

LVS ASCOT

Child Protection and Safeguarding Policy Statement

1 INTRODUCTION

- 1.1 The Governing Body, the Head and the staff of the Licensed Victuallers' School and the Licensed Trade Charity are committed to the physical, emotional and spiritual well-being of all the children in their care. Both children and adults need a safe and secure environment in which to live and work. The policy applies to **ALL** staff and to contact both within and outside normal school hours.
- 1.2 The School is committed to implementing good practice and the Child Protection and Safeguarding Policy is in accordance of locally agreed inter-agency procedures.
- 1.3 The School has a number of trained designated persons and one trained Deputy to advise the Head and staff and to offer advice and information. At present our Designated Senior Persons (DSPs) are Mrs Samantha Litherland (Teacher of Art), Mrs Rebecca Sanford (Teacher of Art), Mrs Helen Donnelly (Head Teacher of Junior School) and Mrs Sheelagh Le Bellec (LSA, Junior School). The DSPs are responsible, where necessary, for maintaining clear communications with Children's Social Care (contact details are given at the end of this document), Ofsted and DCSF on all matters relating to Child Protection. The school will provide Level 2 advanced training for other colleagues as need requires and opportunity allows.
- 1.4 The School has a trained Counsellor who supports pupils and staff who may be consulted by staff. The Counsellor will not promise confidentiality where child protection is concerned and will inform a DSP of any child safeguarding issues of which they becomes aware.
- 1.5 The School has a Governor with specific responsibility for overseeing Child Safeguarding matters. At present, this role is fulfilled by the Chairman of the Education Committee, Mrs Anita Adams. The governing body will undertake an annual review of the school's child protection policies and procedures and of the efficiency with which they have been discharged. The designated Governor will receive training updates on a 2 to 3 year cycle, or if there are significant changes to national safeguarding policies and requirements.
- 1.6 The School accepts responsibility for establishing procedures for responding to allegations of abuse and for providing guidelines for good practice, which will be updated when appropriate.
- 1.7 The School ensures that all staff who have substantial access to children are checked using procedures recommended by the Independent Schools Council and provided by the Criminal Records Bureau as detailed in our Recruitment Policy.
- 1.8 The School undertakes to monitor the use of the procedures and guidelines and identify and remedy deficiencies or weaknesses in Child Protection and Safeguarding arrangements without delay.

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The School recognises the need for appropriate training and access to advice on child protection for all staff. The school has trained further members of staff, including the members of the Junior and Senior School's Senior Management Teams and the Teaching Assistant in the EYFS setting.

- 1.9 The school is committed to training the Designated Person and others with Level 2 Child Protection training and in child protection and inter-agency work every 2 years, including an identified person in the EYFS setting. All other staff will receive appropriate basic awareness training (CP Level 1) at least every 3 years, but will be provided annually and the Designated Persons Level 3 every 2 years. Senior Members of staff to attend Level 2 training annually. Induction for all new staff includes appropriate child protection training. All staff will be invited to attend basic training and will be informed of the school's safeguarding arrangements. All staff (both teaching and ancillary) will be issued with the policy and any further updates, this will happen initially as part of the induction process.
- 1.10 The School believes that the policy statement is necessary in the interests of the protection of both pupils and staff.
- 1.11 All school staff are aware that when pupils are engaged in school supported activities outside the immediate school campus, there is a need to ensure that all possible precautions are taken to safeguard their welfare. This is particularly important where overnight accommodation is included within the activity. In such cases the school would request evidence of external provider's Child safeguarding Policy including the checking of their staff using the Criminal Records Bureau. In the event that the school is unhappy with any aspect of such external provision, the school would look to use an alternative external provider.
- 1.12 All children have a right to achieve their potential and to be protected from all forms of harm, including abuse and neglect. The school recognises that there are particular groups within it, who may more susceptible to bullying or abuse, because of race, disability, gender, religion, sexual orientation, Special Education Needs and/or English as an Additional Language issues. Even where safeguarding is not considered to be an issue, the school will draw on assistance from external services to support the pupil who is experiencing bullying or abuse, or to tackle any underlying issue which has contributed to the act of bullying or abuse.

DEFINITIONS OF ABUSE

- 2.1 An abused child is a boy or girl who has suffered from, or is believed to be potentially at risk of suffering from, physical injury, neglect, emotional abuse or sexual abuse.
- 2.2 Abuse and Neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

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Types of Abuse

- a) **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 fabricates the symptoms of, or deliberately induces, illness in a child.
- b) **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. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers, 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. Neglect may also be manifest in poor school attendance and all tutors at LVS will report to SMT any student that attends irregularly or infrequently or fails to register for 10 consecutive days. This matter may then be referred to the DP, and in turn to further authorities if appropriate.
- c) **Emotional Abuse** is the persistent emotional maltreatment 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 insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as over protection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying 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 maltreatment of a child, though it may occur alone.
- d) **Sexual Abuse** involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) 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.

It should also be remembered that children can also abuse. They are subject to the structures within this policy and are subject to the law, but they will need help too. They may themselves have been abused when younger.

