



Solihull School

## **Child Protection Policy**

### **1. Policy Statement**

Our Policy and our commitment at Solihull School is to take all reasonable measures to safeguard and promote the welfare of each pupil in our care and:

- To ensure that we practice safe recruitment by checking the suitability of staff and volunteers to work with children and young people
- To protect each pupil from any form of abuse, whether from an adult or another pupil
- To be alert to signs of abuse both in School and from outside
- To deal appropriately with every suspicion or complaint of abuse
- To design and operate procedures which promote this policy and which, so far as possible, minimise the impact upon the innocent of unfounded allegations
- To support children who have been abused in accordance with his/her agreed child protection plan
- To be alert to the needs of children with medical conditions
- To operate robust and sensible health and safety procedures
- To take all practicable steps to ensure that school premises are as secure as circumstances reasonably permit
- To operate clear and supportive policies on drugs, alcohol and substance misuse
- To consider and develop procedures to deal with any other safety and welfare issue which may be specific to individual children in our school or in our local area
- To have regard to guidance issued by the Secretary of State for Education and Skills in accordance with section 157 Education Act 2002 and associated regulations

### **2. Aims of this Policy**

- To raise awareness of both teaching and non-teaching staff of child protection.
- To emphasise the need for good levels of communication between all members of staff
- To develop a structured, confidential, internal procedure to be followed by all members of the school community in cases of suspected abuse
- To promote understanding and sensitivity towards child protection
- To support the child's development in ways which will foster security, confidence and independence

### **3. Principles**

Teachers are in a unique position to identify abuse in children and to provide information for the Designated Member of Staff (DMS) of the school.

As professionals we have the responsibility for the moral, social, cultural and spiritual welfare of the children in our care.

This school recognises its responsibility to discuss with Education and Children's Services' Duty and Referral Team (DART) (0121 788 4333) any significant concerns about any child who may indicate physical abuse, emotional abuse, sexual abuse or neglect in accordance with the Local safeguarding Children Board child protection procedures.

This school recognises its duty to work with other agencies in protecting children from harm and in responding appropriately to abuse.

***“The protection of the child is the over-riding aim of any intervention. Children should be seen as individuals and their rights, needs and welfare must remain paramount. In any conflict of interest this principle must be upheld.”***

#### **4. Procedural Responsibilities**

Members of Staff recognise their role in the welfare of children and their responsibilities if they suspect child abuse. Within school, staff should directly report any concerns about a child’s welfare to the Designated Member of Staff (DMS).

#### **5. The Designated Member of Staff for Child Protection**

The Designated Members of Staff for Child Protection are:

**Mr. Sean Morgan (Senior School)**  
**Mrs. Lyndsay Brough (Junior School)**

The DMS will co-ordinate action on child abuse within the school, ensuring that all staff (including supply staff) are aware of their responsibilities in relation to child protection.

- He/she will liaise with all appropriate authorities.
- He/she will be the first point of contact for parents, pupils, teaching and non-teaching staff, external agencies and any other matters of child protection.
- He/she should advise and act upon all suspicion, belief and evidence of abuse reported to him/her.
- He/she should keep the Headmaster informed of all actions unless the Headmaster is the subject of a complaint

N.B. Whilst the designated members of staff are attached to differing sections of the School, in the event that one is unavailable, the other should then become the point of contact. If neither of the appointed persons are available, the Headmaster would become the person to contact. If the Headmaster is also unavailable, a member of the Senior Management Team should be contacted – the important issue is that a concern should be raised without delay.

#### **6. Duty of Employees**

Every employee of Solihull School is under a general legal duty to:

- Protect children from abuse
- Be aware of the school’s child protection procedures and to follow them
- Know how to access and implement the procedures, independently, if necessary
- Keep a sufficient record of any significant complaint, conversation or event which should be dealt with as set out below (in Record Keeping).
- Report any matters of concern to the DMS.
- Undertake appropriate training, including refresher training at 3 yearly intervals.

Members of the **non-teaching staff** should also report any matters of concern to the DMS or to their undersigned Senior who would then escort the relevant employee to the DMS (Ground Staff, Maintenance Team, Marshal Team and Bursarial Staff – **The Bursar**. Kitchen Staff – **Head of Catering**. Peripatetic music teachers – **Head of Music**. Technicians – relevant **Academic Head of Department**.

