

Great Walstead School fully recognises its responsibilities for child protection. Our policy applies to all staff, governors and volunteers working in the school. There are five main elements to our policy:

- Ensuring we practice safe recruitment, in accordance with our policies, in establishing the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse. (See Appendix 1)
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

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

- Establish and maintain an environment where children feel secure, 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.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We have procedures in place and will take account of guidance issued by the Department for Education and Skills to:

- Ensure we have two designated senior person for child protection who has received appropriate training and support for this role.
- Ensure that all fears or allegations of abuse are reported to the Designated Person for (Appendix 1 – number 4) and that policy procedures are subsequently followed. Also, that reports be referred to LADO (Local Authority Designated Office – see appendix 2 for contact Details) where necessary.
- Ensure we have a nominated governor responsible for child protection.
- Ensure every member of staff (including temporary and supply staff and volunteers) and Board of Governors knows the name of the designated senior person responsible for child protection and their role (CPO).
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.
- Notify social services if there is an unexplained absence of more than two days of a pupil who is on the child protection register.
- Develop and maintain effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely, separate from the main pupil file, and in locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.

- Ensure safe recruitment practices are always followed including Enhanced Disclosures via the CRB for all 2 adults who have regular or intensive access to children on or off site in compliance with the Independent Schools Standards Regulations.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as social services, Child and Adult Mental Health Service, education welfare service and educational psychology service.
- Ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

This policy:

- Is in accordance with locally agreed inter-agency procedures and is made available to parents on the school website and on request in school;
- Requires that any deficiencies or weaknesses in child protection arrangements are remedied without delay;
- Provides that the governing body undertakes an annual review of the school's child protection policies and procedures and of the efficiency with which the related duties have been discharged.

Support for staff

The School recognises the need for annual training and updating of all staff with regard to child protection issues. All staff (including part-time and voluntary staff) are to be made aware of child protection procedures, including whom should be contacted with concerns.

Staff who have been involved with an abused child may find themselves stressed and upset. Great Walstead encourages staff to seek support from the Designated Person as needed.

EYFS:

As this school has provision for the Early Years Foundation Stage this policy also applies to the Nursery and Reception.

- The Head of Nursery is the designated person with specific responsibility for child protection concerns arising from the EYFS and will liaise with local statutory children's agencies as appropriate.
- As an OFSTED registered setting this school will inform Ofsted 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;
- The school will inform Ofsted of any EYFS child protection concern as soon as is reasonably possible and by 14 days at the latest.

As this school is a boarding school additional elements apply under National Minimum Standard 3 (3.1 to 3.9):

2A.2. The policy includes a definition of what constitutes safe and acceptable use of the internet and any other electronic and digital services to which boarders have access whether or not provided by the school, including but not limited to, mobile phones, wireless enable laptops, PDAs (mobile device which functions as a personal information manager and connects to the internet, also known as a palmtop computer) and games consoles.

Standard 38

- 38.1 The School's system for recruiting staff (including ancillary staff, contract/sessional staff and volunteers) who will work with boarders includes all the following checks, which can be verified from recruitment records:
- Check of identity against an official document such as a passport or birth certificate;
 - CRB Disclosures, including a check that a person is not unsuitable to work with children;
 - Where the appointee has lived outside the United Kingdom, further checks as are considered appropriate where obtaining a CRB Disclosure is not sufficient to establish suitability to work with children (such as a certificate or good conduct from the country or countries they have been living in);
 - Check on proof of relevant qualifications;
 - Check of right to work in the UK.
- 38.2 With the exception of CRB Disclosures, the checks in standard 38.1 must be complete before a person takes up the position. In the case of CRB Disclosures, the certificate must be obtained before, or as soon as practicable after, appointment. Until the check is satisfactorily completed, the individual should be appropriately supervised.
- 38.3 Recruitment of all staff is additionally subject to safe recruitment practices as detailed in Safeguarding Children and Safer Recruitment in Education guidance.
- 38.4 For all adults who after April 2002 begin to live on the same premises as children/students (for example adult members of staff households) but are not employed by the school, there is a verifiable Criminal Records Bureau check completed at the standard level.
- 38.5 The school either has a satisfactory system for carrying out Criminal Records Bureau checks on agency staff who have regular contact with boarders or the staff do not have unsupervised access to boarders or has evidence that the agency has carried out the necessary checks within the last 12 months.
- The policy is also for staff and any adults working in the school;
 - There is a missing pupils policy, known to staff and used in practice, for searching for and, if necessary, reporting any boarder missing from school;
 - Any adult may report a concern or an allegation to Ofsted (**08456 404046**);
 - The school will ensure immunity from any disciplinary action and will take all reasonable steps to protect any person 'whistle blowing' in good faith.