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3 RESPONSE TO ALLEGATION OF ABUSE

- 3.1 All allegations of child abuse involving the School community will be taken seriously and dealt with speedily. Allegations may relate to matters within school or indeed outside school or at home. As stated in the Children Act, the welfare of the child is of paramount concern.
- 3.2 The school will make arrangements as appropriate for the emotional and spiritual support of children and staff affected by a child safeguarding issue.
- 3.3 The DSP, or Head if appropriate, will make sure that a referral of allegations or suspicions of abuse has been made to the local Children's Social Care child safeguarding team within 24 hours, (in writing or with written confirmation of a telephone referral) and will liaise with that department and the police during any child protection investigation.
- 3.4 Any allegation of abuse against a member of staff should immediately be referred to the Head (or DSP, who will inform the Director of Education if the Head is accused), who will inform the Local Authority Designated Officer and the Director of HR the same day and, usually, inform the accused member of staff.
- 3.5 Following the outcome of the investigation appropriate actions will be taken. These may include disciplinary procedures, risk assessments, suspension of staff or students and/or relocation of involved staff if they are resident within school.
- 3.6 The Head will be responsible for informing Ofsted and the DCSF of any information that is required to go on its register. The Head will also inform the Independent Safeguarding Authority if a member of staff is deemed inappropriate to work with children.
- 3.7 The result of an investigation may be inconclusive, there may or may not be a prosecution, or it may be decided that a person's behaviour has been ill-advised and foolish rather than criminal.
- 3.8 Allegations may be shown to be unfounded or malicious. In these cases the Head will find appropriate means to make clear that the person has been exonerated. And disciplinary procedures will be followed, as appropriate.
- 3.9 The DSP is required to keep a central confidential record of all reported incidents including the original notes of the first conversation with the complainant.
- 3.10 Staff who, in good faith, report any concern or allegation about school practices or behaviour of colleagues which prove to be unfounded will be provided with immunity from retribution or disciplinary action for such "whistle blowing". Further detail is given in the staff policy on whistle blowing.

4 GOOD PRACTICE GUIDELINES

4.1 The School requires all staff to maintain the highest professional standards in their work and relationships with children. The following recommendations provide a framework within which children should be safe from harm and adults protected from false allegations or temptation.

Be prepared for your colleagues to remind you if you forget one of these guidelines, and be prepared to help a colleague by advising them in return. The more trusting and open the relationships between staff, the safer our children and young people will be. However, if a colleague fails to amend inappropriate behaviour to meet the guidelines, colleagues should be prepared to report them in the interests of safeguarding children.

The Children Act stresses the importance of children being able to share their concerns with adults and being able to confide in them. All staff involved in the care of pupils (boarders especially) should strive to create a supportive and caring environment. The following list constitutes the School's recommended good practice guidelines:

- Treat children and young people with the respect and dignity befitting their age.
- Be aware of your speech, tone of voice and body language.
- Control and discipline children without physical punishment.
- Don't permit abusive peer activities e.g. initiation ceremonies, ridiculing, bullying.
- Advise another member of staff if you need to see a child on his or her own for a lengthy period. Do not invite a child to your home alone. Invite a group and make sure someone else is around and aware where the children are. Avoid meetings after 11.00pm.
- When in a private meeting with a child, try to leave the door ajar and position furniture appropriately (table or desk between you and the child).
- Respect a child's privacy, particularly in lavatories, showers and changing rooms.
- Do not engage in playing rough physical or sexually provocative games with children.
- Do not be sexually suggestive about or to a child.
- Do not touch a child in an inappropriate or intrusive manner.
- Avoid scapegoating, ridiculing or rejecting a child.
- Avoid showing favouritism to any one child.
- Avoid allowing children to involve you in excessive attention-seeking that is overtly physical or sexual in nature, in particular.
- Try to avoid giving lifts to children on their own. If this is unavoidable, consider asking the child to sit in the back of the car.
- Do not share sleeping accommodation with children.
- Do not allow unknown adult's access to children. Visitors should be accompanied by a known person.

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- Do not contact a student from a personal e-mail account, own mobile phone (other than a mobile phone device used by a boarding house or school), or via a social networking site or means of instant messaging.

4.2 Staff are required to keep a diary of all out-of-school-hours' encounters with pupils. If a child seeks a private meeting with a member of staff on more than three occasions within a short period of time, this should be reported to a Designated Person.

4.3 Staff are monitored and reviewed regularly, through meetings, appraisals and performance review. New staff are provided with a mentoring system from a more experienced staff member to ensure the correct policies are known and understood. Also that key figures are identified, e.g. DSP.

5 INAPPROPRIATE ADVANCES

5.1 Children can sometimes make suggestive approaches to an adult. For whatever reason, they may act in an inappropriate manner. Sometimes, inappropriate physical contact can be made either intentionally or accidentally.

5.2 It is vital that members of staff take the responsibility to:

- Tell the child that his or her language or behaviour is unacceptable.
- Tell a DSP about the incident, however, embarrassing this is.
- Record the incident, indicating what was said and/or done. This is a necessary safeguard if accusations are made at a later stage.

