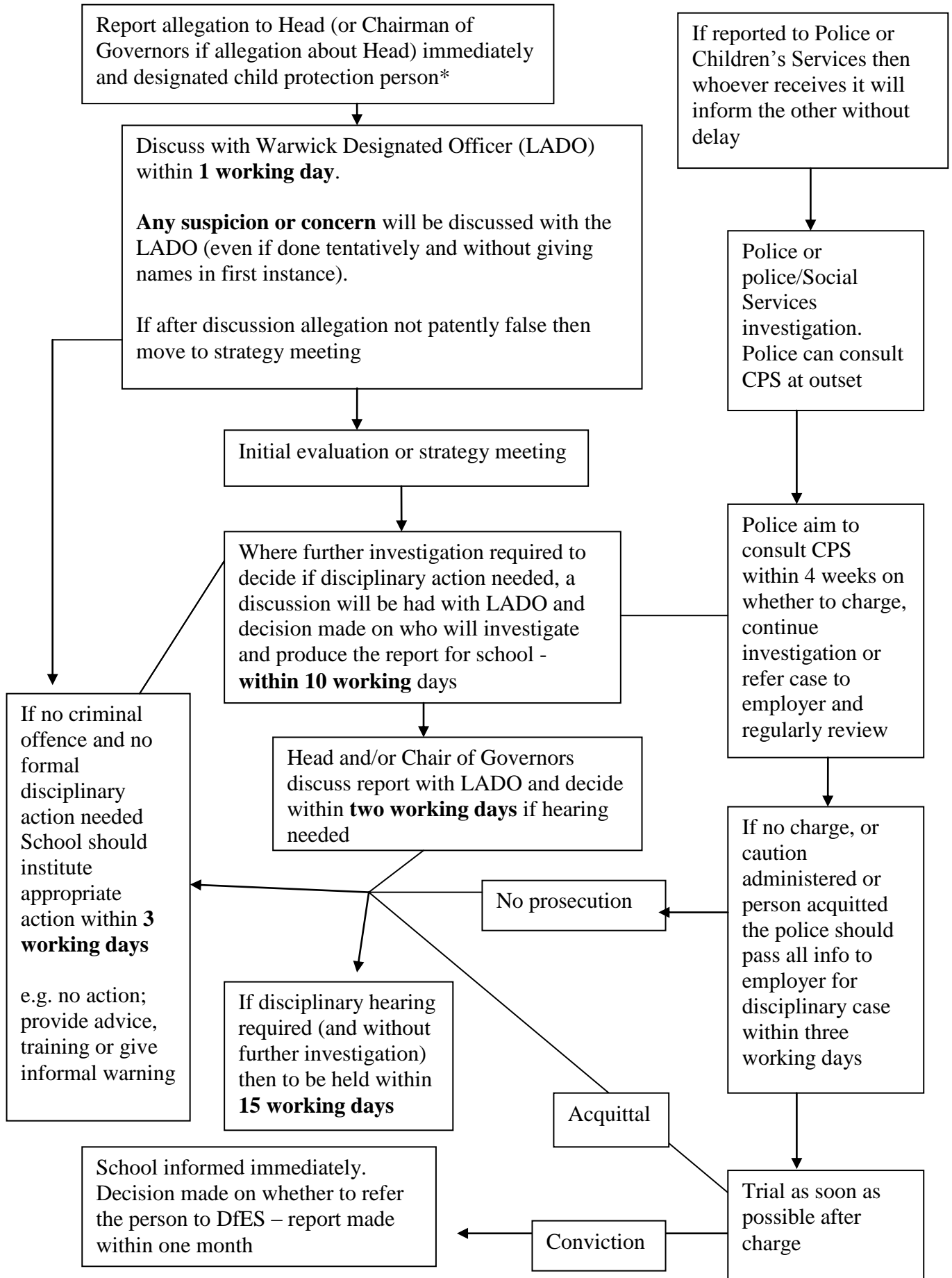
Phone: 01789 269391

#### **Southam and Shipston Children's Team**

Address: District Council Offices, The Grange, Coventry Road,  
SOUTHAM CV47 1QB

Phone: 01926 813110





\* School will follow WSCB procedures and not investigate the allegation of abuse so as not to jeopardise a police investigation.