Appendix 1

Introduction

The purpose of this policy is to enable staff to play their part in protecting the children in our care from abuse. It consists of:

1. A definition of child abuse
2. Definitions of each of the four kinds of abuse. That is:
 - a. Neglect
 - b. Emotional Abuse
 - c. Physical Abuse
 - d. Sexual Abusetogether with a list of signs and symptoms. In each case a cluster of systems would lead to concern.
3. Advice on how to deal with a child who chooses to make a disclosure about something of this nature that has happened to him or her.
4. The procedure to be followed if worrying signs are observed.
5. What to do if you are uncertain about what you have seen or heard.
6. What to do if a member of staff is involved in the concerns.
7. The responsibilities of the Designated Person.

Remember that the key concern has to be the care and protection of the children.

1. Child Abuse

Definition of Child Abuse:

An abused child is any boy or girl, under 18 years of age, who has suffered from, or is believed likely to be, at risk of significant physical injury, neglect, emotional abuse or sexual abuse.

2. Kinds Of Abuse

A. Neglect

Neglect and Non Organic Failure to Thrive:

The persistent failure to meet a child's basic physical and/or psychological needs is 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.

Signs and Symptoms:

- Failure to thrive
- Recurrent and persistent minor infections
- Severe nappy rash
- General developmental delay
- Anxious attachment
- Under stimulated
- Poor hygiene, unkempt and dirty
- Poor skin and hair tone
- Pot belly
- Overly pink hands and feet
- Neurological problems - movement
- Speech and language delay
- Limited attention span
- Immature social skills
- Overactive, aggressive, impulsive
- Indiscriminate friendliness
- Seeks physical closeness from strangers
- Lack of self esteem
- Thrives away from home
- Without appropriate adult supervision

B. Emotional Abuse

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, inadequate, or valued only in so far as they meet the needs of another person. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional damage is involved in all types of ill treatment of a child, though emotional abuse may occur alone.

Signs and Symptoms:

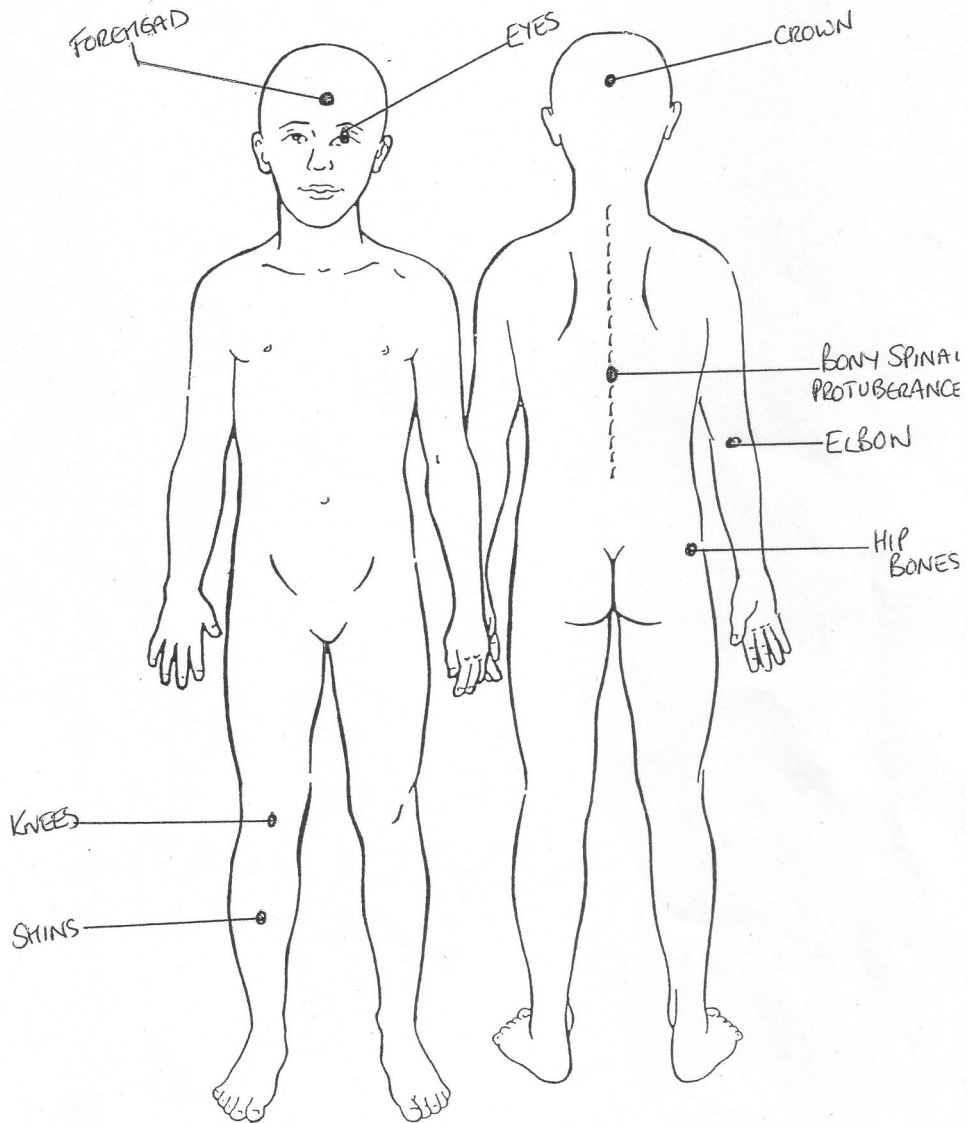
- Low self esteem – lack of confidence
- Fearful
- Withdrawn
- Unduly aggressive behaviour
- Excessively clingy
- Attention seeking behaviour
- Constantly seeking to please
- Inappropriately friendly to strangers
- Little reaction to pain or discomfort
- Doesn't seek comfort for pain or upset
- Good at school but not at home
- Chaotic hyperactive play
- Unable to give to others – selfish