Members of School staff should always 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, particular care should be taken with regard to e.g. one-to-one tuition, sports coaching, conveying a pupil in a car or engaging in inappropriate electronic communication.

## **7. Signs of Abuse**

Whilst no list can be comprehensive and vigilance is always required, the following may be signs of abuse:

- The pupil says he/she has been abused or asks a question which gives rise to that inference.
- There is no reasonable or consistent explanation for a pupil's injury; the injury is unusual in kind or location; there have been a number of injuries; there is a pattern to the injuries.
- The pupil's behaviour stands out from the group as being either extreme model behaviour or extremely challenging behaviour; or there is a sudden change in the pupil's behaviour.
- The pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons.
- The pupil's development is unexpectedly delayed.
- The pupil inexplicably loses or gains weight.
- The pupil appears neglected, eg. dirty, hungry, inadequately clothed.
- The pupil is reluctant to go home, or has been openly rejected by his/her parents or carers.

## **8. Procedures**

### Initial complaint

A member of staff suspecting or hearing of a complaint of abuse:

- Must listen carefully to the child and keep an open mind. Staff should not take the decision as to whether or not the abuse has taken place.
- Must not ask leading questions, that is, a question which suggests its own answer.
- Must reassure the child but give no guarantee of absolute confidentiality. The member of staff should explain that they need to pass the information on to the Designated Member of Staff who will ensure that the correct action is taken.
- Must keep a sufficient written record of the conversation. The record should include the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence. The record should be signed by the person making it and should use names not initials. The record should reflect the language of the child and should not be 'translated'. The record must be kept securely and handed to the D.M.S.

### Responding

Any member of staff who has concerns about a child must report their concerns to the Designated Member of Staff for Child Protection.

In accordance with the Local Safeguarding Children Board (LSCB), the agreement of the family for a referral to Child's Service Duty and Referral Team should be sought where possible. (Ref Section 5.2.4). However, if it is felt that seeking any such agreement would increase the level of significant risk to the child, the matter should be discussed with the Duty, Assessment and Referral Team and their advice sought.

**Children's service Duty and Referral Team: 0121 788 4333 0121 605 6060 (Out of Hours)**

All referrals need to be confirmed in writing within 48 hours using the appropriate referral form.

If the suspicions in any way involve another member of staff, the matter needs to be brought to the attention of the Headmaster who will act in accordance with procedures (The Management of Allegations and Concerns Regarding the Professional Conduct of Staff).

If the suspicions in any way involve the Headmaster, advice needs to be sought from the Local Authority Child Protection representative (LADO – Local Authority Designated Officer) as per procedures (Section 7): currently Steve Martin: Chief Education Welfare Officer. The Chair of Governors is to be informed immediately.

Steve Martin: Chief Education Welfare Officer and Sheila Wyatt: Senior Education Welfare Officer have made a commitment to respond within 60 minutes to any contact from a school wishing to discuss/ clarify a child protection concern. They can be contacted on: **0121 788 1505**.

**Record Keeping**

Any member of staff receiving a disclosure of abuse from a child or young person, or noticing signs or symptoms of possible abuse in a child or young person, will make notes as soon as possible (within the hour if possible), writing down as exactly as possible, what was said or seen, putting the scene into context, and giving the time and location. Dates and times of events should be recorded as accurately as possible, together with a note of when the record was made. All records must be signed and dated clearly.

All records of a child protection nature (hand written or typed) will be given to the DMS for safe - keeping. This includes child protection conference minutes. Access to any records will be on a "need to know" basis.

When a child who is the subject of a Child Protection Plan leaves the school, the DMS will inform the child's new school immediately and discuss with the child's key worker the transfer of any confidential information the school may hold.

**9. Safe Recruitment Procedures**

Solihull School operates safe recruitment procedures (including CRB checks and compliance with the Independent Schools Standards Regulations. Solihull School is fully aware of the requirement to report to the Independent Safeguarding Authority (ISA), within 1 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<sup>th</sup> January 2009 – PO Box 181, Darlington DL1 9FA (Tel. No. 0300 123 111). Appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the School's pupils on another site (for example, in a separate institution).

**10. Allegations Against Staff**

The School has procedures for dealing with allegations against staff (and volunteers who work with children) that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations. Allegations against staff, volunteers or the designated person with responsibility for safeguarding should be reported to the Head. If the Head is absent, the allegation should be passed to the Chairman of Governors. If the allegation concerns the Head, the person receiving the allegation should immediately inform the

Chairman of Governors without notifying the Head first. In cases of serious harm, the Police should be informed from the outset.