The member of staff and the DSP should decide on the appropriate course of action. It may be necessary for the DSP and/or the member of staff to discuss the incident with the Head and/or to seek advice from Children's Social Care.

6 CONFIDENTIALITY

6.1 The highest level of confidentiality should be maintained at all times in relationships with both adults and children. You should, however, make it clear that there are certain circumstances, if a child is suffering or is likely to suffer harm, when other people will need to be told so that the child can be protected.

6.2 It is important not to agree to blanket confidentiality in any discussion or counselling. If an allegation has been made against someone it is very important that as few people as possible know whilst the allegation is being investigated. This protects both the accuser and the accused.

7 HEARING A CHILD ABUSE DISCLOSURE

7.1 The School is committed to liaising with the statutory child protection agencies when dealing with allegations of abuse. If possible, you should refer any allegation as soon as possible to a Designated Person, who will follow appropriate procedures for hearing a child protection disclosure. However, any member of staff may be in a

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position where a child wishes to disclose to them issues relating to abuse. **Make a record of any conversations appropriately.**

7.2 The following procedures should be adopted when hearing a child abuse disclosure:

- If the listener (member of staff) feels a disclosure is likely to be made then they must ask another member of staff to be present – first checking that the pupil accepts the additional presence. However, if the pupil is reluctant to speak in front of that third person, it is better for the listener to hear the disclosure alone, rather than for no disclosure to be made.
- Where appropriate the listener will take steps to protect the complainant from immediate harm e.g. by contacting a DSP or the Head.
- As soon as reasonably possible, preferably immediately after the conversation has taken place, the listener will make a hand written statement of the conversation. Such a statement will include a note of the date and time and will be signed by the author. The content must be verified with the child to ensure it is an accurate account of the disclosure.
- Do not give a guarantee of confidentiality. You have a duty to tell the appropriate people if you are told of incidents of abuse. Do explain that you will only tell those who have to know. If possible, refer the complainant directly to a DSP.
- Do not ask leading questions. Limit any questioning to the minimum necessary to seek clarification only. Stick to questions of the type 'What is it you want to tell me?' don't ask questions like 'Why do you think this happened?'.
- Tell a DSP and the Head immediately (unless they themselves are being accused). Do not tell anyone else.
- Discuss with a DSP/Head whether steps need to be taken to protect the complainant.
- Do not carry out an investigation yourself. Children's Social Care and police staff are specifically trained in appropriate procedures and you could damage or prejudice criminal proceedings by interviewing people yourself.

7.3 It is crucial never to assume that an accusation of abuse against someone you know well and whom you trust is bound to be wrong. Children and young people often tell their peers, rather than staff or other adults, about abuse. It is important to make sure that senior pupils (e.g. prefects and young people leading activities for others) as well as responsible adults are aware of these points.

8 STAFF TRAINING

8.1 It is vital that all school and organisation staff members are provided with adequate training. All staff are expected to complete level 1-basic awareness training (as in

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1.3). An up-to-date record is kept of this information. A number of staff are in the process of being trained to an advanced level, so that in the event of sickness or absence there is a member of staff equipped to deal with any situation.

9 SAFE RECRUITMENT PROCEDURES

The school is aware of the recent change and introduction of the ISA. The three former barred lists are now amalgamated in one area. All new appointments will be made following the good practice outlined in our Recruitment Policy. All new employees are subject to a Criminal Records Bureau check at the Enhanced Disclosure level. The same level of pre-employment check is also carried out on any family members over the age of 16 if the prospective employee's employment requires them to be resident within the school campus. Similarly all volunteers, such as Governors, who are likely to come into contact with pupils, are checked at the same level. In order to verify the validity of written references, the school will make direct contact with a referee to ensure the written reference is genuine.

Agency staff and contractors will be subject to CRB and ISA checking as appropriate, depending on whether or not they might be working unsupervised with or near pupils. Such situations will be risk assessed.

*ISA registration for the vetting and barring scheme does not start for new workers or those moving jobs until July 2010 and the registration does not become mandatory for these workers until November 2010. All other staff will be phased into the scheme from 2011.

Although the organisation does conduct rigorous pre-employment checks we recognise the need to remain vigilant in monitoring employee, agency worker and volunteer behaviour, and through the training provided, staff are also aware of this.

10 CONTACT NUMBERS AND DETAILS

Bracknell Forest area

Gloria King

Children's Services Admin

Tel: 01344 351 582

Fax: 01344 351 521

Email: childrens.services@bracknell-forest.gov.uk

Link to Bracknell Forest Child Protection Procedures

<http://berks.proceduresonline.com/index.htm>

Windsor and Maidenhead area

Referral and Assessment Team - 01628 683150

Child Protection Co-ordinator - 01628 683210

Out of Hours Emergency Duty Team - 01344 786543

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Buckinghamshire

Team Manager for Referral and Assessment in north of county: Mariette Uys
Team Manager for Referral and Basement in south of county: Pauline Meredith.
Both may be contacted via contact centre by calling 08453 70 80 90.

Police

0845 8505505

Reviewed January 2012

Reviewed by C Cunningham-Watson

This policy must be reviewed no later than: January 2013