C. Physical Abuse

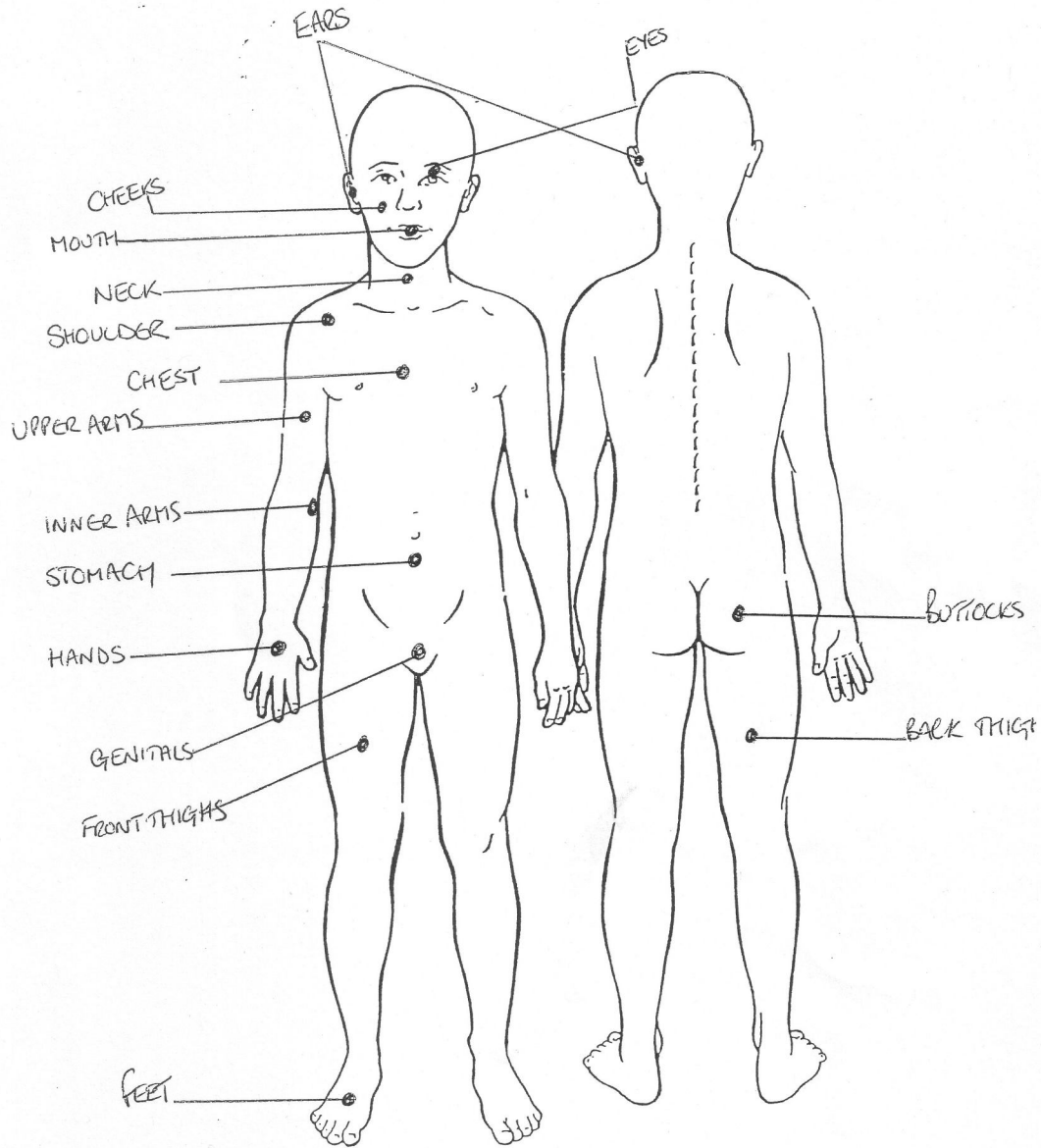
6

Actual or likely physical injury to a child, or failure to prevent physical injury (or suffering), to a child. Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

COMMON SITES FOR ACCIDENTAL INJURY



COMMON SITES FOR NON ACCIDENTAL INJURY



Actual or likely abuse/exploitation of a child or adolescent. 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 (rape or buggery) and non penetrative acts. They may include non contact activities, such as involving children looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Signs and Symptoms:

- Genital damage
- Pain passing urine
- Bleeding
- Recurrent urinary tract infections
- Sexually transmitted diseases
- Pregnancy
- Flash backs or re-experiencing
- Shows more knowledge of sex than is usual for a child of his or her age
- Inappropriate sexualised play
- Excessive public masturbation
- Sexually provocative with adults
- Psychosomatic responses – headaches, abdominal pains
- Change in behaviour pattern – disruptive, withdrawn, regressive, wetting, soiling
- Desperate to leave home
- Sexual assault on younger children

3. Dealing With A Child Who Discloses Abuse

- Listen and never directly question. Provide constant reassurance. Never stop a child/young person who is freely recalling an incident. Explain that you are concerned for their well-being and help them understand what will happen next. Do not promise not to tell anyone.
- Make a clear written record of what you have been told or have observed – including time, setting, people present and behaviour observed. Keep the information confidential to yourself, the School Nurse (if appropriate – see below) and the Designated Person.
- Where appropriate call on the expertise of the School Nurse.
- Make sure you gain support for yourself from the Designated Person or the School Nurse – you may well find the situation emotionally distressing.

4. Procedure If What You Are Told Or Observe Makes You Suspect Abuse Has Taken Place

- Inform the Headmaster, who is the Designated Person, immediately. The Headmaster (Colin Baty - Ext 314 – colin.baty@greatwalstead.co.uk) will discuss with you what you have been told or observed and will then make a decision as to the next step. If he is not available, contact the Head of Pastoral Care (Gill Willis – gill.willis@greatwalstead.co.uk)

- Where the incident or concerns are sufficiently serious or worrying, the Headmaster (the Designated Person) will contact Mid-Sussex Social and Caring Services Help Desk (on 01444 446100) and give details of the incident or concerns. 10
- If the allegations concern a member of staff, they must be reported to the Headmaster (Designated Teacher) in the same way. If the Headmaster himself is implicated, the Chairman of Governors should be informed.