Suspension will not be an automatic response to an allegation. Full consideration will be given to all options, subject to the need to ensure:

- The safety and welfare of the pupil or pupils concerned; and
- The need for a full and fair investigation

### **11. Allegations Against Pupils**

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation and the School's policy on behaviour, discipline and sanctions will apply. Child Protection procedures should be followed.

### **12. Suspected Harm From Outside School**

A member of staff who suspects that a pupil has been suffering harm from outside the School should seek information from the child with tact and sympathy using 'open' and not leading questioning. A sufficient record should be made of the conversation (as previously outlined) and he or she should refer the matter to the DMS.

### **13. Use of Physical Intervention**

Teachers and other staff in schools have the right to use reasonable force to control or restrain pupils in certain circumstances: Section 550A of the Education Act 1996. Members of staff to refer to policy on 'Use of force to restrain', found in the 'Staff Only' section 'Barney'.

Additional guidance on the use of restrictive physical interventions with children who display extreme behaviour is contained in DfES document LEA/O242/2002.

It is important to allow children to do what they can for themselves, but depending on age and circumstances (ie a child who is hurt, a child who needs instruction in the use of a particular instrument/piece of equipment, safety issues such as the need to prevent a child hurting themselves, running in to the road) it may be necessary for some physical contact to take place.

### **14. Abuse of Trust**

The Sexual Offences (amendment) Act 2002 established a criminal offence of the abuse of trust affecting teachers and others who are in a relationship of trust with 16-18 year olds; a relationship of trust being one where a teacher, member of education staff or volunteer is in a position of power or influence over a pupil or student by virtue of the work or nature of the activity being undertaken.

The legislation is intended to protect young people in education who are over the age of consent but under 18 years of age.

### **15. The Curriculum**

Through effective curriculum, its delivery and a caring ethos, we should be continually preparing pupils to take care of themselves and develop the necessary skills that will eventually enable them to grow into responsible members of the community.

The principles embedded in this policy link into other policies relating to: Health, PSHE, Bullying, Equal Opportunities.

## **16. Training**

This school is committed to supporting and training all staff in matters of child protection. The DMS will liaise with the appropriate person in the Local Authority with respect to ensuring that all staff have access to appropriate training.

- The DMS will attend training every two years.
- All staff will receive training in safeguarding children every three years.

## **17. Governors**

The governors support the staff in carrying out their responsibilities with regard to child protection. The governing body will ensure that the school has a child protection policy and that once a year child protection matters are raised at a governors meeting. The Governing Body has appointed Mr Apollo Mulira as the Governor responsible for all Child Protection matters. The annual review by the governors should be of the policy and procedures and of the efficiency with which the related duties have been discharged. After the annual review by the governors any deficiencies or weaknesses in Child Protection arrangements are to be remedied without delay. At the Board meeting on 21 May 2009 this policy was approved and endorsed, though will be subject to annual review.

## **18. Useful Contacts**

- Children's Services.....0121 788 4300
- Child Protection Unit.....0121 788 4310
- Police Family Protection Unit..... 0121 712 6143
- Education Welfare Service..... 0121 788 1505
- NSPCC Young Person's Centre..... 0121 770 3000

## **19. Supporting Documents**

- Local Safeguarding Children Board Child Protection Procedures 2007
- Working Together to Safeguard Children
- What to do if you are worried that a child is being abused
- Managing Allegations against employees (SMBC 2009)
- Safeguarding Children and Safer Recruitment in Education (ref Section 157 of the Education Act 2002)

## **20. Purpose, Monitoring and Availability**

The purpose of this policy is to communicate to all those working in school their responsibilities. It is in accordance with locally agreed inter-agency procedures and is made available to parents on the School website. Hard copies are also available on request. It is to be reviewed annually at the beginning of the academic year to ensure it complies with recent legislation and a report shall be presented to the Governing Body.

## Child Protection Policy: Appendix A

### 1 Types of abuse and their signs and symptoms

The department of Health guide 'Working together to safeguard children' describes 4 categories of abuse for registration.

<b>Neglect</b>	The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of the child's 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.
<b>Physical Abuse</b>	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'.
<b>Sexual Abuse</b>	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 looking at, or in the production of pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.
<b>Emotional Abuse</b>	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, inadequate, or valued in so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children to frequently 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.