5. What To Do If You Are Uncertain About What You Have Seen Or Heard.

If you are uncertain as to whether you are justified in feeling worried about a child's welfare, it is important to share your concerns with someone you can trust who has sufficient experience to advise helpfully. In Nursery, Pre-prep and the Junior School, it is important to share your concerns with the Head of your Section. They will both advise you and support you in the next step. For the Middle & Senior School, the School Nurse is an ideal person to approach for this purpose. It is useful anyway to write down what has led to your worries. Tell the Nurse about what you are aware of and give her a copy of your notes. She will advise what to do. If she feels the worries are justified then the procedure above will be followed. If not, the best way forward is usually to keep your eyes open with regard to the child and monitor their welfare for a while. What is not helpful at this stage is to share your concerns widely. That can lead to real difficulties if unfounded suspicions are gossiped about.

6. Record Keeping

The School Nurse and Headmaster keep records of all child protection concerns and issues throughout a child's career. It is essential therefore that the School Nurse is informed of any concerns or issues that arise in any section. The Designated Person will monitor regularly that adequate record keeping is taking place. Records will be kept indefinitely.

7. What To Do If A Member Of Staff Is Involved In The Concerns.

- a. This is potentially the most difficult area for us to deal with. Here, our policy must be that the child's welfare is paramount though we must pay due regard to the rights and welfare of the staff member also. The following are the points to be borne in mind:
 - As in other cases of allegations of abuse, those made against a teacher must be listened to carefully and a written record made of the conversation.
 - Staff must report such allegations immediately to the Designated Person (in our case the Headmaster) or to the Chairman of Governors if the Headmaster is the person against whom they are made).
 - The Headmaster (or Governors) will decide in considering all the available evidence whether (i) there is sufficient substance in the allegation to merit its referral to the child protection agencies for investigation (ii) the allegation was prompted by inappropriate behaviour which should be considered under the school's disciplinary procedures rather than referral.
 - Unless there is an objection from the child protection agencies, the teacher concerned must be informed of the allegation and the likely course of action.
 - The member of staff concerned should seek advice from his or her professional association and has the right to be accompanied at any interview by a representative of this association or by a friend.

The Designated Person.

The appropriate designated person Colin Baty (Headmaster) colin.baty@greatwalstead.co.uk will:

- Act as a source of advice, support and experience within the school and be responsible for referring to Social Services any cases of abuse or allegations of abuse which are brought to him and where referral is the appropriate course of action.
- Ensure that the Child Protection Policy is available to all members of staff and that training is provided on a three-year cycle.
- Ensure that the Child Protection Policy is updated and reviewed annually and work with the designated Governor regarding this.
- Communicate the key points of the Child Protection Policy to parents so that they are aware of the school's responsibilities (which may lead to referrals to Social Services).
- Receive training as the Designated Person at two-yearly intervals.
- Ensure that there is always an appropriate person on site to act as deputy in his absence.

East Sussex County Council

East of the county

Duty and Assessment team	01424 724144	<i>(for children up to 11 years old)</i>
Youth Support Team	01424 724130	<i>(for children of 12 years and older)</i>

West of the county

Duty & Assessment Team	01323 747373	<i>(for children up to 11 years old)</i>
Youth Support Team	01323 747094	<i>(for children of 12 years and older)</i>
Emergency Duty Service	07699 391462	<i>(including out of hours)</i>

West Sussex County Council

Office Hours	08450 751007
Emergency Duty Service	01903 694422

LADOs for East Sussex

Fiona Johnson	fiona.johnson@eastsussex.gov.uk	01273 481289	
Richard Munro	richard.munro@brighton-hove.gov.uk	01323 666612	Home
		01323 489491	Office
		01785 782793	Mobile

LADOs for West Sussex

Neil Holden	neil.holden@westsussex.gov.uk	01243 642410
Rosemary Terry	rosemary.terry@westsussex.gov.uk	01243 642315

Ofsted 08456 404046

It should be noted that "...the local authority's Every Child Matters responsibilities extend to all children receiving services in their area, irrespective of the type of school in which they are being educated and of the local authority area (or in the case of overseas pupils, the country) they come from." (*Keeping Our Schools Safe*, Sir Roger Singleton, pg 47) 12

Recommendation	Current Practice	Responsible	Monitoring
Ensure safe recruitment in checking the suitability of staff and volunteers to work with children	<ul style="list-style-type: none"> • CRB for staff • Overseas checks • Fresh checks for staff taking on new roles 	<ul style="list-style-type: none"> • Head • Deputy Head Pastoral 	Headmaster Governor with Child Protection responsibilities ("Responsible Governor")
Raising awareness of child protection issues	<ul style="list-style-type: none"> • Yearly updates /3 yearly training • Staff induction programme 	Headmaster Deputy Head Pastoral	Responsible Governor
Equipping children with the skills needed to keep them safe	<ul style="list-style-type: none"> • PSHE Programme 	Deputy Head Pastoral	Headmaster
Developing and implementing procedures for identifying and reporting suspected cases of abuse	<ul style="list-style-type: none"> • Existing child protection policy/now incorporated in annex to updated policy 	Headmaster	Headmaster Responsible Governor
Supporting children who have been abused in accordance with his/her agreed child protection plan	<ul style="list-style-type: none"> • School Nurse 	Headmaster	Headmaster Responsible Governor
Establishing a safe environment in which children can learn and develop	<ul style="list-style-type: none"> • Through staff training • Staff Protection policy • Health and safety policy • Code of conduct 	Health and Safety Committee Headmaster	Headmaster Responsible Governor
Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.	<ul style="list-style-type: none"> • Site security • Form teachers • Nurses • Independent listener 	Health and Safety Committee Deputy Heads School Nurse	Headmaster Responsible Governor
Ensure children know there are adults in the school whom they can approach if they are worried	<ul style="list-style-type: none"> ◆ Form Teachers ◆ Nurses ◆ Independent listener 	Deputy head Pastoral	Headmaster Responsible Governor
Opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse	Continued development of PSHE policy and co-ordination for all years	Deputy Head Pastoral	Headmaster Responsible Governor
Follow relevant guidance from DCFS	<ul style="list-style-type: none"> • Regular checking of 	School Nurse	

	DCFS website		
Designated senior person who has received appropriate training and support	<ul style="list-style-type: none"> Level three training bi-annually 		Responsible Governor
Nominated governor for child protection	<ul style="list-style-type: none"> Annual nomination by board of Governors 	Board of Governors	Chair/ Clerk of the Governors
Ensure every member of staff (including temporary, supply staff and volunteers) and governing body knows the name of the designated senior person responsible for Cp and their role	<ul style="list-style-type: none"> Notices in staff areas Standard wording included in letters of appointment Include in staff protection policy 	Headmaster Deputy head and heads of section	
<ul style="list-style-type: none"> Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection. 	<ul style="list-style-type: none"> 3 yearly Training See also Appendix to policy for staff procedures 	<ul style="list-style-type: none"> Head of Pre Prep Head of Juniors Headmaster/ Deputy head Pastoral 	Headmaster Governor responsible
Notify social services if there is an unexplained absence of more than two days of a pupil who is on the child protection register	<ul style="list-style-type: none"> 	School Nurse	Headmaster Governor responsible
<ul style="list-style-type: none"> Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences. 	<ul style="list-style-type: none"> Attendance at case conferences happens now Links established with Mid Sussex CP Nurse (Current Geraldine Fraher) 	School Nurse Headmaster	Responsible Governor
<ul style="list-style-type: none"> Keep written records of concerns about children, even where there is no need to refer the matter immediately. 	<ul style="list-style-type: none"> Happens now, main list kept by Headmaster 	School Nurse Headmaster	Responsible Governor

<ul style="list-style-type: none"> Ensure all records are kept securely, separate from the main pupil file, and in locked locations 	<ul style="list-style-type: none"> Locked in Headmasters study and in surgery 	School Nurse Headmaster	Responsible Governor
<ul style="list-style-type: none"> Develop and then follow procedures where an allegation is made against a member of staff or volunteer. 	<ul style="list-style-type: none"> Procedures in place in Annex 1 to the policy 	Headmaster / Deputy Head Pastoral	Headmaster / Responsible Governor
<ul style="list-style-type: none"> Ensure safe recruitment practices are always followed. 	<ul style="list-style-type: none"> New Staff recruitment Policy in place including safe recruitment guidance 	Headmaster	Responsible Governor
<ul style="list-style-type: none"> Liaison with other agencies that support the pupil such as social services, Child and Adult Mental Health Service, education welfare service and educational psychology service. 	<ul style="list-style-type: none"> Good links with Social Services CAMHS Education welfare service 	School Nurse / Deputy Head Pastoral	Headmaster / Responsible governor
<ul style="list-style-type: none"> Ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed. 		School Nurse / Headmaster	Responsible Governor